Nicolet Area Partner Schools

English Learner Program Plan - 2020

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This Program Plan provides guidance on the process and procedures we follow for our EL students. The DPI program plan is a guiding document and our process and procedures are in compliance with the federal and state guidelines.

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1.0 Introduction

The Nicolet Area Partner Schools, located north of downtown Milwaukee, is comprised of four school districts. Three school districts, Fox Point-Bayside, Glendale-River Hills, and Maple Dale-Indian Hill, feed into the Nicolet Union High School District. School-age children who are living in the Nicolet Area Partner School district areas and are in 4K through 8th grade attend one of three separate public school districts. Those students who are in grades 9-12 attend Nicolet Union High School District. Offering exemplary education programs, Nicolet Area Partner Schools dedicates itself to meeting the needs of the 3478 students attending its schools. Nicolet Area Partner Schools has six schools in total: 3 elementary schools (PreK-3rd or 4th grade), three middle schools (grades 4 or 5-8), and one high school (grades 9-12).

Nicolet Area Partner Schools (NPS) are dedicated to educating students who are English Learners (ELs). These EL students comprise a small – only 3% of the total student population – but integral part of our student body. It is the mission of NPS to provide instruction and academic support in English to students for whom English is not their primary language. By supporting the students in their goals to read, write, speak and listen to English proficiently, NPS enables them to be successful in the regular education classroom, the school community, and the community at large.

For use within this Program Plan are the following acronyms are used to reference students: EL (English Learner), ELL (English Language Learner), and LEP (Limited English Proficient). ELL and LEP are nationally recognized terms for our students that were used at the federal level. English Learner (EL) is the agreed upon term for which our team will name our students. ESEA defines an EL as an individual

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

1.1 Student Demographics*

The data shown below comes from WISEdash for the 2018-2019 school year.

	Fox Point-Bayside	Glendale- River Hills	Maple Dale-Indian Hill	Nicolet
Total Number of Students	**799**	**1086**	**484**	**1087**
African American	9%	33.5%	14.9%	20%
American Indian	<1%	.5%	0%	<1%
Asian	7%	5.5%	8.9%	5%
Caucasian	73%	49%	61.4%	59.5%
Hispanic	5%	7%	8.1%	7.5%
Pacific Island	0%	.5%	0%	<1%
Two or more races	5%	4%	6.8%	7%
Eligible for free or reduced lunch	11%	32%	9.5%	17%

2.0 Goals for the EL Program

Nicolet Area Partner Schools, in an effort to best serve its EL students, outlines the following goals for the English Learner Program. In addition, this section details the collaborative approach that all partner school professionals will take to achieve and measure these goals. Partner school professionals include members of the EL department, District teachers, and District administration.

Goal 1: EL students will develop and maintain listening, speaking, reading and writing competency in English as outlined in the WIDA (World-class Instructional Design and Assessment) standards and measured by the ACCESS for ELLs assessment.

Approach: Data from the ACCESS for ELLs assessment will be used to determine students' exact competency in each of the four domains. Working in collaboration, general education teachers will design units and lessons to meet the needs of EL students using the framework of district benchmarks and WIDA standards. Additional resource support for pre-teaching and post-teaching students will help to achieve this goal.

Goal 2: EL students will demonstrate proficiency according to state and district benchmarks as measured by state standardized assessments and curriculum-based measures such as formative and summative assessments.

Approach: General education teachers, in cooperation with EL teachers, will monitor student proficiency on grade level expectations and give feedback to students and families. Assessments are modified and accommodated to best meet student need and reflect what students have learned.

Goal 3: EL students will develop and apply academic language as measured by curriculum-based assessments.

Approach: Academic language development within vocabulary-rich environments will be provided to students within the general education classroom. For students who need more individualized instruction, language development and vocabulary instruction will also occur during supplemental support services.

Goal 4: EL students and families will be members of and participate in the school community.

Approach: The district will provide opportunities for school, family, and community partnerships to support families so they can be more actively involved in their child's educational experiences. An added benefit is increased staff capacity for working effectively with families and the community. Co-curricular activities, such as clubs and athletics, will be accessible to all EL students.

Goal 5: Nicolet Area Partner Schools staff will work cooperatively with EL Teachers through both collaboration and resources to maintain best practice and build capacity for educating English Learners.

Approach: Through job-embedded and additional professional development opportunities, including but not limited to Professional Learning Communities and Culturally Relevant Universal Design for Learning, school personnel will receive training and coaching in culturally relevant strategies and approaches aligned with best practice for English Learners.

Goal 6: Nicolet Area Partner Schools will provide an environment that promotes, supports, and values cultural identity.

Approach: Through culturally relevant practice, the school community will recognize the positive impact of individual cultures on student learning.

3.0 Identification of Potential EL Students

Nicolet Area Partner Schools complies with state and federal laws in identifying potential English Learners. For this reason, all new students who enter the district will comply with the Identification Process described herein.

All new students enrolling in a Nicolet Area Partner School during the summer break will register at the school's main or central office. If a new student enters a Nicolet Area Partner School during the school year, identification and assessment procedures in addition to registration will also occur at the entering school. If a translator is needed, the school or district secretary and/or the EL teacher will secure services from outside resources.

The school or district secretary will distribute the Home Language Survey (HLS) to all new entering families. Translated versions into twenty eight languages are also available in addition to online translation availability. Parents of the new student will complete the Survey and return it to the school secretary, who will then pass the HLS along to the EL teacher in the building. If the HLS reveals that English is the primary language spoken in the student's home, the EL teacher will return the HLS to the school secretary for filing.

Conversely, a language other than English may be indicated as the primary language spoken at home. In cases such as this, the EL teacher will first check the student's cumulative folder for other records regarding the student's English language proficiency. The cumulative folder may hold a program of services, Individual Language Plan, and/or scores from the ACCESS for ELLs assessment from the student's previous school. The EL teacher will choose a method for learning more about the student's language background, including but not limited to informally interviewing the student, calling the prior school, and/or speaking with the classroom teacher. The EL teacher will also contact the parents to determine potential EL status and enrollment in the school's EL program. When the screening and identification process is complete, the Home Language Survey will be returned to the school secretary.

3.1 School Enrollment

A school district may not ask about a child's citizenship or immigration status to establish residency within the district, nor may a school district deny a homeless child (including a homeless child who is undocumented) enrollment because they cannot provide the required documents to establish residency.

When a student who is a refugee, newcomer, recently arrived English Learner, or has had interrupted schooling, enrolls in our district, they are placed in an age appropriate grade.

For more information on age appropriate grade placement, grading practices, and opting out of EL services please see Chapter 8 of the DPI Handbook.

See Chapter 12 of the DPI EL Policy Handbook for more on school enrollment considerations, including information on students who are refugees, newcomers or have had interrupted schooling.

3.2 Misidentification of EL Students

When students move in and out of districts, there is potential for misclassification due to Home Language Survey discrepancies or misidentification as English proficient. If a misidentification is found, special consideration should be followed both during pre- and post- ACCESS testing, for students who are misidentified as English Proficient, and when there are discrepancies between the Home Language Survey and prior school data. When a misidentification happens, NPS teachers will fill out a resolution of English Learner Misclassification and will file in both the students EL folder and the cumulative file.

Refer to Chapter 4 in the DPI Handbook for protocols for students who are misclassified.

This picture gives a visual representation to the Identification of Potential EL Students:
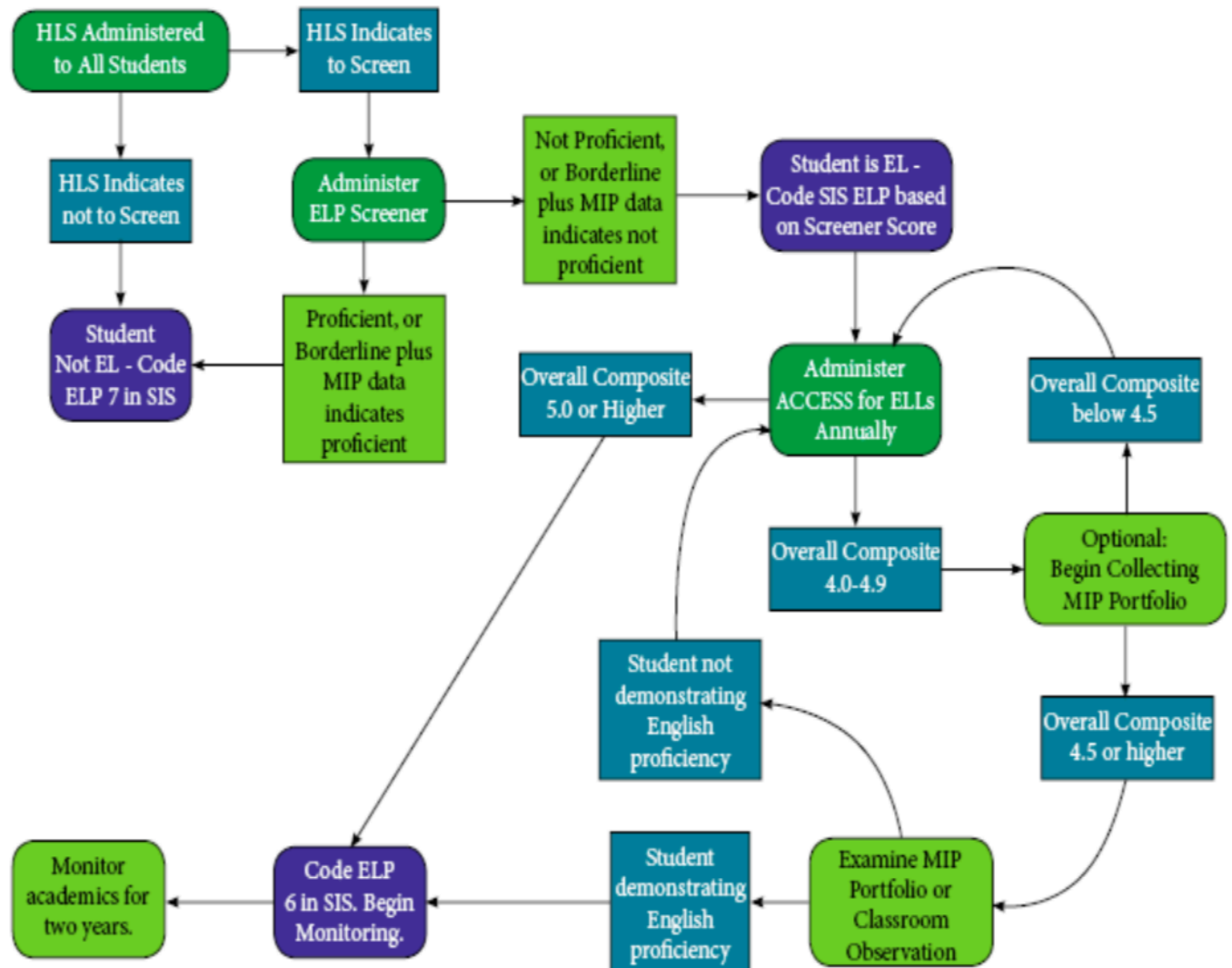
4.0 Assessment of Need for EL Services

When the Home Language Survey (HLS) indicates a language other than English as the primary language spoken in the home of the child, the screening process will then commence. The identification and assessment of new EL students as described will occur within 30 days of student enrollment.

Nicolet Area Partner Schools utilizes assessment tools from the WIDA (World-class Instructional Design and Assessment) Consortium, namely the MODEL (Measure of Developing English Language) WIDA screener for grades 1-12. The MODEL assessment or K W-APT will be given to students in Kindergarten. In grades 1-12 students will be administered the WIDA screener. New students to a Nicolet Partner School who have been previously enrolled in a Wisconsin school will have EL and ACCESS data available that will be used in the identification process. No MODEL/WIDA screener will be needed in most of these cases.

A student's score on the MODEL/WIDA screener will determine his/her need for inclusion in the school's EL program and his/her need for district services. The results of this screener, along with other factors that we have listed previously, will indicate an English proficiency level of 1 through 6. A score of Level 1 through Level 5 indicates to the EL teacher that the student is in need of further English language development and EL services.

The following are indicators of proficient scores. Students who score above these numbers are not considered EL.

Grades	Screener	Proficient
Kindergarten	K W-APT	Exceptional
Kindergarten	K MODEL	6.0
1-12	WIDA Screener	5.0-6.0

The EL teacher will contact the parents or guardians of the EL student to obtain written permission for placement into the district's EL Program. The teacher will attempt to contact the parent(s)/guardian(s) at least three times; each attempt will be documented. If no parent/guardian contact can be made, the student is automatically placed in the EL Program. Parents or guardians who were not successfully contacted will be invited to attend a conference in October where the school will explain the EL Program and the services the child will be receiving.

The services that will best suit the particular EL student will be determined by the results from the MODEL/WIDA screener. The EL teacher will indicate the student's English language proficiency levels on the Individual Language Plan (ILP); the EL teacher will then distribute this

ILP to the necessary stakeholders, such as regular education teachers, guidance counselor, parents, and the school principal. In addition, the screener will be placed in a red file folder within the student's cumulative folder. (See page 52-66 for more on the ILP.)

There will be cases where the Home Language Survey indicates a need for screening by the MODEL/WIDA screener, yet the child scores at a level higher than Level 5.5. When this occurs, the student most likely does not need EL services from the district and is not Limited English Proficient (LEP). The screener results and corresponding decision with evidence will be reported on a Non-EL form, stapled to the HLS, and placed in designated red EL folder, located within the student's cumulative folder. In the case that a parent refuses EL services for the student, the signed form will be kept in the student's cumulative folder. Additional information such as a parent consent form, language and progress reports, ILPs, and an exit form can be found in the red EL folder.

The EL teachers – and other selected teachers – who administer the MODEL/WIDA screener will be trained in person, often through CESA (Cooperative Educational Service Agency) or online. Data entry is updated in the Student Information System by the EL Teacher.

5.0 Annual English Language Proficiency Assessment

ACCESS for ELLs scores are summative scores used to meet Wisconsin's federal and state reporting requirements, and to provide a standardized measure of English Language Proficiency (ELP). All ELs will take the ACCESS test every year during the testing window, which runs from December to February. Parents may not opt their child out of ACCESS testing, even if they refuse district EL services for their child. The Alternate ACCESS for ELLs is the alternate ELP assessment Wisconsin uses for students in grades 1-12 with the most significant cognitive disabilities. ACCESS for ELLs has accommodations available for students with disabilities. Those administering ACCESS for ELLs must have completed the WIDA training modules and have passed the associated quizzes.

WIDA describes six English Language Proficiency levels, which are derived from the proficiency level scores. In most situations, unless otherwise specified, ELP refers to the Overall Composite proficiency level.

Each ELP code has a number of different descriptors, used in different programs and areas:

ELP Code	Language Use Descriptor	WIDA Descriptor
1	Beginning Pre-production	Entering
2	Beginning Production	Beginning
3	Intermediate	Developing
4	Advanced Intermediate	Expanding
5	Advanced-Proficient	Bridging
6	Former EL, now Fully English Proficient	Reaching
7[1]	Never EL, always Fully English Proficient	

For Further information on ACCESS administration requirements, paper vs. online tests, accountability, alternate school settings, non-public schools, and student growth targets, refer to Chapter 5 in the Wisconsin DPI EL Policy Handbook.

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[1] ELP 7 is a construct used by DPI to indicate a student who was never an EL. It is not a valid ACCESS score.

6.0 Program of Services

This section of the EL Program Plan will serve to describe the Program of Services available to students who need EL services. It will first describe the legal foundation and educational rationale towards EL Programs in general and will follow up with specific information about state and district level services.

6.1 Legal Foundation

A number of documents detail the federal requirements for the education of LEP students. Brief summaries or excerpts from key documents are listed.

Title VI, Civil Rights Act, 1964
>No person in the United States shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of , or otherwise be subjected to discrimination under any program or activity receiving federal financial assistance from the Department of Health, Education, and Welfare.

The Bilingual Education Act, 1968 (Amended in 1974 and 1978)
>In order to establish equal educational opportunity for all children, Congress declared that the policy of the United States would be as follows: (a) to encourage the establishment and operation, where appropriate, of educational programs that use Bilingual educational practices, techniques, and methods; and (b) for that purpose, to provide financial assistance to local education agencies, and to state education agencies for certain purposes.

