English Learners
Colby School District

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COLBY, WI 54421
715-223-2338

ENGLISH LEARNERS (EL)

2020-21

PROGRAM SERVICE &

SUPPORT PLAN

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Mission Statement

Philosophy:

To help English Language Learners (ELLs) develop their love of learning by providing the tools necessary to increase their English proficiency, while at the same time allowing them to see the value of their own cultural identity, and in this way achieve the District's goal of "Learning for All."

Goals:

- Develop EL Consult Teams within each building
- LDP Implementation
- Ongoing SIOP implementation
- Provide paraprofessional (Bilingual Aide) support
- Provide support to all staff to best support EL students
- Offer staff development for all staff: including EL faculty
- Develop EL building goals and continue to monitor district data to improve our language scores across the district
- Scaffold current goals to align with the Common Core Standards

Colby School District EL Program Guide

Tier 1

➢ Students with an English Language Proficiency Level of 4.0 and above are serviced with Tier 1 universal interventions
- EL teacher serves as a resource to the classroom teacher
- SIOP Instruction

Tier 2

➢ English Language Proficiency Levels between 2.6 and 3.9 are serviced with Tier 2 selected interventions
- Interventions may be, but are not limited to