Equal Education Opportunities Act of 1974
>This law requires that students not be denied access to educational opportunities based on race, color, sex, or national origin. The need for agencies to address language barriers is discussed specifically.

Lau v. Nichols, 1974
>This class action suit was brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. The Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking students.

Castenada v. Pickard, 1981
>The major outcome of this case was a set of three guidelines used to evaluate programming for English Learners:
> (1) Is the program theoretically sound or experimentally appropriate?
> (2) Is the program set up in a way that allows this theory to be put into practice?
> (3) Is the program regularly evaluated and adjusted to ensure that it is meeting the linguistic needs of the students it serves?

Plyler v. Doe, 1982

> The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status.

The No Child Left Behind Act of 2001 (NCLB) (a reauthorization of the Elementary and Secondary Education Act of 1965)

> Title III: Language Instruction for Limited English Proficient and Immigrant Students
> This portion of NCLB mandates English language proficiency testing of ELs, discusses a number of issues related to programming for ELS, and outlines EL-specific parent notifications, in addition to addressing a number of other related issues.

Immigrant Students: Equal Rights Under the Law

> According to DPI's handbook, Students who are immigrants retain all the rights of U.S. born students to a free and equal education. "[2] In addition, they receive certain protections to ensure that policies and procedures which are not barriers for U.S. born students do not impact their ability to receive the same high- quality education."

6.2 Educational Rationale

The legal rationale provides only part of the reason that special instructional programs for English Learners (ELs) are necessary. Equally important is the need for the Nicolet Area Partner Schools' EL programs to be consistent with best educational practices.

ELs do not need to give up their first language to learn a second language.

> The development and maintenance of skills and proficiency in the first language *enhances* acquisition of a second language. Compared to students who are not proficient in their first language, those who are first-language proficient will acquire English more quickly and will learn to read faster and more easily. It is therefore neither useful nor practical, and in many ways counterproductive, to discourage parents of ELs from speaking their first language with their children at home. Parents can provide much support in the first language and should be encouraged to speak and read to their children in any language that is comfortable for them to use. The school and parents together can plan for additional rich and pleasant experiences for ELs in English, both in and out of school.

Lack of English proficiency does not in itself qualify a student for Special Education services.

> A student who lacks English language skills is different from an individual with a language disorder. A student from another culture may have learning styles and concepts of appropriate school and classroom behavior that, while they may differ from the American mainstream perception, may be appropriate to that student's cultural

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[2] Plyler v. Doe

background and experiences. In the course of normal second language acquisition, a student may not be able to perceive or pronounce certain sounds that do not exist in his or her first language, or that are not used in the same position. Normal sound patterns and interference from the first language may lead students to fail in discriminating sounds in the second language. This is not a learning, speech, or hearing disorder. In addition, a student may acquire oral and written skills in English at different rates. Oral fluency in English may not be an indication of the overall English language skills necessary for academic achievement. Therefore, before a student can be served in Special Education, they should be assessed in the first language to determine whether the suspected condition exists in the language and cultural context with which the student is most familiar and comfortable. A suspected speech disorder, for example, that does not appear in the first language can be assumed to be a natural characteristic of second-language acquisition. Consequently, the student should be referred for English as a second language instruction.

It may take a long time for a student to learn English well enough to participate fully in an all-English-language mainstream classroom.

Researchers have concluded that it may take from three to ten years to master sophisticated English in the four skill areas (listening, speaking, reading, writing) required for full participation and learning in an academic setting (Cummins, 1991; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 2002). The amount of time will vary with each student's background, age, experience, and first-language literacy, as well as with the amount of support provided by school and parents. It is important to note that the oral language needed for basic survival, while acquired relatively quickly (1 to 3 years), by itself is not sufficient for students to perform well in the classroom. Early acquisition of basic, predictable oral language—or even slang—may lead mainstream teachers to believe that an English language learner is reasonably proficient in English. Yet, the student actually may not know enough English to fully participate academically in an English-medium mainstream classroom. The acquisition of these Basic Interpersonal Communicative Skills (BICS) (Cummins, 1979, 1981) is an important first step in learning English. BICS alone, however, are not sufficient to enable English language learners to take advantage of the educational opportunities offered in the all-English mainstream classroom. First-language content instruction, as well as English as a Second Language (ESL) instruction, will provide both academic and linguistic support for the English language learner until Cognitive Academic Language Proficiency (CALP) (Cummins, 1979, 1981) can be reached and the student is able to actively and fully achieve academic success.

6.3 Description of Services

As shown in Table 1, Nicolet Area Partner Schools are dedicated to providing a high-quality educational experience to English Learners. Our districts offer two types of EL program support as defined by DPI. We primarily support students through co-teaching models in the mainstream

classroom, however, when students are at beginning language levels pull-out EL instruction is also offered to meet student needs. The table is composed by grade level and details the services, approaches, and curriculum that will be used teach EL students.

Table 1. The Program of Services for the Nicolet Area Partner Schools

Grade Level	English Language Development	Content Learning & Standards-Based Curriculum
K-12	- EL teacher provides instructional materials to promote language development - Content-based language instruction where English is taught through vocabulary related to the content areas; aimed at proficiency in English and academic achievement - Literacy-based instruction in which EL teacher teaches language goals based on the WIDA standards - Co-plan to co-serve content-based instruction based on language goals, in collaboration with the regular education teacher - Collaboration with the regular education teacher to modify curriculum to enrich language development - Small group instruction for students with limited or no command of the English language (students with ELP levels of 1 or 2)	- Common Core State Standards are universal standards and benchmarks - WIDA Standards - Research-based comprehensive literacy and math programs
9-12 additionally	Guided language lab for EL students, in collaboration with regular education teachers; includes pre- and post- teaching academic concepts, monitoring daily work progress, reviewing for tests, organizational skills, prioritizing assignments	
District specific program plans	- Fox Point-Bayside School District - Glendale River Hills School District - Nicolet Union High School District - Maple Dale-Indian Hills School District	

6.4 Academic Content Assessments

Content Assessments
Wisconsin has chosen to meet the ESEA testing requirements with the Forward Exam in grades 3-8, and the ACT in grade 11. Science is assessed in grades 4, 8, and 11. In addition, the Dynamic Learning Maps (DLM) is administered to students in these grades who have the most significant cognitive disabilities and who, as a result, are unable to meaningfully participate in the Forward or ACT exams. Additionally, state law requires that a 9th and 10th grade assessment also be administered, as a result the ACT ASPIRE is administered in grades 9 and 10.

ELs must be given meaningful supports to enable them to participate in these assessments, so they are able to communicate what they know and are not penalized for their lack of English proficiency. The supports and accommodations that each student needs is outlined in the Individualized Language Plan (ILP) on the accommodations tab and is updated yearly. For supports and accommodations to be effective they must be used consistently across contexts so students are familiar with them to be of benefit. For that reason, the ILP is shared with classroom teachers at the beginning of each year and accommodations are implemented in the classroom throughout the year—not just on state testing.

Districts set their own policies for locally mandated assessments such as STAR or MAP, or state-mandated assessments such as the ACT ASPIRE. Districts should consult with their test vendors to determine available and applicable language supports and accommodations, and to determine if the tests were normed for ELs and newcomer students. In setting policies for the administration and evaluation of district-mandated tests, districts should consider the validity and reliability of the assessment for newcomers at lower levels of English proficiency and familiarity with the U.S. school system.

For more information on implementing supports and accommodations, please see Chapter 9 of the DPI Handbook.

State Testing Requirements and Guidelines

While EL supports are provided on all statewide assessments, limited EL supports are appropriate for the English Language Arts content area. Recently Arrived ELs are allowed a one-time exemption from the ELA section of any mandatory statewide assessment.

A Recently Arrived EL for whom a district is requesting an ELA exemption must meet the following criteria:
- has been enrolled in U.S. schools for less than 12 cumulative months.
- has not taken the one-time exemption before

If a student meets these criteria, indicate the exemption within the vendor portal using the non-tested code of RAE for Recently Arrived EL. Please note that ELs for whom this exemption is claimed must take the ACCESS for ELLs during the school year of the exemption. Students arriving in the small window between the end of ACCESS testing and the end of academic content testing are exempted from this requirement.

6.5 Parent Engagement

According to the DPI Handbook, all parents have a right to be involved in their child's education regardless of their English proficiency, and districts must develop effective means of outreach in order to ensure this.

Nicolet Area Partner Schools use the Home Language Survey (HLS), to discern whether a parent requires oral and/or written communication in a language other than English. Schools should take parents at their word about their communication needs if they request language assistance.

It is essential to communicate educational information in a way that parents can access. It is a parent's right to be offered communication about any program, service, or activity that is offered to parents who are proficient in English in a language that they can understand.

Nicolet Area Partner Schools currently offers the following information in an accessible format:
- Registration and enrollment forms, including medical and immunization forms
- Parent Teacher Meetings
- Home Language Surveys
- Approval Forms
- Exit Forms

Districts are required to reach out regularly to parents of English Learners. This is done at parent-teacher conferences in the fall and spring and informally throughout the school year. The **English Learner Family Toolkit** also provides additional information for assistance with reaching out to families.

7.0 Staffing and Resources

The Nicolet Area Partner Schools uses certified personnel who are specifically trained to teach EL students. This section describes those staff members in relation to their school setting and categorizes the statistics of the EL population by language, school, and English proficiency level before moving into the resources available to NPS staff members. The EL Program in each Nicolet Area Partner School District is overseen by a district level administrator.

There are five (5) NPS staff members designated as EL teachers. Nicolet Union High School employs a 1.0. Fox Point-Bayside employs a 1.0 and .6 FTE. Maple Dale-Indian Hill utilizes a .7 FTE. Glendale-River Hills employs two .5 FTE teachers; one .5 FTE is at Glen Hills Middle School and one .5 FTE is at Parkway Elementary School.

Table 2 below represents the FTE teacher amount in relation to English Learners that are serviced in each district.

Table 2. Staff-to-EL Ratio (2018-2019 Data)

Nicolet High School	1.0 : 30
Fox Point-Bayside	1.6 : 19
Maple Dale-Indian Hills	.7 : 24
Glendale-River Hills	1:0 : 38

7.1 EL Student Population by Language

Highlighting the need for an effective and multicultural English Learner Program, EL students in NPS speak a wide variety of languages. Each year, the number of languages spoken as well as the variety changes. A complete list of the languages spoken in each district accompanies this section in Table 3.

Table 3. List of primary languages spoken by EL students, separated by district (2018-2019)

District	Fox Point-Bayside	Glendale-River Hills	Maple Dale-Indian Hill	Nicolet Union High School
Languages Spoken	Arabic Chinese French Hebrew Hmong Russian Portuguese Spanish Tagalog	Arabic Bisaya Bengali Burmese Hindi Hmong Marathi Spanish Russian Tagalog Urdu Luganda	Arabic Bengali Chinese Hindi Kannada Kokani Korean Marathi Mon Polish Russian Somali Spanish Vietnamese	Afrikaans Arabic Armenian Cantonese Chinese Mandarin French Hmong Portuguese Punjabi Russian Spanish Swahili Tagalog Urdu Vietnamese
Total	8	12	14	16

7.2 EL Student Population by School

There were 108 EL students attending the Nicolet Area Partner Schools in the 2018-2019 school year as of December 2018. A list of the number of the EL students in each district, separated also by school, is found in Table 4.

Table 4. EL student population, by school (2018-19)

School	Grades	EL Population levels 1-5	Level 6 monitored
Fox Point-Bayside			
Stormonth	K-4	14	0
Bayside	5-8	3	2
Glendale-River Hills			
Parkway	K-3	17	2
Glen Hills	4-8	14	5
Maple Dale-Indian Hill			
Indian Hill	K-2	13	0
Maple Dale	3-8	9	4
Nicolet Union High School			
Nicolet	9-12	27	3

7.3 EL Student Population by Language Levels

The following table, Table 5, shows the EL student population by their language level, according to the language proficiency assessment each student takes.

Table 5. EL student population, by language level (2018-19)

Level	Total Number of Students	Fox Point-Bayside	Glendale-River Hills	Maple Dale-Indian Hill	Nicolet Union High School
1	10	2	3	1	4
2	19	3	10	3	3
3	34	6	11	6	11
4	30	5	7	9	9
5	4	1	3	1	0
6	14	2	4	5	3
Total EL Population	111	19	38	25	30

7.4 Resources

A certified EL teacher will provide content based EL services to school and/or district teachers, as determined by proficiency level of students and overall student enrollment.

In addition to supporting English Learners through the use of classroom instructional resources, materials specifically designed for the development of language proficiency will be used by all staff members working with English Learners.

Examples of materials include, but are not limited to:

- Audiobooks
- Bilingual dictionaries
- Computer software
- Chromebooks and Ipads
- Content materials by subject area
- Google Applications: Read and Write for Google, Google Translate, Speak It, Select and Speak, Text to Speech, etc.
- Graphic novels
- Leveled texts and books
- Modified texts
- Native language materials
- Picture dictionaries
- Web based instructional materials

Core instructional materials are purchased through district funds. Supplemental materials are purchased through Title III or district funds. Materials are purchased based upon students` needs.

8.0 Transitioning from EL Services and Monitoring Performance

This section will describe the exit criteria that a student needs to meet to be eligible for exit from the EL Program; it will also delineate the process by which a student transitions out of the EL Program. It will conclude with the monitoring process, explaining how students are reviewed for their continued language development and reclassification back into the program if necessary.

8.1 Exit/Reclassification Criteria

Nicolet Area Partner Schools uses input from Wisconsin's Department of Public Instruction to determine the exit criteria. DPI issued a baseline set of criteria that must be met for a student to be eligible for exit from a district's EL program.

Furthermore, NPS examines data and results from the ACCESS for ELLs assessment, state and district assessments, classroom grades, and anecdotal teacher data when determining a student's eligibility to exit the EL Program.

EXIT CRITERIA 1		
☐	Overall Score of 5.0 on *ACCESS for ELLs®* test.	
EXIT CRITERIA 2		
☐	Composite (overall) score of Level 4.5 on *ACCESS for ELLs®* test	

	Two or more pieces demonstrate full English Proficiency. See *Evidence of English Proficiency*.	☐ Student scores are at grade level on state and/or district common assessments
		
		☐ Student is achieving academically at their age appropriate grade level *without* the use of adapted or modified English materials. Relevant evidence could include:
		  ☐ Grade reports
		  ☐ Writing samples
		  ☐ Independent class work

	Parents and teachers agree that the student has reached full English proficiency.	

Teachers and parents are consulted prior to exiting from EL services. The EL staff is responsible for completing the Exit Form and contacting the parents. The phone call to parents is accompanied by a letter sent to the parents explaining the student's readiness for general education with no extra services and requesting a signature of acceptance. The EL staff places a copy of the signed Exit Form in the red folder located in the student's Cumulative folder and also updates any relevant forms found there. The student is, at this point, formally exited from the EL Program.

8.2 Monitoring Process

"Newly English proficient students must be monitored during the first two years after being classified as fully English proficient, or formerly Limited English proficient, LEP." - *DPI source July 17th, 2008*

All former EL students who formally exit the EL Program will be monitored for two (2) years by EL personnel, classroom teachers, and school professionals. The act of monitoring their progress ensures their continued language development and their success in general education classes.

A monitoring form is completed each subsequent year with data from state and district assessments. The EL staff will be responsible for distributing monitoring forms and should retain a copy for both personal records and the student's cumulative file. The data will be entered into the district student information system.

If concerns are noted on the monitoring form, an intervention team will meet to review academics, English proficiency and any other information.

8.3 Re-entry Process

If observations and academic performance indicate that a student is still in need of EL services, the EL teachers will examine the student's scores on the state and district standardized tests. They should also conduct in-depth discussions with the general education teacher(s) to receive their feedback on a possible re-entry into the Program. Next, the EL teacher is responsible for completing the Re-Entry Form. The reclassification must be completed in the Individual Student Enrollment System (ISES) during the initial data submission period.

9.0 EL Students and Other District Programs

In the Nicolet Area Partner Schools, students identified as English Learners (ELs) are full-fledged members of their respective school communities. EL students are provided equal access to the full range of district programs, including, but not limited to, special education, Title I programs, gifted and talented programs, and all non-academic and extracurricular activities. The district encourages all students, including those in the EL Program, to become involved in extracurricular and nonacademic activities, such as sports, clubs, and organizations. None of these may discriminate on the basis of language. In addition, fees for such activities can be waived, as they are for all students in NPS, based on one's eligibility for free and reduced lunch.

9.1 Application Process for School-Based and Extracurricular Activities

At times, the districts will offer special opportunity programs or activities to its students. NPS assures that the application process and selection for these programs will not be dependent on a student's proficiency in English.

9.2 Special Education

When there is a Special Education concern, as the EL teacher we initiate a culturally responsive process to identify if the student has a disability, or if the concerns are due to language learning. A referral will be initiated if a student who is an English Learner is suspected of having one or more disabilities. We will comply with Federal and State regulations when identifying and serving English Learners who are suspected of having a disability or who have been identified as having language learning needs.

The DPI EL Handbook Chapters 11 and 13 elaborate on the following special education topics in detail:

- Legal Requirements
- ELs with Potential Disabilities
- ELs with Disabilities
- ELP Assessment Supports
- Multi-level Systems of Support
- Students Unable to Access One or More Domains
- Students who are Deaf or Hard of Hearing
- Students with Visual Impairments
- Alternate ACCESS for ELLs

9.3 Gifted and Talented Education

English Learners have equal access to gifted and talented identification services.

9.4 Interpretation and Translation Services

All schools are required to communicate with parents in a language they understand. Face to face interpretation or written translation may be needed to assist parents with the registration process, parent/teacher conferences, IEP meetings, or any other relevant communication. The EL Teacher arranges the services. The bill is sent to the EL Teacher upon completion, who then forwards to administration for payment.

Partnering with our bilingual parents is a priority for the Nicolet Area Partner Schools and we have invested in translation of a number of documents so parents who are learning English have access to the same information as other monolingual English speaking parents. We continue to grow our translated documents each year.

We currently have the following documents translated into about 30 languages: Enrollment Form, Home Language Survey, Parent Approval for EL Services, Exit from EL Services and Parent Teacher Conference Forms.

 For more information on the legal rights of parents regarding translation and communication see Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them from the Department of Justice.

10.0 Unique Circumstances Regarding Potential ELs

10.1 Foreign Exchange Students

According to the DPI Handbook,

"Upon application for hosting a foreign exchange student, districts specify whether or not the student must be proficient in English, and the test the student must take to demonstrate proficiency, if required.

Students required to be proficient in English are not considered ELs, and should be enrolled as non-EL, ELP 7. If it is determined that they may not be fully English proficient at a later time, districts should use the procedures outlined in Chapter 4 - Students who are Potentially Misclassified to ensure that they are fully supporting the student.

Students not required to be proficient in English should be treated like any other student upon entry. They should be administered the HLS, and screened if the HLS indicates this is appropriate.

If identified as an EL, programming for foreign exchange students should be based on the needs of their unique circumstances, with an understanding of the requirements of their home country and length of time in U.S. schools. Decisions about programming and scheduling may be made in consultation with the most appropriate individuals, which can include the student's home family, host family, and the exchange services organization. Foreign exchange students who are ELs must be annually assessed.

More details about foreign exchange students can be found in [Chapter 13 of the DPI EL Policy Handbook](#).

10.2 Private or Nonpublic Schools

The DPI Handbook gives the following guidance:

"The ESEA specifies that districts which accept Title III funds must extend services to private schools, and that assistance to ELs in private schools should be equitable to that of ELs in public schools.

ELs in nonprofit private schools are eligible to access Title III programs, services, and products when they are identified in an appropriate manner, and when the public school district and private school(s) within its jurisdiction have conducted meaningful and timely consultation. ELs

in a private school may participate in programs and receive services and products funded by Title III[3].

A plan between the LEA and private school should be developed as a result of initial consultation to address these items. It is advised that this meeting should occur in May of the prior school year."

Private school students who are receiving Title III EL services will take the ACCESS for ELLs assessment annually.

More details about private schools can be found in [Chapter 13 of the DPI EL Policy Handbook](#).

10.3 Students Who Move to Wisconsin from Another State

When students enroll in the district from another state, the HLS will still be administered as with all newly enrolled students. If the HLS indicates that the student is a possible EL, proceed accordingly with the following scenarios, as stated in the DPI Handbook:

- If the student comes with an ACCESS test record from the previous school year, use that record for the student's starting ELP level. If this record indicates that the student would meet Wisconsin's criteria for reclassification, code them as ELP 6 and enroll them in two-year monitoring as you would any newly reclassified EL.
- If the student comes without an ACCESS test record, or that record is older than the previous school year, follow the screening procedure and make an EL determination as you normally would.
- If the student comes with a non-ACCESS ELP score which indicates they are not proficient, or if there is not enough known about the score to determine whether or not it meets the former state's definition of English proficient, administer the WIDA Screener to determine EL eligibility and placement.
- If the student comes with a non-ACCESS ELP score which would qualify them to exit EL status in the state in which the test was administered, treat them as a newly reclassified EL, and monitor their progress for two years.

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[3] [20 U.S.C. § 7881](#)

10.4 Potential ELs Below 5K

DPI gives the following advice in their handbook:

"Students enrolling for the first time in a district-sponsored early childhood education program such as 3K, 4K, or Pre-K may be administered an HLS at the time of enrollment. However, there are currently no valid ELP screeners for students in this age range. For this reason, we cannot technically identify students as ELs before their 5K enrollment.

That said, for students who are Dual Language Learners and/or where observational evidence suggests the student is a potential EL, a district may provide language support and services to foster the language acquisition of that student. The district should maintain a record of potential EL status, including the HLS result, as well as a record of any services provided, along with parent notification and consent for supplemental services, if any."

In April of the 4K year, we may administer the speaking and listening portions of the kindergarten screener to formally identify a student as an English Learner.

10.5 Other Potential EL Students-Definitions

Potential EL students come with unique educational histories and family circumstances. These factors can impact a student's education and their need for specialized services. As a result, it is important to be familiar with the following types of students and to get as much pertinent information about a student's educational history during the enrollment process.

Immigrant Students

Immigrant children and youths[4] are individuals who:
- are aged 3 through 21;
- were not born in any state (defined as each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico); and
- have not been attending one or more schools in any one or more states for more than three full academic years. (Months counted for schooling need not be consecutive.)

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[4] 20 CFR 7011 (5)

Refugee Students

A refugee[5] is any person who is outside any country of such person's nationality and,

- in the case of a person having no nationality, is outside any country in which such person last habitually resided,
- and who is unable or unwilling to return to,
- and is unable or unwilling to avail himself or herself of the protection of that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion

SLIFE Students

Students with a limited or interrupted formal education; can be abbreviated both SLIFE and SIFE, is an acronym used to describe a diverse group of potential English Language Learners. Although definitions vary; these are generally students who are a subset of newcomers to U.S. schools, above the age of 7, who have missed more than six consecutive months of formal schooling prior to enrolling in a U.S. school, and/or are more than two years below grade level in content due to limited educational supports. They may also be refugees, immigrants and or any student who has received interrupted schooling due to a variety of factors. Depending on country of origin, these students may or may not qualify for EL services.

> Note: This is a working definition from the field; there is no official federal definition.

For more information on SLIFE students see Focus on SLIFE.
See Chapter 12 of the DPI EL Policy Handbook for guidelines on meeting needs of SLIFE students.

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[5] 8 U.S. Code § 1101 (a) (42)

Migrant Students

A student is is considered a migrant[6] if:

- The student is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate; and
- The student is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and
- The student has moved, either alone, or with a parent, guardian, or spouse, within the preceding 36 months, in order to obtain (or seek) qualifying agricultural or fishing work; and
- Such employment is a principal means of livelihood; and
- The student has moved from one school district to another.

---

[6] WI Migrant Education FAQs

11.0 Multiple Indicator Protocol (MIP)

In addition to the standardized assessments of WIDA Screener and ACCESS, a more formative tool that may be used to collect evidence of a student's English proficiency in the classroom is the Multiple Indicator Protocol (MIP) tool. This tool can be used to collect evidence in two formats:

- Single point in time = Classroom Observation Protocol (Chapter 15a)
- Language use over time = Language Artifact Portfolio (Chapter 15b

These two variants are described in detail in Chapter 15a and 15b. These subchapters describe in detail how to administer and assess the two MIP variants, and include rubrics, summary forms, and records of proficiency for the academic records of students administered the MIP.

The MIP may be used to collect evidence of English proficiency for the following circumstances:

- EL Entry
- EL Exit
- Two Year Monitoring
- Students Unable to Access One or More Domains
- Misidentification of an EL student

More details about each circumstance listed above can be found in Chapter 15 of the DPI EL Policy Handbook.

The information gathered from the MIP is valuable data that can help support programming decisions for the student, and this data and resulting determination of English proficiency should be stored in the student's academic file.

12.0 Program Evaluation, Review, and Improvement

The EL Program will be reviewed yearly to maintain fidelity to the District's mission of educating all students. This evaluation will occur throughout the year by the EL staff. Multiple meetings throughout the school year will occur to review aggregated district-wide and individual classroom data.

The District will examine student data from the following sources:

- ACCESS for ELLs assessment
- State standardized assessments
- District standardized assessments
- Course grades
- Anecdotal teacher data
- Staffing ratio
- Graduation rates of ELs
- Retention rates of ELs

Based on the finding from the data analysis, the districts will identify areas of strength and of concern about the EL Program. Where appropriate, revisions to the EL Program will be implemented and monitored for their effectiveness.

13.0 Staff Development

The Nicolet Area Partner Schools consider staff development to be the foundation of effective teacher development. With this in mind, the NPS administration and the EL teachers suggest staff development opportunities that are beneficial for all staff that may occur on K-12 alignment days.

NPS EL Teachers can develop basic offering for EL PD that may include the following:

- general information and a basic understanding of ELs. Teachers will demonstrate an understanding of what an EL is, explain laws as they relate to ELs, describe the EL Plan, entrance and exit procedures, language levels, four domains of language, and how these items, using the Individualized Language Plan, can be applied to the mainstream classroom.
- a basic understanding of language acquisition and the complexity of English, the difference between social and academic language, newcomer and high language level needs, language acquisition and language learning.
- construction of a language objective within a content lesson, choosing relevant strategies from the language domains for the classroom, scaffolding and EL strategies for use within the classroom.
- assessments and appropriate modifications, accommodations, and differentiated strategies.

14.0 Related Policy

The following school board policies are directly related to the Nicolet Partner School districts:

14.1 Fox Point-Bayside School District

[2260.02](#) - ENGLISH LANGUAGE PROFICIENCY

The Board of Education recognizes that there may be students whose primary language is not English residing within the District. With that in mind, the Board shall provide appropriate identification and transition services for District students who possess limited command of the English language. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English language learners (ELL), the implementation of curricular and instructional modifications, the assessment of the ELL student's academic progress, identification of ELL students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements; the Board shall establish and implement a bilingual-bicultural education program as required by the law.

The parent(s) of ELL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of ELL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to ELL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an ELL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a

valid and reliable indicator of the student's academic knowledge and skills. Any ELL student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an ELL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for postsecondary education opportunities.

ELL students will no longer be considered limited-English proficient when they have the language skills necessary to compete with mainstream English speakers. The District Administrator shall establish administrative guidelines that provide the:

    A.   standards for reclassification/exit decisions;

    B.   process for monitoring and maintaining documentation on the exiting student for two (2) years;

    C.   access for students to re-enter a bilingual or ESL program if there is evidence that the reclassification decision was premature;

    D.   opportunity for the parent(s) to participate in each entry, exit and re-entry decision;

    E.   opportunity for the parent(s) to appeal the exit or re-entry decision.

The District will include in its annual report to the public information required by statute regarding the performance of ELL students.

P.I. 13 Wis. Admin Code
118.13, 118.30(2), 115 Wis. Stats.
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14.2 Glendale-River Hills School District

IHBEA / 342.7

PROGRAMS AND SERVICES FOR ENGLISH LANGUAGE LEARNERS

The Board recognizes that within the District there may be students whose primary language is not English. With that in mind, the Board shall provide appropriate services for District students who possess limited or no command of the English language. The purpose of these services will be to help students acquire English language skills that will enable them to function successfully in an all-English classroom and to meet established academic standards.

Limited English proficient (LEP) students shall be identified as part of the school enrollment process. Once LEP students are identified, their English proficiency shall be assessed, they shall be classified according to their English proficiency level, and placed in an appropriate educational program. The District shall ensure that it:

1. Provides each LEP pupil with an effective instructional program and supportive services appropriate to meet the needs of the pupil.
2. Provides each LEP pupil with full access to supportive services, such as language development and speech therapy available to other pupils in the school district as such services are appropriate to the individual need of the pupil.
3. Provides programs and services that reflect the cultural background of the LEP pupils and may include instruction intended to improve the skills of such pupils in the use of their native language for the purpose of enabling them to become proficient or advanced in all subject areas.

Specialized instructional materials and techniques designed to teach English to speakers of other languages shall be used in the District. An LEP student or a small group of students may work with an English as a Second Language (ESL) teacher to develop their English language skills. The degree of curricular and instructional modification, type of support services and their duration shall be determined individually and be based on student need. If a sufficient number of the LEP students identified are of the same language group, as defined by statute, the Board shall establish and implement a bilingual-bicultural education program as required by state law.

The District shall assess the English proficiency and academic progress of LEP students in accordance with legal requirements and established District procedures. Decisions regarding the administration of state-required tests to LEP students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is

maintained. The District shall administer state-required tests to LEP students in accordance with state regulations. The results of state-required tests shall be used consistent with District policies in making instructional, promotion and graduation decisions. Test results may not be used as a sole criterion in re-classifying an LEP student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for participation in postsecondary education opportunities. Exemption of an LEP student from taking a state-required test may also not be used as the sole criterion for making such determinations.

Parents/guardians of LEP students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with legal requirements.

Legal Ref.: Sections 115.95 et seq., 118.13, 118.30 Wisconsin Statutes

         PI 8.01(2)(r), Wisconsin Administrative Code

         PI 13

         No Child Left Behind Act of 2001

Adopted: 7-16-08

14.3 Maple Dale-Indian Hill School District

IHBEA / 342.7

PROGRAMS AND SERVICES FOR ENGLISH LANGUAGE LEARNERS

The Board recognizes that within the District there may be students whose primary language is not English. With that in mind, the Board shall provide appropriate services for District students who possess limited or no command of the English language. The purpose of these services will be to help students acquire English language skills that will enable them to function successfully in an all-English classroom and to meet established academic standards.

Limited English proficient (LEP) students shall be identified as part of the school enrollment process. Once LEP students are identified, their English proficiency shall be assessed, they shall be classified according to their English proficiency level, and placed in an appropriate educational program. The District shall ensure that it:

1. Provides each LEP pupil with an effective instructional program and supportive services appropriate to meet the needs of the pupil.
2. Provides each LEP pupil with full access to supportive services, such as language development and speech therapy available to other pupils in the school district as such services are appropriate to the individual need of the pupil.
3. Provides programs and services that reflect the cultural background of the LEP pupils and may include instruction intended to improve the skills of such pupils in the use of their native language for the purpose of enabling them to become proficient or advanced in all subject areas.

Specialized instructional materials and techniques designed to teach English to speakers of other languages shall be used in the District. An LEP student or a small group of students may work with an English as a Second Language (ESL) teacher to develop their English language skills. The degree of curricular and instructional modification, type of support services and their duration shall be determined individually and be based on student need. If a sufficient number of the LEP students identified are of the same language group, as defined by statute, the Board shall establish and implement a bilingual-bicultural education program as required by state law.

The District shall assess the English proficiency and academic progress of LEP students in accordance with legal requirements and established District procedures. Decisions regarding the administration of state-required tests to LEP students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer state- required tests to LEP students in accordance with state regulations. The results of state- required tests shall be used consistent with District policies

in making instructional, promotion and graduation decisions. Test results may not be used as a sole criterion in re-classifying an LEP student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for participation in postsecondary education opportunities. Exemption of an LEP student from taking a state-required test may also not be used as the sole criterion for making such determinations. Parents/guardians of LEP students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with legal requirements.

Legal Ref.: Sections 115.95 et seq., 118.13, 118.30 Wisconsin Statutes
    PI 8.01(2)(r), Wisconsin Administrative Code
     PI 13
     No Child Left Behind Act of 2001

Revised: 8/27/08

14.4 Nicolet Union High School District

2260.02 - ENGLISH LANGUAGE PROFICIENCY

The School Board recognizes that there may be students whose primary language is not English residing within the District. With that in mind, the Board shall provide appropriate identification and transition services for District students who possess limited command of the English language. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English language learners (ELL), the implementation of curricular and instructional modifications, the assessment of the ELL student's academic progress, identification of ELL students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements; the Board shall establish and implement a bilingual-bicultural education program as required by the law.

The parent(s) of ELL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of ELL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to ELL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an ELL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any ELL student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an ELL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for postsecondary education opportunities.

ELL students will no longer be considered limited-English proficient when they have the language skills necessary to compete with mainstream English speakers. The Superintendent shall establish administrative guidelines that provide the:

    A.   standards for reclassification/exit decisions;

    B.   process for monitoring and maintaining documentation on the exiting student for two (2) years;

    C.   access for students to re-enter a bilingual or ESL program if there is evidence that the reclassification decision was premature;

    D.   opportunity for the parent(s) to participate in each entry, exit and re-entry decision;

    E.   opportunity for the parent(s) to appeal the exit or re-entry decision.

The District will include in its annual report to the public information required by statute regarding the performance of ELL students.

P.I. 13 Wis. Admin Code

118.13, 118.30(2), 115 Wis. Stats.

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15.0 Forms

The following forms – found on the subsequent pages – are used by the Nicolet Partner School Districts to register, monitor, and exit EL students from the NPS EL Programs:

- Non-EL form
- Home Language Survey (28 translations available)
- Parent Approval Form (34 translations available)
- Nicolet Partner School ILP
- Exit Form (34 translations available)
- Re-Entry Form
- Two-Year Monitoring Form
- Parent Teacher Meeting Form (34 translations available)
- Misclassification Form

Criteria for Non-EL Form

Nicolet Partner School District

Name: _____ Grade: _____

Date: _____   Teacher: _____

This student is not considered LEP considering the following factors: (Select *at least* 2)

_____ Grade level classroom performance (Report Cards, Progress Reports)

_____ W-APT or MODEL screener score of 5 or above

_____ Proficient or Advanced Test Scores: _____

_____ Classroom Observations

_____ Parental Input (Phone, Written, or Personal Conversation)

_____ Majority English response on Home Language Survey

_____ Transfer student with no LEP evidence in cumulative folder

_____Other: _____

Additional Comments:

The Wisconsin Home Language Survey (HLS)

Student's Name	Date of Birth
What is the **first date** your child enrolled in a school in the United States? ____/____/____ Month / Day / Year	Grade
Languages Used by Student: ☐ English ☐ Other(s): _____	
Name of Person Completing Survey	
Relationship to Student: ☐ Mother ☐ Father ☐ Guardian ☐ Other: _____	
Signature of Person Completing Survey	Date:

Purpose

The information on this form helps us identify students who may need help to develop the English language skills necessary for success in school. Language testing may be necessary to determine if language supports are needed by your child.

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

Section 1

1. Was the first language used by this student English?
   - Yes: Go to Question 2
   - No: **Go to Question 3**

2. When at home, does this student hear or use a language other than English more than half of the time?
   - Yes: Go to Question 4
   - No: Student is not eligible for ELP Screening. HLS is complete. Go to Section 2.

3. When at home, does this student hear or use a language other than English more than half of the time?
   - Yes: HLS is complete. *Go to Section 2.
   - No: Go to Question 4

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

       Yes: HLS is complete. *Go to Section 2.

       No: Go to Question 5

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

       Yes: HLS is complete. *Go to Section 2.

       No: Go to Question 6

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

       Yes: HLS is complete. *Go to Section 2.

       No: Go to Question 7

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

       Yes: <u>Go to Question 8</u>

       No: **Go to Question 9**

<u>8. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?</u>

       Yes: HLS is complete. *Go to Section 2.

       No: Go to Question 9

9. Has this student recently moved from another school district where they were identified as an English Learner?

       Yes: EL Teacher will review and get back to you.

       No: Student is not eligible for ELP Screening. HLS is complete. Go to Section 2.

Section 2

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

Parent/Guardian Name	Parent /Guardian Name
Oral:	Oral:
Written:	Written:

<div align="center">To Be Completed by School Staff</div>

HLS Result: ☐ *__Screen__ ☐ __Do not Screen__ *EL teacher will screen student within 30 days of the start of the year and will contact parents/guardians about the English Language Proficiency screening results.	HLS administered by: ☐Andreotti ☐Steiner ☐Other:
EL Teacher will complete after screening	

ELL File Opened: ☐Yes ☐No	EL Evaluator	Today's Date

Parental Approval Form for English Learner Program

_____

Name of Student: _____

Grade: _____

Your child is eligible to receive services from the English Learner (EL) Program. This program teaches your child the English skills needed to do well in school and provides content-based language instruction within the mainstream classroom. English Learners participate meaningfully and equally in all district educational programs, and with the help of targeted academic language instruction, your child will have the skills necessary for academic success in the mainstream classroom.

Based on information provided by the Home Language Survey, we learned that your child speaks another language other than English. Your child's English language proficiency has been assessed.   His/her level is _____. Please review a description of your child's proficiency level included in this letter.

These language services for your child are based on their English language proficiency and current school experiences. Please see the materials included in this letter for more information on the services your child will receive. This information is confidential.

By state law, all English Learners must be assessed using a state approved test. Our district uses the **ACCESS for ELLs** proficiency assessment. This test is given each year between December and February. You will receive a copy of the results in May. When your child reaches full English proficiency, he/she will be exited from the program. Your child is eligible for exit with an overall level 5.0 score or above, or with an overall level 4.5-4.9 score and evidence of English proficiency in the classroom.

We believe that your child would benefit from the English Learner Program. Given your permission, we would like to serve your child through this program. Upon enrollment, if you would like to remove your child from the services provided in the program, please contact your child's EL Teacher.

☐   I want my child to receive services through the District EL Program.

_____   _____
Parent Signature   Date

_____
EL Teacher/School Representative

Description of English Language Proficiency Levels

Proficiency Level	Description
1: Entering	Knows and uses minimal social language and minimal academic language with visual support
2: Beginning	Knows and uses some social English and general academic language with visual support
3: Developing	Knows and uses social English and some specific academic language with visual support
4: Expanding	Knows and uses social English and some technical academic language
5: Bridging	Knows and uses social and academic language working with grade level material
6: Reaching	Knows and uses social and academic language at the highest level measured by this test

Source: www.wida.us/assessment/ACCESS/ScoreReports/ACCESS_Interpretive_Guide11.pdf

Observations (if applicable):

Individualized Language Plan - *Data Sheet**

Glendale-River Hills School District - Parkway Elementary School

*Updated anually, and *each year* is saved as a named file in drive

Student: **Grade:**   **Year:**

Native Language: **1st Enrolled in US Schools:**   **Years School Outside US:**

Birth Country: **1st Enrolled in District:**   **DOB:**

US Date of Entry: **Parent:**

This EL Student plan provides ACCESS 2.0 Test Scores and instructional information related to this student's English Language Development. Completed forms should be kept in the student's Individualized Education Program IEP folder and/or in the Red EL folder in the student's CUM file.

ACCESS English Proficiency Test Scores

ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

Test Date	Grade & Tier	Listening	Speaking	Reading	Writing	Literacy Subscore	Overall
Screener	~						
	~						
	~						
	~						
	~						
	~						
	~						
	~						

Service Delivery Model	2018-19	2019-20					
ESL – Sheltered Instruction/ Pullout Instruction	☐	☐	☐	☐	☐	☐	☐
Integrated Mainstream or Co-teaching models	☐	☐	☐	☐	☐	☐	☐
Monitoring	☐	☐	☐	☐	☐	☐	☐

Comments:

District Standardized Test Results

Fountas and Pinnell Running Records, STAR Reading and STAR Math are administered 3 times a year.

STAR Reading		
Date	Score	%

STAR Math		
Date	Score	%

F& P Running Records		
Date	Independent Level	Notes/Next Steps

Other		
Date	Score	%

Individualized Language Plan -*Accomodations**
Glendale-River Hills School District - Parkway Elementary School

*Updated anually, and *each year* is saved as a named file in drive

Student: **Grade:**   **Year:**

Classroom Accommodations:

The following are to be used throughout the year in all classrooms and subject areas for this EL student; *in addition to the Universal Supports and Accomodations.*

Notes:		

	☐	Check in with student to be sure directions are understood, have student restate directions in own words
	☐	Provide a word bank
	☐	Do not take off for spelling and grammar mistakes (unless these items are being taught and assessed)
	☐	Provide a study guide at the beginning of the unit
	☐	Allow extra time to complete work
	☐	Read instructions and content questions aloud (except on tests designed to assess student reading ability)
	☐	Use many visuals to aid comprehension (organizers, pictures, manipulatives, word/picture banks)
	☐	Use technology to read content aloud (use of TTS if needed)
	☐	Use technology to assist in writing (use of STT if needed)
	☐	Preferential seating
	☐	Working with a partner
	☐	Other

Classroom Assessment Accommodations:

	☐	Read directions aloud in English or L1 (L1 = first language)
	☐	Reread directions or subtask
	☐	Student restate directions in own words
	☐	Read content aloud (not for reading/LA)
	☐	Highlight or mark directions and/or content
	☐	Simplify language in directions
	☐	Simplify language in content (not for reading/LA)
	☐	Explain/clarify directions in English or L1 (not for reading/LA)
	☐	Spelling assistance (not for writing/LA)
	☐	Scribe for student for constructed response (not for writing/LA)
	☐	Small group or one-on-one in or outside of regular classroom
	☐	Extra time and breaks
	☐	Other:

Standardized Testing Accomodations

Testing accommodations should be consistent with the accommodations used routinely during classroom instruction and on similar classroom assessments.

To Be Completed Before Testing			Post-Test
Test Accommodation	*Test Name*	Accommodations Needed?	*Did student choose to use accommodation?*
Test Administrator Reads Test Aloud (in English) or TTS (Text-to-Speech) if available	STAR: Math only	No	
	Forward: Math	No	
	Forward: Science, Social Studies (*4th & 8th Grade Only*)	No	
Testing in a Separate Room	STAR: Reading	No	
	STAR: Math	No	
	Forward: Reading	No	
	Forward: Math	No	
	Forward: Science, Social Studies (*4th & 8th Grade Only*)	No	
Scheduled Extended Time	STAR: Reading	No	
	STAR: Math	No	
	Forward: Reading	No	
	Forward: Math	No	
	Forward: Science, Social Studies (*4th & 8th Grade Only*)	No	
Multiple Testing Sessions	STAR: Reading	No	
	STAR: Math	No	
	Forward: Reading	No	
	Forward: Math	No	
	Forward: Science, Social Studies (*4th & 8th Grade Only*)	No	

Testing Accomodation Notes:

Individualized Language Plan
Glendale-River Hills School District - Parkway Elementary School

Student: **Grade:** KDG **Year:**

Highlighted in Green are what student can do independently. Items highlighted in yellow are what students are working on with support. These would be what we look to for the language goals for this child.

Highlighting KEY	Can Do Independintly	Working Toward with Support	Can Not Do

Language Proficiency Level	Listening			
	Process Recounts by:	Process Explanations by:	Process Arguments by:	Comments:
Level 1 Entering	· Pointing to pictures described orally in context (e.g., "the big dog") · Finding familiar people, places, or objects named orally (e.g., "Where's a chair?")	· Identifying illustrated activities described orally · Following modeled actions to show likes or dislikes (e.g., using "or" words and phrases, "read" or "write")	· Identifying personal choices (e.g., "Show me your favorite…") from different examples · Classifying everyday objects by descriptive features (e.g., red ones, blue ones)	
Level 2 Emerging	· Responding with gestures to songs, chants, or stories modeled by teachers · Matching familiar pictures, objects, or movements to oral statements (e.g., "Clap your hands.")	· Matching real-life objects to illustrations about their use based on oral statements · Identifying people and places associated with everyday events described orally (e.g., "It is Monday. You are at school.")	· Discriminating between words and phrases related to personal choices (e.g., "The park or the zoo?") · Identifying oral preferences stated by others (e.g., choosing pictures or objects)	
Level 3 Developing	· Acting out songs, chants, stories and poems with gestures as a whole group · Following sequential language for oral directions one step at a time (e.g., "Walk to the door. Now, come to the circle.")	· Identifying language associated with features of objects or print (e.g., "Show me a word in the title.") · Following peer-modeled oral commands with a partner	· Acting out opposites using gestures (e.g., through songs or chants) · Responding nonverbally to show agreement or disagreement with opinions of others (e.g., thumbs up, thumbs down)	
Level 4 Expanding	· Role playing in response to illustrated stories read aloud · Matching extended oral descriptions of content-related topics to illustrations or graphics (e.g., "The bright yellow ball is shining in the sky.")	· Drawing individual phases or steps to "how" questions (e.g., "How does a caterpillar change into a butterfly?") · Pointing out illustrated details that match oral descriptions of cycles or procedures	· Drawing to make predictions from illustrated stories read aloud (e.g., "What happens next?") · Classifying fact from fiction in oral discourse (e.g., through physical responses or sorting pictures)	
Level 5 Bridging	· Arranging content-related objects or illustrations according to oral discourse with a partner · Making patterns from real objects or pictures based on detailed oral descriptions from a model (e.g., "Follow me. Put two blue crayons on your table. Then put two red crayons. Now put two more crayons of another color.")	· Identifying illustrations related to cause and effect from oral information · Reenacting procedural information obtained from videos or other media (e.g., "Show me how to make day and night.")	· Agreeing or disagreeing with oral claims using gestures (e.g., "Tomorrow will be hotter than today.") · Identifying reasons for choices in real life scenarios read aloud (e.g., by circling pictures)	
Level 6 Reaching	· Identifying drawings or other visual displays from elaborate descriptions with details · Identifying detailed information in oral discourse or through multimedia	· Recognizing language related to scientific or mathematical processes · Identifying patterns in procedures or natural phenomena in illustrated stories read aloud	· Interpreting which side to take and why from dialogs or short conversations · Identifying details of stories or scenarios read aloud that represent different points of view	

Language Proficiency Level	SPEAKING			Oral Language
	Recount by:	Explain by:	Argue by:	Discuss by:
Level 1 Entering	· Repeating words, simple phrases or expressions from familiar stories as a whole class · Participating in group songs, chants, or poems using gestures or physical movement	· Identifying familiar objects used in everyday routines and activities with a partner (e.g., in the home language and English) · Rehearsing and acting out key steps in procedures or classroom routines following models (e.g., "Put away toys. Get in line.")	· Stating personal likes from oral prompts (e.g., sports, food, animals) · Naming choices from models (e.g., "Apple or banana?")	· Attending to the speaker to demonstrate understanding · Following routines, chants, and songs
Level 2 Emerging	· Restating some language associated with illustrated short stories or informational text (e.g., "I see." "I hear.") · Re-enacting various roles when interacting in pairs or in small groups	· Describing uses of everyday objects or roles of familiar people (e.g., "Teacher reads.") · Stating attributes and classifying objects into illustrated categories to show how they go together (e.g., shapes, colors, sizes)	· Stating personal preferences (e.g., "I like this.") · Agreeing or disagreeing with familiar questions (e.g., "Are you ready?" "Yes I am.")	· Addressing others according to relationship (e.g., student-student, student-teacher) · Participating in exchanges between peers (e.g., thumb buddies, turn and talk)
Level 3 Developing	· Retelling main events in short narrative stories to peers using pictures · Describing attributes of familiar objects, people, and places	· Comparing sizes of familiar phenomena (e.g., bigger than/ smaller than, longer/ wider) · Stating reasons for classroom routines or procedures with a partner (e.g., expected behaviors)	· Stating personal preferences or opinions (e.g., "Recess is best.") · Predicting everyday situations or events from illustrations	· Working together collaboratively (e.g., taking turns, listening to others) · Using language and body movement to include others in conversations
Level 4 Expanding	· Retelling familiar stories through a series of pictures · Sharing personal stories or experiences with others (e.g., in multiple languages)	· Describing classroom routines (e.g., putting away puzzles) · Comparing and contrasting placement of real-life objects and phenomena (e.g., "on the table" v. "under the table")	· Expressing likes, dislikes, or preferences with reasons (e.g., "I like ___ because ___.") · Giving reasons for classifying familiar objects with classmates (e.g., in open sorts)	· Proposing ideas to contribute to conversations · Asking questions to request clarification
Level 5 Bridging	· Relating school-based content and personal experiences with peers and adults · Rephrasing events from stories or information with a partner (e.g., class rules or routines)	· Providing details related to classroom activities and tasks in small groups (e.g., how we work together) · Describing steps in familiar cycles and processes (e.g., getting in a circle to play a game)	· Offering personal opinions about content-related ideas in small groups · Giving reasons for content-related information when modeled (e.g., "These animals go together because they have spots.")	· Asking questions to extend conversations · Demonstrating active listening to show respect to the speaker
Level 6 Reaching	· Retelling familiar stories, including key details with prompting and support · Describing details about characters, settings, and major events in illustrated stories with prompting and support	· Comparing two objects using measurable attributes (e.g., "The table is higher than the chair.") · Describing the causes or effects of different phenomena based on observations and experiences (e.g., pull/push, sink/float)	· Agreeing or disagreeing with reasons for categorizing content-related information with a partner · Stating personal opinions with justification for content-related ideas or topics	· Sustaining conversations on a topic · Building on comments/ responses of others

Language Proficiency Level	READING			Comments:
	Process Recounts by:	Process Explanations by:	Process Arguments by:	
Level 1 Entering	· Matching icons and symbols to corresponding pictures · Identifying labeled real-life classroom objects (e.g., tables, books, door)	· Pointing to labeled pictures or objects of personal preferences · Matching illustrations to words of personal interest as modeled	· Pointing to labeled pictures or objects of personal preferences · Matching illustrations to words of personal interest as modeled	
Level 2 Emerging	· Reproducing content-related information in oral text through drawings · Acting out familiar rhymes from text read aloud or chanted in small groups	· Classifying labeled pictures of personal choices from stories according to different character traits · Making choices from illustrated descriptions read aloud and sharing with peers (e.g., based on "or" phrases)	· Classifying labeled pictures of personal choices from stories according to different character traits · Making choices from illustrated descriptions read aloud and sharing with peers (e.g., based on "or" phrases)	
Level 3 Developing	· Identifying familiar words in context (e.g., in Big Books or wall charts) in small groups · Recognizing persons and settings in illustrated text read aloud	· Predicting next steps, actions, or events in informational text and stories read aloud (e.g., by pointing to pictures) · Indicating agreement or disagreement with authors' points of view of text read aloud with a partner	· Predicting next steps, actions, or events in informational text and stories read aloud (e.g., by pointing to pictures) · Indicating agreement or disagreement with authors' points of view of text read aloud with a partner	
Level 4 Expanding	· Identifying words in picture dictionaries (e.g., in multiple languages) · Recognizing common types of text (e.g., storybooks, poems) read aloud	· Interpreting pictures in informational text as true or false in small groups · Comparing choices of different characters in illustrated text read aloud (e.g., using T charts)	· Interpreting pictures in informational text as true or false in small groups · Comparing choices of different characters in illustrated text read aloud (e.g., using T charts)	
Level 5 Bridging	· Ordering words to form short sentences from oral models (e.g., using pocket charts, cards) · Identifying language related to spatial relations (e.g., in front of, next to, in between)	· Evaluating situations in picture books and matching them to related reasons for choices · Agreeing or disagreeing with actions of characters in illustrated text read aloud	· Evaluating situations in picture books and matching them to related reasons for choices · Agreeing or disagreeing with actions of characters in illustrated text read aloud	
Level 6 Reaching	· Identifying major events in stories with prompting and support · Identifying main ideas and details in common types of illustrated text (e.g., trade books, rhymes)	· Identifying different points of view from illustrated text with prompting and support · Identifying similarities in and differences between two texts on the same topic (e.g., pasting or matching words found in both sources)	· Identifying different points of view from illustrated text with prompting and support · Identifying similarities in and differences between two texts on the same topic (e.g., pasting or matching words found in both sources)	

Language Proficiency Level	WRITING			Comments:
	Recount by:	Explain by:	Argue by:	
Level 1 Entering	· Dictating personal information scribed by adults (e.g., about self and family members) · Reproducing icons or environmental print related to self from models	· Describing familiar routines by drawing pictures and dictating to adults (e.g., in one or more languages) · Drawing what comes next (e.g., in stories or experiments)	· Illustrating likes or dislikes from real-life objects or pictures · Drawing or making collages about personal interests or content-related topics in small groups	
Level 2 Emerging	· Reproducing symbols, numbers, and illustrated words from models in context · Drawing and labeling familiar people, objects, or events from models (e.g., word walls, posters, cards)	· Connecting oral language to print (e.g., through language experience) · Reproducing labeled pictures or photographs to describe processes or procedures (e.g., producing an album)	· Drawing and reproducing words about preferences (e.g., from charts or posters) · Stating personal choices from models (e.g., labeling photos or drawings of self)	
Level 3 Developing	· Reproducing familiar words from labeled models or illustrations (e.g., labeled dioramas) · Restating facts about personal experiences shared with classmates (e.g., through illustrated text)	· Describing familiar events or phenomena using sentence starters and drawings · Identifying self as an author through pictures and invented words (e.g., by keeping a journal)	· Agreeing or disagreeing with choices (e.g., producing "yes" or "no") from models · Completing text about personal opinions on different topics (e.g., "I like ___.")	
Level 4 Expanding	· Producing familiar words and phrases from environmental print and illustrated text · Drawing and describing different parts of stories, personal experiences, or events (e.g., written conversations) with a peer	· Describing how to do something through a sequence of pictures and words · Composing group drafts on different processes based on oral input or experiences modeled by teachers	· Producing statements about choices using different models as examples (e.g., "I want to ___.") · Building short sentences from personal preferences using pictures or photos with partners	
Level 5 Bridging	· Describing everyday experiences using illustrated phrases and short sentences · Producing illustrated stories about self or family (e.g., using one or more languages)	· Describing uses of tools or objects with a peer (e.g., from illustrated phrase walls) · Sequencing content-related processes by drawing and describing objects (e.g., from seeds to plants)	· Making requests to indicate preferences (e.g., "Can I have …?") · Listing reasons for content-related choices with guidance and support (e.g., "Why do you like number 5?")	
Level 6 Reaching	· Stating information to answer modeled questions about experiences with guidance · Using new words and phrases acquired through conversations or oral reading in short illustrated sentences	· Stating steps of familiar routines or events by drawing, dictating, and writing · Responding to "how" questions and suggestions from peers, with guidance from adults, to add details to text	· Composing opinion pieces using content-related language with prompting and support · Making claims using content-related language about topics or books (e.g., dictated to adults)	

KEY USE	DEFINITION	EXAMPLES
Recount	To retell to display knowledge or narrate experiences or events	telling or summarizing stories, producing information reports, and sharing past experiences, stating the steps to make something, describing experiences, ordering steps to get an answer
Explain	To clarify the "why" or the "how" of ideas, actions, or phenomena	describing life cycles, sharing why or how things work, stating causes and effects, sharing results of experiments, stating consequences of behaviors, describing factors that contribute to events, examining relationships among content-related ideas and concepts
Argue	To persuade by making claims supported by evidence	stating preferences or opinions, constructing arguments supported with evidence, critiquing the reasoning of others, giving reasons for a stance
Discuss	To interact with others to build meaning and share knowledge	Participating in small or large group activities and projects, contributing ideas to a conversation, extending knowledge with a mentor, elaborating ideas with peers, questioning and critiquing ideas in small groups

Individualized Language Plan
Glendale-River Hills School District - Parkway Elementary School

Student: **Grade:** 1st grade   **Year:**

Highlighted in Green are what student can do independently. Items highlighted in yellow are what students are working on with support. These would be what we look to for the language goals for this child.

Highlighting KEY	Can Do Independintly	Working Toward with Support	Can Not Do

Language Proficiency Level	Listening			
	Process Recounts by:	**Process Explanations by:**	**Process Arguments by:**	**Comments:**
Level 1 Entering	· Mimicking gestures or movement associated with oral commands · Matching key words or expressions in songs, chants, and poems to illustrations	· Identifying real-life objects based on descriptive oral phrases or short sentences · Pointing to objects or people reflective of content-related vocabulary (e.g., family members)	· Answering questions about likes and preferences · Identifying words or phrases that express opinions	
Level 2 Emerging	· Acting out oral statements using manipulatives or real-life objects · Pointing to objects, characters or places from oral descriptions	· Classifying real-life objects according to their function based on oral directions · Interpreting oral descriptions and matching them to illustrations	· Evaluating options to make personal choices from oral simple sentences · Signaling agreement or disagreement with short oral statements using gestures (e.g., "Today is Monday." "Clap one time for yes. Clap two times for no.")	
Level 3 Developing	· Sequencing pictures of stories read aloud (e.g., beginning, middle, end) · Following modeled oral instructions related to content	· Following peer statements to create projects · Identifying illustrated cycles or processes described orally	· Classifying objects according to descriptive oral statements · Following conditional directions (e.g., "Raise two hands if you like ice cream.")	
Level 4 Expanding	· Identifying characters, plots, and settings from oral stories · Finding details in illustrated narrative or informational text read aloud	· Following illustrated content-related procedures shared orally · Organizing real-life objects based on oral comparisons	· Organizing information from oral comparisons of people or objects · Identifying claims about real-life objects or events based on observations or experiences	
Level 5 Bridging	· Constructing models based on instructions from extended oral discourse with a partner · Following multistep oral directions during content-related activities	· Organizing causes and effects of various phenomena presented orally · Using strategies and procedures shared by peers	· Identifying claims and reasons from oral discourse · Identifying reasons for choices from oral stories	
Level 6 Reaching	· Matching relevant details to main ideas presented in oral discourse · Identifying different genres through multiple readings of text by adults (e.g., rhymes, stories, informational text)	· Identifying details from oral descriptions of processes or procedures · Representing ideas from oral discussions or multimedia	· Identifying reasons authors give to support points in text read aloud · Distinguishing opinions from reasons in oral discourse	

Language Proficiency Level	SPEAKING			Oral Language
	Recount by:	**Explain by:**	**Argue by:**	**Discuss by:**
Level 1 Entering	· Repeating words, phrases and memorized chunks of language related to different topics · Answering yes or no questions about stories or experiences	· Answering questions with words or phrases (e.g., "Go washroom.") · Describing pictures or classroom objects	· Expressing preferences in naming and pointing to objects · Repeating language to express agreement or disagreement	· Tracking the speakers to demonstrate understanding · Sharing pictures, created work, or visuals to contribute to conversations
Level 2 Emerging	· Stating content-related facts in context (e.g., playing telephone) · Describing characters or places in picture books	· Demonstrating how to do something using gestures or real-life objects (e.g., tie a bow) · Describing what people do from action pictures (e.g., jobs of community workers)	· Responding to short statements or questions about choices (e.g., "I am sure." "I am not sure.") · Stating likes and dislikes to participate in conversations with peers	· Following along familiar routines of small and large groups · Recognizing different types of intonation used by speakers
Level 3 Developing	· Retelling simple stories from picture cues · Participating in dialog with peers on familiar topics	· Stating associations between two objects, people, or events (e.g., "Lidia is my sister and Lisa is my sister.") · Telling why something happened	· Describing characters or objects using pictures or actions · Stating choices of materials or supplies and reasons for their selection	· Asking clarifying questions · Inviting others to participate
Level 4 Expanding	· Restating information with some details · Summarizing a series of familiar events or routines	· Connecting ideas by building on guided conversations with peers · Describing in detail the function of objects or roles of people	· Justifying the use of objects for particular purposes · Supporting content-related ideas with examples	· Using intonation appropriate for the purposes of communication · Restating statements to clarify ideas
Level 5 Bridging	· Presenting information on content-related topics · Sharing details about personal experiences with peers and adults	· Stating conditions for cause and effect (e.g., "If it rains, I play inside.") · Elaborating on details of content-related procedures	· Comparing and contrasting content-related ideas (e.g., "Winter is hot in Hawaii. Winter is cold in Alaska.") · Providing evidence for specific claims	· Asking and answering questions to maintain conversations · Elaborate on someone else's comments to participate in conversations
Level 6 Reaching	· Producing discourse appropriate to task and situation · Rehearsing content-related presentations with peers	· Asking and answering content-related "how" and "why" questions · Expressing connected ideas with supporting details	· Defending solutions to simple problems · Elaborating reasons to justify content-related ideas	· Sustaining conversations by responding to comments made in multiple exchanges · Asking and answering questions about key details in social and academic contexts

Language Proficiency Level	READING			
	Process Recounts by:	Process Explanations by:	Process Arguments by:	Comments:
Level 1 Entering	· Using pictures and illustrations to identify themes or storylines · Matching vocabulary to illustrated stories	· Identifying icons from illustrated texts or media with a partner · Sorting objects according to their use based on labeled illustrations	· Categorizing labeled pictures or photographs · Identifying opinions from illustrated statements (e.g., likes and dislikes)	
Level 2 Emerging	· Pointing to icons, letters, or illustrated words that represent ideas · Identifying repetitive words and phrases in texts	· Matching descriptive labels or headings to illustrated text · Identifying labeled illustrations signaled by Wh- questions	· Identifying information related to events from graphics (e.g., birthday charts, weather calendars) · Sharing likes and dislikes using environmental print	
Level 3 Developing	· Identifying Wh- words in questions (e.g., who, what, when) · Recalling content-related information from illustrated texts read aloud	· Sorting illustrated content words and phrases into categories · Matching labeled illustrations to "how" or "why" questions	· Identifying persuasive words in written phrases or statements in context (e.g., "have to," "must") · Identifying language of wants and needs in illustrated short stories read aloud	
Level 4 Expanding	· Identifying the main topic of texts · Ordering illustrations based on sequence of events from texts read aloud	· Finding details in illustrated narrative or informational texts read aloud · Identifying what authors say in oral stories	· Distinguishing characters' opinions or preferences from illustrated text read aloud · Determining the author's point of view from illustrated texts	
Level 5 Bridging	· Distinguishing among characters, settings, and events in narratives · Reconstructing texts read orally using drawings or reenacting text with performances	· Ordering content-related events according to information in illustrated texts · Identifying steps or stages of content-related processes or events from informational or explanatory texts	· Determining what happens next from illustrated observations · Identifying evidence or reasons in peers' written text	
Level 6 Reaching	· Identifying who is telling the story at various points in texts · Matching original text to paraphrased versions	· Identifying words and phrases related to cause and effect · Identifying reasons for actions in stories, songs, and poems	· Predicting meaning of words based on clues from sentence-level context · Identifying similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	

Language Proficiency Level	WRITING			
	Recount by:	Explain by:	Argue by:	Comments:
Level 1 Entering	· Forming words using a variety of strategies · Answering Wh- oral questions or using icons to plan stories	· Designing, drawing and labeling content-specific models · Identifying topics through photographs, illustrated word walls, or software	· Indicating agreement with opinions of others using labeled drawings · Drawing icons or symbols to represent preferences	
Level 2 Emerging	· Providing information in graphic organizers · Presenting content related information labeling visuals or graphics	· Labeling and illustrating observations over time (e.g., growing plants) · Describing people, places, or objects from illustrated examples	· Producing simple sentences from models about likes, wants, and needs, e.g., "I like…, I don't like…") · Supplying facts about topics	
Level 3 Developing	· Describing feelings or reactions to personal events or situations · Recalling information from events or experiences	· Classifying illustrated words and phrases into groups (e.g., "Animals that fly. Animals that swim.") · Comparing real-life objects, numbers, or animals using models	· Participating in interactive journals with peers · Stating preferences related to social and academic topics (e.g., "I want to go…")	
Level 4 Expanding	· Producing a series of related sentences from transition word starters (e.g., first, next, last) · Describing observations firsthand or from media	· Describing models related to content-related phenomena in pictures or real-life · Expressing feelings and a reason related to situations or events	· Describing patterns in processes and stories to use as evidence · Stating reasons for particular claims or opinions in content-related topics	
Level 5 Bridging	· Composing stories or narratives using sequential language · Editing personal narratives based on criteria for success	· Describing causes and effects of actions and strategies · Sequencing steps in solving problems using short sentences, illustrations, and symbols	· Providing simple edits to peers' writing · Elaborating content-related claims with examples	
Level 6 Reaching	· Producing narratives with at least two sequential events · Producing narrative sequences from timelines and labeled drawings	· Predicting how stories, events, or situations might end · Producing texts that can name a topic and supply topic-related facts	· Using persuasive language in a variety of sentences · Producing opinion pieces by stating an opinion and providing a connected reason	

KEY USE	DEFINITION	EXAMPLES
Recount	To retell to display knowledge or narrate experiences or events	telling or summarizing stories, producing information reports, and sharing past experiences, stating the steps to make something, describing experiences, ordering steps to get an answer
Explain	To clarify the "why" or the "how" of ideas, actions, or phenomena	describing life cycles, sharing why or how things work, stating causes and effects, sharing results of experiments, stating consequences of behaviors, describing factors that contribute to events, examining relationships among content-related ideas and concepts
Argue	To persuade by making claims supported by evidence	stating preferences or opinions, constructing arguments supported with evidence, critiquing the reasoning of others, giving reasons for a stance
Discuss	To interact with others to build meaning and share knowledge	Participating in small or large group activities and projects, contributing ideas to a conversation, extending knowledge with a mentor, elaborating ideas with peers, questioning and critiquing ideas in small groups

Individualized Language Plan
Glendale-River Hills School District - Parkway Elementary School

Student: **Grade:** 2 or 3   **Year:**

Highlighted in Green are what student can do independently. Items highlighted in yellow are what students are working on with support. These would be what we look to for the language goals for this child.

Highlighting KEY	Can Do Independintly	Working Toward with Support	Can Not Do

Language Proficiency Level	Listening			
	Process Recounts by:	**Process Explanations by:**	**Process Arguments by:**	**Comments:**
Level 1 Entering	· Mimicking gestures or movement associated with oral commands · Matching key words or expressions in songs, chants, and poems to illustrations	· Identifying real-life objects based on descriptive oral phrases or short sentences · Pointing to objects or people reflective of content-related vocabulary (e.g., family members)	· Answering questions about likes and preferences · Identifying words or phrases that express opinions	
Level 2 Emerging	· Acting out oral statements using manipulatives or real-life objects · Pointing to objects, characters or places from oral descriptions	· Classifying real-life objects according to their function based on oral directions · Interpreting oral descriptions and matching them to illustrations	· Evaluating options to make personal choices from oral simple sentences · Signaling agreement or disagreement with short oral statements using gestures (e.g., "Today is Monday." "Clap one time for yes. Clap two times for no.")	
Level 3 Developing	· Sequencing pictures of stories read aloud (e.g., beginning, middle, end) · Following modeled oral instructions related to content	· Following peer statements to create projects · Identifying illustrated cycles or processes described orally	· Classifying objects according to descriptive oral statements · Following conditional directions (e.g., "Raise two hands if you like ice cream.")	
Level 4 Expanding	· Identifying characters, plots, and settings from oral stories · Finding details in illustrated narrative or informational text read aloud	· Following illustrated content-related procedures shared orally · Organizing real-life objects based on oral comparisons	· Organizing information from oral comparisons of people or objects · Identifying claims about real-life objects or events based on observations or experiences	
Level 5 Bridging	· Constructing models based on instructions from extended oral discourse with a partner · Following multistep oral directions during content-related activities	· Organizing causes and effects of various phenomena presented orally · Using strategies and procedures shared by peers	· Identifying claims and reasons from oral discourse · Identifying reasons for choices from oral stories	
Level 6 Reaching	· Matching relevant details to main ideas presented in oral discourse · Identifying different genres through multiple readings of text by adults (e.g., rhymes, stories, informational text)	· Identifying details from oral descriptions of processes or procedures · Representing ideas from oral discussions or multimedia	· Identifying reasons authors give to support points in text read aloud · Distinguishing opinions from reasons in oral discourse	

Language Proficiency Level	SPEAKING			Oral Language
	Recount by:	**Explain by:**	**Argue by:**	**Discuss by:**
Level 1 Entering	· Repeating words, phrases and memorized chunks of language related to different topics · Answering yes or no questions about stories or experiences	· Answering questions with words or phrases (e.g., "Go washroom.") · Describing pictures or classroom objects	· Expressing preferences in naming and pointing to objects · Repeating language to express agreement or disagreement	· Tracking the speakers to demonstrate understanding · Sharing pictures, created work, or visuals to contribute to conversations
Level 2 Emerging	· Stating content-related facts in context (e.g., playing telephone) · Describing characters or places in picture books	· Demonstrating how to do something using gestures or real-life objects (e.g., tie a bow) · Describing what people do from action pictures (e.g., jobs of community workers)	· Responding to short statements or questions about choices (e.g., "I am sure." "I am not sure.") · Stating likes and dislikes to participate in conversations with peers	· Following along familiar routines of small and large groups · Recognizing different types of intonation used by speakers
Level 3 Developing	· Retelling simple stories from picture cues · Participating in dialog with peers on familiar topics	· Stating associations between two objects, people, or events (e.g., "Lidia is my sister and Lisa is my sister.") · Telling why something happened	· Describing characters or objects using pictures or actions · Stating choices of materials or supplies and reasons for their selection	· Asking clarifying questions · Inviting others to participate
Level 4 Expanding	· Restating information with some details · Summarizing a series of familiar events or routines	· Connecting ideas by building on guided conversations with peers · Describing in detail the function of objects or roles of people	· Justifying the use of objects for particular purposes · Supporting content-related ideas with examples	· Using intonation appropriate for the purposes of communication · Restating statements to clarify ideas
Level 5 Bridging	· Presenting information on content-related topics · Sharing details about personal experiences with peers and adults	· Stating conditions for cause and effect (e.g., "If it rains, I play inside.") · Elaborating on details of content-related procedures	· Comparing and contrasting content-related ideas (e.g., "Winter is hot in Hawaii. Winter is cold in Alaska.") · Providing evidence for specific claims	· Asking and answering questions to maintain conversations · Elaborate on someone else's comments to participate in conversations
Level 6 Reaching	· Producing discourse appropriate to task and situation · Rehearsing content-related presentations with peers	· Asking and answering content-related "how" and "why" questions · Expressing connected ideas with supporting details	· Defending solutions to simple problems · Elaborating reasons to justify content-related ideas	· Sustaining conversations by responding to comments made in multiple exchanges · Asking and answering questions about key details in social and academic contexts

Language Proficiency Level	READING			
	Process Recounts by:	Process Explanations by:	Process Arguments by:	Comments:
Level 1 Entering	· Using pictures and illustrations to identify themes or storylines · Matching vocabulary to illustrated stories	· Identifying icons from illustrated texts or media with a partner · Sorting objects according to their use based on labeled illustrations	· Categorizing labeled pictures or photographs · Identifying opinions from illustrated statements (e.g., likes and dislikes)	
Level 2 Emerging	· Pointing to icons, letters, or illustrated words that represent ideas · Identifying repetitive words and phrases in texts	· Matching descriptive labels or headings to illustrated text · Identifying labeled illustrations signaled by Wh- questions	· Identifying information related to events from graphics (e.g., birthday charts, weather calendars) · Sharing likes and dislikes using environmental print	
Level 3 Developing	· Identifying Wh- words in questions (e.g., who, what, when) · Recalling content-related information from illustrated texts read aloud	· Sorting illustrated content words and phrases into categories · Matching labeled illustrations to "how" or "why" questions	· Identifying persuasive words in written phrases or statements in context (e.g., "have to," "must") · Identifying language of wants and needs in illustrated short stories read aloud	
Level 4 Expanding	· Identifying the main topic of texts · Ordering illustrations based on sequence of events from texts read aloud	· Finding details in illustrated narrative or informational texts read aloud · Identifying what authors say in oral stories	· Distinguishing characters' opinions or preferences from illustrated text read aloud · Determining the author's point of view from illustrated texts	
Level 5 Bridging	· Distinguishing among characters, settings, and events in narratives · Reconstructing texts read orally using drawings or reenacting text with performances	· Ordering content-related events according to information in illustrated texts · Identifying steps or stages of content-related processes or events from informational or explanatory texts	· Determining what happens next from illustrated observations · Identifying evidence or reasons in peers' written text	
Level 6 Reaching	· Identifying who is telling the story at various points in texts · Matching original text to paraphrased versions	· Identifying words and phrases related to cause and effect · Identifying reasons for actions in stories, songs, and poems	· Predicting meaning of words based on clues from sentence-level context · Identifying similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	

Language Proficiency Level	WRITING			
	Recount by:	Explain by:	Argue by:	Comments:
Level 1 Entering	· Forming words using a variety of strategies · Answering Wh- oral questions or using icons to plan stories	· Designing, drawing and labeling content-specific models · Identifying topics through photographs, illustrated word walls, or software	· Indicating agreement with opinions of others using labeled drawings · Drawing icons or symbols to represent preferences	
Level 2 Emerging	· Providing information in graphic organizers · Presenting content related information labeling visuals or graphics	· Labeling and illustrating observations over time (e.g., growing plants) · Describing people, places, or objects from illustrated examples	· Producing simple sentences from models about likes, wants, and needs (e.g., "I like…, I don't like…") · Supplying facts about topics	
Level 3 Developing	· Describing feelings or reactions to personal events or situations · Recalling information from events or experiences	· Classifying illustrated words and phrases into groups (e.g., "Animals that fly. Animals that swim.") · Comparing real-life objects, numbers, or animals using models	· Participating in interactive journals with peers · Stating preferences related to social and academic topics (e.g., "I want to go…")	
Level 4 Expanding	· Producing a series of related sentences from transition word starters (e.g., first, next, last) · Describing observations firsthand or from media	· Describing models related to content-related phenomena in pictures or real-life · Expressing feelings and a reason related to situations or events	· Describing patterns in processes and stories to use as evidence · Stating reasons for particular claims or opinions in content-related topics	
Level 5 Bridging	· Composing stories or narratives using sequential language · Editing personal narratives based on criteria for success	· Describing causes and effects of actions and strategies · Sequencing steps in solving problems using short sentences, illustrations, and symbols	· Providing simple edits to peers' writing · Elaborating content-related claims with examples	
Level 6 Reaching	· Producing narratives with at least two sequential events · Producing narrative sequences from timelines and labeled drawings	· Predicting how stories, events, or situations might end · Producing texts that can name a topic and supply topic-related facts	· Using persuasive language in a variety of sentences · Producing opinion pieces by stating an opinion and providing a connected reason	

KEY USE	DEFINITION	EXAMPLES
Recount	To retell to display knowledge or narrate experiences or events	telling or summarizing stories, producing information reports, and sharing past experiences, stating the steps to make something, describing experiences, ordering steps to get an answer
Explain	To clarify the "why" or the "how" of ideas, actions, or phenomena	describing life cycles, sharing why or how things work, stating causes and effects, sharing results of experiments, stating consequences of behaviors, describing factors that contribute to events, examining relationships among content-related ideas and concepts
Argue	To persuade by making claims supported by evidence	stating preferences or opinions, constructing arguments supported by evidence, critiquing the reasoning of others, giving reasons for a stance
Discuss	To interact with others to build meaning and share knowledge	Participating in small or large group activities and projects, contributing ideas to a conversation, extending knowledge with a mentor, elaborating ideas with peers, questioning and critiquing ideas in small groups

Individualized Language Plan
Glendale-River Hills School District - Parkway Elementary School

Student: **Grade:** 4 OR 5   **Year:**

Highlighted in Green are what student can do independently. Items highlighted in yellow are what students are working on with support. These would be what we look to for the language goals for this child.

Highlighting KEY	Can Do Independintly	Working Toward with Support	Can Not Do

Language Proficiency Level	Listening			Comments:
	Process Recounts by:	Process Explanations by:	Process Arguments by:	
Level 1 Entering	· Matching oral words and phrases to content-related pictures or objects · Identifying the topic in oral statements	· Sequencing oral procedures or cycles with images · Distinguishing key words and phrases related to phenomena	· Matching illustrations with oral points of view · Identifying language related to facts or opinions from oral presentations	
Level 2 Emerging	· Classifying time-related language in oral statements (e.g., present, past, future) · Connecting the context of narratives (e.g., the who, what, when, & where) to illustrations	· Organizing routine causal or sequential relationships described orally · Following oral directions to show recurring steps in cycles or problem-solving	· Sorting evidence and claims from oral descriptions · Distinguishing words and phrases related to opinions or facts from oral statements	
Level 3 Developing	· Identifying the beginning, middle and end in oral retelling of a text · Following tasks and directions retold by peers	· Interpreting cause and effect relationships in conversations · Recognizing relationships in a series of oral statements	· Identifying different perspectives, stances, or points of view · Recognizing reasons for positions in oral presentations	
Level 4 Expanding	· Sequencing events or steps based on oral reading of informational text · Recognizing the language of related genres (e.g., news reports, historical accounts)	· Identifying precise details, descriptions, or comparisons that support conversation · Following oral information on how or why phenomena occur	· Identifying evidence that supports predictions or hypotheses · Differentiating between multiple points of view in class discussions	
Level 5 Bridging	· Identifying related information from multiple sources presented orally · Recognizing the key historical, scientific or technical language used in a mini-lecture	· Recognizing language used to enhance the specificity of phenomena in class discussions · Identifying components of systems (e.g., ecosystems, branches of government) in small group interactions	· Distinguishing certainty from uncertainty of spoken words or phrases in context · Identifying the degree of formality in oral presentations	
Level 6 Reaching	· Identifying the overall structure (e.g., chronology) of events, ideas, concepts, or information in oral presentations · Differentiating similarities and differences of information presented through multimedia and written text	· Interpreting the specific language used to enhance descriptions of phenomena · Attending to the language related to events or phenomena in peer presentations	· Recognizing the strength of the quality of evidence presented in oral discourse · Identifying the purpose of arguments	

Language Proficiency Level	SPEAKING			Oral Language
	Recount by:	Explain by:	Argue by:	Discuss by:
Level 1 Entering	· Stating key words and phrases associated with the content using visual or graphic support · Communicating personal experiences orally	· Naming components of phenomena using illustrations, photographs, or diagrams · Demonstrating procedures using realia	· Stating reasons for choices using words or phrases · Answering yes/no or choice questions across content or personal preferences	· Expressing own ideas in a variety of ways (e.g., drawing, using gestures, graphing) · Tracking the person speaking · Sharing own work (e.g., graphic organizers, drawings) to contribute to the conversation
Level 2 Emerging	· Retelling short stories or content-related events · Stating procedural steps across content areas	· Giving reasons why or how something works using diagrams, charts or images · Stating key words or phrases in processes in a sequential order	· Stating opinions based on experiences · Responding to opinion statements of others with personal preferences	· Taking turns and applying conventions specific to particular conversations · Addressing others according to relationship (e.g., student-peers, student-teacher)
Level 3 Developing	· Presenting detailed content-related information that has been rehearsed · Stating main ideas in classroom conversations on social and academic topics	· Stating clear sequential procedures to peers · Comparing data or information	· Expressing opinions using content-area specific language · Presenting content-based facts that support a position	· Asking clarifying questions to demonstrate engagement · Using examples to clarify statements · Answering questions to contribute to a topic
Level 4 Expanding	· Giving content-related oral reports · Sequencing steps to solve a problem	· Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts · Presenting detailed information in small groups	· Stating relevant evidence for claims · Responding to opinion statements of others with reasons or evidence	· Elaborating on statements of others to extend ideas · Presenting creative solutions to resolve communication issues · Contributing ideas to co-create group responses
Level 5 Bridging	· Conveying personal and content-related experiences in a team · Using technical and specific vocabulary when sharing content information	· Elaborating by adding precision and details to content-related sequence or causal phenomena · Describing relationships of components within systems (e.g., ecosystems, government)	· Supporting claims with evidence from various sources · Using claims and evidence to persuade an audience	· Recognizing how language can be used to express bias and influence others · Challenging ideas respectfully · Managing conversations to stay focused on a topic
Level 6 Reaching	· Summarizing discussions on content-related topics · Expanding on topics with descriptive details using varied vocabulary	· Analyzing how variables contribute to events or outcomes · Maintaining a formal register	· Countering with a different point of view · Stating conclusions based on a summary of information from the various sides	· Examining the value of examples to bring clarity to statements · Extend conversations by developing topics with clear examples and information

Nicolet Partner School ILP

Language Proficiency Level	READING			
	Process Recounts by:	Process Explanations by:	Process Arguments by:	Comments:
Level 1 Entering	· Identifying words in context during oral reading of illustrated text on familiar topics or experiences · Highlighting previewed or familiar phrases	· Matching illustrated words/ phrases to causal or sequential language · Sequencing sentences strips to show content-area processes from illustrated texts	· Identifying key words and phrases of claims · Identifying a claim or an opinion in multimedia with a partner	
Level 2 Emerging	· Classifying time-related language in text as present or past · Identifying the "who," "what," "where," and "when" in narrative text with a partner	· Identifying different types of connectors (e.g., first, next, because, so) · Identifying key words and phrases that describe the topic or phenomena	· Identifying language indicative of points of view · Organizing evidence based on sequential language in texts · Differentiating between claims and evidence	
Level 3 Developing	· Sequencing events in stories or content-related processes · Identifying main ideas in narrative and informational text	· Matching causes with effects · Identifying words or phrases to determine the type of explanation (e.g., linear sequence, cycle, system)	· Identifying evidence from multiple places within text · Identifying different perspectives, stances, or points of view	
Level 4 Expanding	· Connecting details to main ideas or themes · Identifying conclusions in multi-paragraph text	· Identifying the different words or phrases that are used to describe the same topic or phenomena · Organizing information on how or why phenomena occur	· Hypothesizing or predicting based on evidence · Comparing multiple points of view on a topic	
Level 5 Bridging	· Becoming familiar with the language of related genres (e.g., news reports, historical accounts) · Summarizing information from multiple related sources	· Identifying how text provides clear details of the topic or phenomena · Identifying components of systems (e.g., ecosystems, government)	· Connecting personal experience with textual evidence to strengthen an interpretation of the text · Evaluating the strength of evidence as support for claims	
Level 6 Reaching	· Identifying the overall structure (e.g., chronology) of events, ideas, concepts, or information in text · Highlighting events or procedures that happened in historical, scientific, or technical text	· Identifying how text presents information in a factual or neutral manner · Evaluating the specific language used to enhance descriptions of phenomena	· Evaluating claims and evidence by drawing from multiple print sources · Differentiating from the strength of different pieces of evidence as support for claims	

Language Proficiency Level	WRITING			
	Recount by:	Explain by:	Argue by:	Comments:
Level 1 Entering	· Communicating personal experiences through drawings and words · Reproducing a series of events through illustrated text	· Producing short-answer responses to questions using word/ phrase banks · Labeling charts and graphs to describe phenomena (e.g., organisms in ecosystems)	· Selecting words and phrases to represent points of view using facts from illustrated text or posters · Using key words or phrases related to the topic	
Level 2 Emerging	· Listing procedural steps across content areas · Listing positive and negative effects of events in informational or narrative text	· Using key terms related to phenomena · Ordering linear and cyclical sequences of phenomena (e.g., the steps of how a volcano erupts)	· Stating reasons for particular points of view · Listing pros and cons of issues	
Level 3 Developing	· Using key words and phrases reflective of main ideas · Conveying details using concrete words and phrases	· Connecting related ideas or concepts using linking words and phrases · Answering "how" or "why" questions (e.g., "How does the water cycle work?" "Why are there three branches of government?")	· Connecting reasons to opinions supported by facts and details · Making adjustments for audience and context	
Level 4 Expanding	· Relating a sequence of events using a variety of transitional words, phrases, and clauses · Synthesizing information across related texts (e.g., author study)	· Presenting information on processes or phenomena from a variety of sources · Elaborating topics with facts, definitions, concrete details, or quotations and examples	· Comparing and contrasting evidence for claims · Providing reasons and evidence which support particular points	
Level 5 Bridging	· Producing content-related reports · Creating narratives that connect personal experiences and content	· Describing how factors contribute to events or outcomes · Describing how systems relate or interact	· Evaluating positive and negative implications associated with various positions (e.g., historical events, scientific discoveries) · Including evidence from multiple sources	
Level 6 Reaching	· Summarizing content-related information · Using narrative themes to extend the storyline	· Presenting information on processes or phenomena supported by facts and details in essays and reports · Selecting the appropriate organizational structure for the particular purpose	· Organizing ideas and information logically and coherently · Integrating information from multiple sources to provide evidence for claims	

KEY USE	DEFINITION	EXAMPLES
Recount	To retell to display knowledge or narrate experiences or events	telling or summarizing stories, producing information reports, and sharing past experiences, stating the steps to make something, describing experiences, ordering steps to get an answer
Explain	To clarify the "why" or the "how" of ideas, actions, or phenomena	describing life cycles, sharing why or how things work, stating causes and effects, sharing results of experiments, stating consequences of behaviors, describing factors that contribute to events, examining relationships among content-related ideas and concepts
Argue	To persuade by making claims supported by evidence	stating preferences or opinions, constructing arguments supported with evidence, critiquing the reasoning of others, giving reasons for a stance
Discuss	To interact with others to build meaning and share knowledge	Participating in small or large group activities and projects, contributing ideas to a conversation, extending knowledge with a mentor, elaborating ideas with peers, questioning and critiquing ideas in small groups

Individualized Language Plan
Glendale-River Hills School District - Parkway Elementary School

Student: **Grade:** 6, 7, or 8   **Year:**

Highlighted in Green are what student can do independently. Items highlighted in yellow are what students are working on with support. These would be what we look to for the language goals for this child.

Highlighting KEY	Can Do Independintly	Working Toward with Support	Can Not Do

Language Proficiency Level	Listening				
	Process Recounts	Process Explanatio	Process Arguments by:	Process Arguments by:	Comments:
Level 1 Entering	· Identifying familiar objects or places from oral statements · Pointing to objects, people, or places based on short oral descriptions		· Matching instructional language, given orally, with visual representation (e.g., "Show me your schedule.") · Identifying functions of content-related topics based on short oral statements reinforced visually (e.g., organisms in ecosystems)	· Signaling agreement or disagreement of short oral statements or questions · Identifying points of view (e.g., first or third person) from short statements	
Level 2 Emerging	· Sequencing labeled visuals per oral directions · Identifying settings or time frames in narrative or informational scenarios read aloud		· Classifying content-related visuals per oral descriptions (e.g., environmental v. genetic factors) · Matching oral sentences of cause and effect to illustrations (e.g., weather or climate conditions)	· Identifying claims from a series of oral statements · Identifying evidence to support claims from charts and tables	
Level 3 Developing	· Matching main ideas of familiar text read aloud to visuals · Stating the next event in a series based on clues from narrative or informational oral texts		· Matching main ideas of familiar text read aloud with visuals · Showing differences between or among content-related phenomena described orally (e.g., descriptive statistics)	· Illustrating claims or reasons from oral narratives · Identifying opposing perspectives from oral text (e.g., sides in wars, regimes, or revolutions)	
Level 4 Expanding	· Identifying main ideas and details in oral discourse · Evaluating oral presentations of peers based on criteria for success		· Identifying relationships between people, ideas, or events in oral discourse · Matching complex oral descriptions to images, graphs, or formulas	· Matching evidence to claims in oral discourse · Formulating opinions based on evidence presented within oral discourse	
Level 5 Bridging	· Categorizing details of content-related main ideas seen and heard in videos or other technologies · Sequencing a series of illustrated events from oral passages (e.g., historical recaps)		· Carrying out a series of oral directions to construct mathematical or scientific models · Connecting details to main ideas based on extended oral discourse	· Establishing connections among claims, arguments, and supporting evidence within oral discourse · Comparing opposing points-of-view presented within oral discourse	
Level 6 Reaching	· Identifying key ideas expressed orally · Identifying new information expressed by others		· Evaluating main ideas and supporting details presented in diverse media and oral formats · Developing models from oral discourse and multimedia (e.g., YouTube videos)	· Evaluating the soundness of opposing claims presented orally · Identifying bias within claims in oral discourse	

Language Proficiency Level	SPEAKING			Oral Language
	Recount by:	Explain by:	Argue by:	Discuss by:
Level 1 Entering	· Answering select Wh-questions · Naming and briefly describing past community or school events using visual support (e.g., posters, photographs)	· Comparing attributes of real-life objects with a partner · Showing how to solve real-world problems using symbols, numerals, graphs, or diagrams	· Responding yes or no to short statements or questions related to a claim · Expressing personal points of view (in home language and English) in support of or against a claim	· Using appropriate nonverbal behaviors to show engagement and listening · Contributing to conversations by sharing own work (e.g., pictures, posters, graphics)
Level 2 Emerging	· Stating main ideas or points of classroom conversations · Restating details of content-related topics (in home language and English) in small groups	· Describing situations from modeled sentences · Connecting two content-related ideas that define "how" or "why"	· Answering simple questions related to claims · Stating evidence to support claims (in home language and English)	· Inviting others to participate · Answering Wh-questions in conversations · Connecting ideas to one's experiences
Level 3 Developing	· Relating a series of events by expressing time in multiple tenses · Connecting ideas in content-related discourse using transitions	· Demonstrating how to conduct experiments, engage in processes, or solve problems with supports · Stating why events occur, phenomena exist, or some things happen	· Critiquing opposing claims · Evaluating the value of options in content-based situations	· Supporting ideas with examples · Asking clarifying questions to demonstrate engagement · Generating new questions to maintain conversations
Level 4 Expanding	· Paraphrasing and summarizing content-related ideas presented orally · Connecting ideas with supporting details in a variety of oral venues	· Comparing content-related concepts · Connecting ideas with supporting details to show relationships (e.g., characters' actions to their feelings)	· Connecting ideas with supporting details or evidence · Taking stances and summarizing ideas supporting them	· Recognizing purposes of contributions in conversations · Demonstrating awareness of personal bias when defending one's point of view
Level 5 Bridging	· Producing oral multimedia, content-related reports based on research from multiple sources · Tracing the evolution of literary characters, themes, and plots from different venues (e.g., digital text or video)	· Giving demonstrations with step-by-step details (e.g., converting Fahrenheit to Celsius) · Evaluating the significance of events, people, or phenomena in oral presentations	· Engaging in debates on content-related topics with claims and counterclaims along with reasonable evidence · Defending points of view with specific claims	· Building on the ideas of others · Listening to others with a purpose (e.g., to challenge own or others' ideas)
Level 6 Reaching	· Restating new information expressed by others in extended speech · Posing questions that elicit elaboration and responding to others' questions and comments	· Adapting speech to a variety of contexts and tasks (e.g., use of register) · Posing questions that connect several speakers' ideas and responding to others' ideas	· Paraphrasing new information expressed by others and, when warranted, modifying views or positions · Making presentations with multimedia components to clarify claims and emphasize salient points	· Presenting organized ideas and information on content topics including the use of graphics and multimedia · Synthesizing ideas of several speakers, posing questions, and responding with evidence, examples, and ideas

Nicolet Partner School ILP

Language Proficiency Level	READING			Comments:
	Process Recounts by:	**Process Explanations by:**	**Process Arguments by:**	
Level 1 Entering	· Identifying responses to Wh-questions in charts or illustrated text · Identifying icons in graphs, charts, and environmental print related to familiar topics	· Matching content-related objects, pictures, or media to words and phrases · Identifying social or academic topics highlighted in text	· Identifying words or phrases associated with topic choices · Classifying true from false short statements	
Level 2 Emerging	· Sequencing illustrated text of narrative or informational events · Locating main ideas in a series of simple sentences	· Comparing ideas on the same topic in a series of simple sentences · Identifying how content-related phenomena relate to one another in illustrated text or media	· Distinguishing facts from opinions in text · Identifying features associated with content-related claims	
Level 3 Developing	· Identifying topic sentences, main ideas, and details in paragraphs · Connecting people to actions based on oral descriptions with details	· Illustrating relationships between main ideas and details in paragraphs · Sequencing steps or events to describe processes (e.g., solving math problems)	· Identifying claims and the reasons for each claim · Identifying opposing points of view	
Level 4 Expanding	· Ordering paragraphs in narrative and informational text · Identifying summaries of passages in a variety of genres	· Matching content-related cause to effect in graphically-supported text · Highlighting text evidence that points to how systems function (e.g., different forms of government)	· Identifying evidence to support analysis of what texts say (e.g., position papers) · Classifying pros and cons of claims and evidence presented within written texts	
Level 5 Bridging	· Sequencing main ideas, events, and conclusions in narrative and informational text · Matching details of content-related topics to main ideas	· Sorting grade-level text by highlighting elements of the genre (e.g., differentiating the "how" from the "why") · Sequencing events based on cause and effect (e.g., how machines operate)	· Evaluating evidence presented in support of claims · Developing a stance in favor of or against claims presented within content-related text	
Level 6 Reaching	· Identifying a central idea of a text and how it is conveyed through particular details; summarizing text absent personal opinions or judgments · Evaluating how a central event is introduced, illustrated, and elaborated in text (e.g., through examples or anecdotes)	· Comparing and contrasting information from experiments, simulations, videos, or multimedia sources with that of text on the same topics · Identifying factors that contribute to phenomena in explanations	· Identifying specific evidence to support analyses of content area text · Distinguishing among facts, reasoned judgment, and speculation in text	

Language Proficiency Level	WRITING			Comments:
	Recount by:	**Explain by:**	**Argue by:**	
Level 1 Entering	· Producing labeled illustrations of conclusions reached in problem-solving with a partner · Reproducing words and phrases related to topics (e.g., including cognates)	· Indicating relationships by drawing and labeling content-related pictures on familiar topics · Describing processes or cycles by labeling diagrams and graphs	· Generating words and phrases that represent opinions (e.g., "I think…") · Making lists of topic choices with peers	
Level 2 Emerging	· Completing sentences using word banks · Producing statements related to main ideas on familiar topics in home language and English	· Connecting short sentences · Comparing illustrated descriptions of content-related concepts (e.g., mitosis v. meiosis)	· Stating opinions using evaluative language related to content (e.g., "I agree. Metric is better.") · Connecting simple sentences to form content-related ideas	
Level 3 Developing	· Producing short paragraphs with main ideas and some details · Composing dialogues or blogs based on personal experiences	· Comparing and contrasting information, events, or characters · Producing descriptive paragraphs around a central idea	· Substantiating opinions with content-related examples and evidence · Providing feedback to peers on language used for claims and evidence	
Level 4 Expanding	· Producing content-related reports · Reproducing a sequence of events or experiences using transitional words	· Describing relationships between details or examples and supporting ideas · Connecting content-related themes or topics to main ideas	· Crafting persuasive pieces (e.g., editorials) with a series of substantiated content-related claims · Composing scripts with protagonists and antagonists	
Level 5 Bridging	· Producing research reports using multiple sources · Summarizing conclusions reached from steps in problem-solving or conducting experiments	· Producing informational text around graphs and charts · Comparing content-related ideas from multiple sources in essays, reports, and narratives	· Presenting opinions in persuasive essays or reports backed by content-related research · Justifying ideas using multiple sources	
Level 6 Reaching	· Providing a concluding statement or section that follows from and supports the information presented · Conveying sequence, signaling shifts from one time frame to another, and showing the relationships among experiences and events	· Determining two or more central ideas in text and tracing their development · Evaluating the interactions between individuals, events, and ideas in text (e.g., how ideas influence individuals or events and the converse)	· Introducing claims and opposing claims, along with their associated reasons and evidence · Closing with concluding statements or paragraphs that support claims	

KEY USE	DEFINITION	EXAMPLES
Recount	To retell to display knowledge or narrate experiences or events	telling or summarizing stories, producing information reports, and sharing past experiences, stating the steps to make something, describing experiences, ordering steps to get an answer
Explain	To clarify the "why" or the "how" of ideas, actions, or phenomena	describing life cycles, sharing why or how things work, stating causes and effects, sharing results of experiments, stating consequences of behaviors, describing factors that contribute to events, examining relationships among content-related ideas and concepts
Argue	To persuade by making claims supported by evidence	stating preferences or opinions, constructing arguments supported with evidence, critiquing the reasoning of others, giving reasons for a stance
Discuss	To interact with others to build meaning and share knowledge	Participating in small or large group activities and projects, contributing ideas to a conversation, extending knowledge with a mentor, elaborating ideas with peers, questioning and critiquing ideas in small groups

Individualized Language Plan
Glendale-River Hills School District - Parkway Elementary School

Student: **Grade:** 9-12   **Year:**

Highlighted in Green are what student can do independently. Items highlighted in yellow are what students are working on with support. These would be what we look to for the language goals for this child.

Highlighting KEY	Can Do Independintly	Working Toward with Support	Can Not Do

Language Proficiency Level	Listening			
	Process Recounts by:	**Process Explanations by:**	**Process Arguments by:**	**Comments:**
Level 1 Entering	· Matching everyday oral content-related words and phrases to pictures, diagrams, or photographs · Selecting resources, places, products, or figures from oral statements and visual supports	· Ordering events or stages of phenomena from oral statements · Identifying words and phrases related to sequence	· Matching oral information to pictures, diagrams, or photographs that show points of view · Distinguishing words and phrases related to opinions or facts from oral statements	
Level 2 Emerging	· Matching oral descriptions of characters or main events in content-related topics · Following modeled oral commands	· Sequencing steps in processes or procedures described orally · Comparing information, symbols, or icons on charts or tables described orally	· Recognizing the pros or cons of issues from short oral statements · Identifying claims in oral statements	
Level 3 Developing	· Identifying main ideas from short content-related oral presentations · Classifying examples of genres read aloud (e.g., types of narration)	· Recognizing relationships in a series of oral statements · Identifying causes for particular events or phenomena in short oral presentations	· Organizing information related to different perspectives presented orally · Identifying language choices that represent specific points of view from a series of oral statements	
Level 4 Expanding	· Following the steps of content-related tasks or assignments given orally · Identifying details from oral discussions (e.g., when, who, where, what, and why)	· Identifying components of systems from multimedia · Interpreting cause and effect from oral discourse	· Classifying claims and evidence from oral presentations · Differentiating multiple perspectives presented orally	
Level 5 Bridging	· Reconstructing past experiences or series of events based on oral discourse · Recognizing nuanced meanings of words and phrases in extended oral discourse	· Identifying effects and consequences of events and phenomena from class discussions · Identifying interdependence of different parts of systems from multimedia presentations	· Identifying how language choices connect to particular audiences · Evaluating the purpose of arguments presented by others	
Level 6 Reaching	· Categorizing perspectives used by multiple speakers · Identifying important information on specific events and concepts from lectures and presentations	· Recognizing specific language used to enhance clarity and precision · Recognizing and following language related to the same event or phenomenon throughout presentations	· Identifying strengths, limitations, and potential biases from oral presentations · Organizing claims and counter claims presented in debates	

Language Proficiency Level	SPEAKING			Oral Language
	Recount by:	**Explain by:**	**Argue by:**	**Discuss by:**
Level 1 Entering	· Naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures) · Answering select yes/no or Wh-questions	· Ordering events or stages of phenomena with sequential language (e.g., first, next, step 1) · Using words and phrases to identify visually supported phenomena	· Relating points of view with visual support (e. g., posters, photographs) · Stating pros and cons listed visually on a topic	· Representing one's ideas using various media · Responding to yes and no questions posed by the group · Using nonverbal signals to demonstrate engagement in conversations
Level 2 Emerging	· Restating information using content-specific terms · Providing examples of content-related information previously studied	· Naming properties, characteristics or features of illustrated content-related topics · Posing and responding to Wh-questions that relate to phenomena	· Responding to oral or written claims · Offering facts or opinion statements as appropriate to discussion	· Asking and answering questions · Communicating need for clarity of messages · Recognizing intonation used to achieve various purposes of communication
Level 3 Developing	· Posing and responding to questions in small group discussions · Describing the sequence of processes, cycles, procedures, or events with details	· Connecting causes to effects in a series of statements · Sequencing processes, cycles, or procedures in short extended discourse	· Stating claims matched to evidence using a series of related sentences · Suggesting details or reasons to reinforce points of view	· Suggesting creative ways to resolve communication issues · Clarifying one's own ideas using a variety of strategies (e.g., analogies or metaphors, paraphrasing) · Asking clarifying questions in a respectful manner
Level 4 Expanding	· Presenting factual information on content-related topics to the class · Paraphrasing and summarizing content-related ideas in large and small groups	· Describing components of systems in small groups and class discussions · Providing precise words and phrases to provide details, descriptions, classifications, comparisons, causes/effects, or procedures	· Taking stances and defending them with evidence (e.g., using data or citations) · Comparing and contrasting different points of view	· Demonstrating stamina when building ideas in a small group · Validating ideas of others · Sorting through one's own ideas to determine relevant ones · Providing and receiving constructive feedback from others tactfully
Level 5 Bridging	· Engaging in extended discussion of effects, impacts, or events related to content topics · Giving multimedia oral presentations on content-related material learned from various sources	· Presenting information using an objective, neutral tone in extended discourse · Using nominalization to compress information and maintain coherence (e.g., "This expansion…," "Weathering…," "An implication…")	· Challenging evidence and claims in debates · Convincing audiences of personal points of view using persuasive language	· Co-creating novel perspectives on issues · Responding to diverse perspectives and recognizing bias in one's own view · Generating new ideas or questions to sustain conversations
Level 6 Reaching	· Adjusting presentation style, degree of formality, word choice, tone, and information to the context and audience · Presenting information that follows discipline-specific organization (e.g., orientation to topic, sequence of events, conclusion)	· Providing precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms · Following discipline-specific organization (e.g., orienting the reader, details, conclusion) and supporting presentations with graphs, formulas, quotes or other media	· Organizing claims and counter claims in debates with evidence from multiple sources · Negotiating differing cultural perspectives in pairs or small groups	· Identifying and reacting to subtle differences in speech and register (e.g., hyperbole, satire, comedy) · Producing coherent oral discourse appropriate to task, purpose, and audience · Synthesizing and sharing information from a variety of sources and perspectives

Language Proficiency Level	READING			Comments:
	Process Recounts by:	Process Explanations by:	Process Arguments by:	
Level 1 Entering	· Matching key content-related terms and ideas to images, graphs, icons, or diagrams · Sequencing illustrated text of narrative or informational events	· Identifying key words and phrases that describe the topics or phenomena · Recognizing sequence statements and illustrations that describe phenomena	· Matching media (e.g., posters, photos, banners) with point of view words and phrases · Connecting characters/historical figures with positions or stances on various issues	
Level 2 Emerging	· Identifying patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion) · Locating main ideas in a series of related sentences	· Identifying different types of connectors that show relationships between topics and phenomena · Differentiating between technical and everyday vocabulary that describe phenomena	· Making connections between statements that make claims and those providing evidence · Distinguishing language that identifies facts and opinions	
Level 3 Developing	· Recognizing lexical chains that show how characters and ideas are labeled across the text · Identifying detailed descriptions, procedures, and information in paragraphs	· Identifying how language provides clarity and precision in describing topics or phenomena · Summarizing information with diagrams, models, flow charts, or illustrations	· Identifying their purposes and audiences · Evaluating the strength of evidence statements	
Level 4 Expanding	· Identifying how the authors make language choices and adjusts for audience and purpose · Reflecting on various accounts of a subject told in different media (e.g., print and multimedia)	· Identifying the interdependence of parts of systems (e.g., technical, government, chemical) · Comparing information on phenomena across a variety of multimedia sources	· Identifying persuasive language across content areas · Following the progression of logical reasoning	
Level 5 Bridging	· Identifying how text structure supports comprehension and retrieval of information and details · Identifying the central idea or theme and how it is supported by clear descriptions and extended details	· Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms · Tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples	· Recognizing multiple perspectives and points of view on any given issue · Identifying evidence of bias and credibility of sources	
Level 6 Reaching	· Analyzing and comparing how authors use language for specific purposes and audiences · Identifying how authors develop and maintain cohesion by connecting ideas or events in extended texts	· Recognizing discipline-specific patterns (e.g., orienting the reader, part-whole classification, neutral/ authoritative tone) · Identifying authors' precision and accuracy in classifications, comparisons, accounts, or procedures as a result of clear language choices	· Evaluating word choice and nuance as tools for distinguishing facts, claims, reasoned judgment, and opinions · Identifying the logical connections among claims, counterclaims, reasons, and evidence	

Language Proficiency Level	WRITING			Comments:
	Recount by:	Explain by:	Argue by:	
Level 1 Entering	· Listing content words or phrases that relate to the topic · Including images, diagrams, and charts to add details to the topic	· Producing short responses to questions using word/phrase banks · Labeling charts, graphs, timelines, or cycles to describe phenomena	· Selecting words and phrases to represent points of view · Listing pros and cons of issues	
Level 2 Emerging	· Following patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion) · Sequencing narratives or informational text using linking words and phrases	· Using transitions and connectors to show causal relationships or procedures · Choosing everyday or technical language to describe phenomena	· Expressing claims with evidence (e.g., "Socialism is a good government system because...") · Listing content-related ideas that represent different points of view on issues	
Level 3 Developing	· Summarizing content-related material · Including important information and related details	· Choosing words and phrases to provide precise details, descriptions, comparisons, and ordered procedures · Integrating headings, introductory statements, and other features to organize text	· Justifying reasons or opinions with evidence · Summarizing opposing positions with evidence	
Level 4 Expanding	· Creating narrative or informational extended text of past events or experiences (e.g., lab reports, current events) · Connecting main points, events, and central ideas to conclusions	· Presenting information objectively by using a neutral tone appropriate to the content area · Integrating images, diagrams, formulas, or charts to describe phenomena	· Evaluating and challenging evidence presented · Creating persuasive essays or reports making adjustments for specific audiences	
Level 5 Bridging	· Sequencing using language that creates coherence · Organizing information according to content-specific expectations	· Synthesizing information and details about phenomena from a variety of sources · Organizing information and details logically and cohesively	· Organizing information to show logical reasoning · Integrating multiple perspectives and evidence from a variety of sources	
Level 6 Reaching	· Summarizing content-related notes from lectures or readings · Producing research reports using multiple sources of information	· Developing ideas about phenomena with relevant and sufficient facts, extended descriptions, concrete details, or quotations · Maintaining discipline-specific patterns that bridge across key uses (e.g., explanation to argument in history, explanation to recount for information reports)	· Evaluating positive and negative implications associated with various positions (e.g., historical events, scientific discoveries, individuals) · Organizing information logically and coherently to represent contrasting views	

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English Learner Program Exit Form

Student Name (last, middle, first)		ID No.	Official Exit Date:
School	Grade	EL Teacher:	

EXIT CRITERIA 1	
☐	Overall Score of 5.0 on *ACCESS for ELLs®* test.

This document confirms your child has met the state required criteria to be officially exited from the English Learner (EL) program.

EXIT CRITERIA 2	
☐	Composite (overall) score of Level 4.5 on *ACCESS for ELLs®* test
	Two or more pieces demonstrate full English Proficiency. See *Evidence of English Proficiency*.
	Parents and teachers agree that the student has reached full English proficiency.

EVIDENCE OF ENGLISH PROFICIENCY
The items checked below are evidence that the student has become fully English proficient. *Copies of this evidence can be found in the student's file.*

❑ Student scores are at grade level on state and/or district common assessments

❑ Student is achieving academically at their age appropriate grade level *without* the use of adapted or modified English materials. Relevant evidence could include:
   ❑ Grade reports
   ❑ Writing samples
   ❑ Independent class work

Parent(s) Signature	Date
Principal	Date
EL Teacher	Date
General Education Teacher	Date

English Learner Program Re-Entry Form

Student Name (last, middle, first)		ID No.
Date:	Grade	EL Teacher:

RE-ENTRY CRITERIA
Student DOES NOT demonstrate full English Proficiency. See *Evidence of Limited English Proficiency*.

EVIDENCE OF LIMITED ENGLISH PROFICIENCY   *The items checked below are evidence that the student has NOT become fully English proficient.*

❑ Student did NOT score "Proficient" or "Advanced" on a state standardized assessment in all assessed content areas *without* EL accommodations.
 	
 Student Data: _____
 	
 ❑ Student is NOT achieving academically at their age appropriate grade level *without* the use of adapted or modified English materials. Relevant evidence could include:
    ❑ Grade reports
    ❑ Writing samples
    ❑ Independent class work
    ❑ Assessments
 	
 ❑ Other circumstances:
 	
 Student Data: _____

Principal	Date
EL Teacher	Date

Two Year Monitoring Form for
FLEP (Formerly Limited English Proficient)
1st year

Student Name		EL Exit Date	
Grade in 1st Year of Monitoring		**Academic Year**	
Name of School (1st year of monitoring)			
Monitoring ELL Teacher			

Exiting ACCESS for ELLs Results							
Listening	Speaking	Reading	Writing	Oral Language	Literacy	Comprehension	**Overall**

Date	Anecdotal Information (teacher/parent comments, etc.)

Date	Data (attendance, assessment results, grades, etc.)

- ● File this FLEP Monitoring Form in both the ELL folder and cumulative upon completion of the 2nd year monitoring period.

Two Year Monitoring Form for
FLEP (Formerly Limited English Proficient)
2nd Year

Student Name		EL Exit Date	
Grade in 2nd Year of Monitoring		**Academic Year**	
Name of School (2nd year of monitoring)			
Monitoring EL Teacher			

Date	Anecdotal Information (teacher/parent comments, etc.)

Date	Data (attendance, assessment results, grades, etc.)

Resolution of English Learner Misclassification

Student: _____ Student ID: _____ Grade: _____

School: _____ District: _____

School Year Initially Identified as EL: _____   ELP Screener Score: _____

ELP Assessment History (up to the last 4 years)

School Year	Overall Composite ELP on ACCESS for ELLs	Notes

Evidence of Misclassification
- ❏ Student's parents have stated that the student's first language was English.
- ❏ Student's parents have stated that no language other than English was used in the home at the time of initial EL identification.
  or
- ❏ Student was never identified as EL, but was inadvertently administered ACCESS for ELLs.

District Verification

The district of _____, in consultation with this student's parents have gathered evidence verifying the misidentification of this student as an EL. The student's parents have been communicated with in a way they can understand regarding the impacts of this decision on their student, and have given informed consent in writing to this process.

Retain this document in the student's academic record.

_____   _____   _____
District Administrator Name   Signature   Date

Resolution of EL Misclassification: Parental Information

Schools are required by law to identify students who are not proficient in English and provide them English language instruction and academic supports. Students not fluent in English are called English Learners (ELs), are protected from discrimination, and are offered educational supports. ELs may access all educational opportunities as other students, including gifted and talented programs, special education, extracurricular activities, etc.

Students who are English Learners are administered the ACCESS for ELLs assessment each year to measure their English skills. When students show that they are proficient in English on this test, they are no longer English Learners, and no longer receive English language instruction.

Schools are not legally allowed to remove EL status from students who qualify. Parents may refuse EL services for their child at any time, but this does not remove their child's EL status. This also does not remove the student's protections under the law or the district's responsibility to educate the student and assist them reaching full English proficiency.

For a student to be identified as an English Learner, they must have learned a language other than English as a child. They must also have been given an English Language Proficiency test by the school, and must have shown a lack of English proficiency on that test.

Sometimes students are identified as English Learners in error. If the first language your child learned was English, and the school has mistakenly identified them as an English Learner, you may give the school permission to fix this issue. To do so, initial and sign below showing that you understand and agree to the removal of EL status from your child.

If you sign below, your student will no longer be an EL, and will no longer receive English language instruction, or be tested yearly on the ACCESS for ELLs to measure their English proficiency.

Parental Consent

I have read the parental information above or I have had it read to me and I understand it.
        Initials: _____

My child's first language was English, and/or they first enrolled in school fully English proficient
        Initials: _____

I understand that my child will no longer have access to EL services and supports if their status of English Learner is removed.
        Initials: _____

Parent Name: _____ Signature:_____ Date:_____

Parent/Teacher Meeting for _____

Your student's teacher would like to meet with you.
Please choose one time/date:

☐ _____ at _____am/pm
☐ _____ at _____am/pm

If these times/dates do not work for you, please suggest a time/date:

_____ at _____am/pm

☐ *Check this box if you would like the school to provide an interpreter at the meeting.*

Parent signature _____

  Please return this form to _____.

Important Parent/Teacher Meeting Information

There is a meeting at _____ school for _____
_____ at _____ am/pm on
_____. Please plan to attend to discuss your
student _____ and to learn more information.

☐ *Check this box if you would like the school to provide an interpreter at the meeting.*

  Please return this form to _____.

Meeting Reminder for _____

We look forward to seeing you on _____ at
_____am/pm at _____ school.

As you requested, an interpreter will/will not be present.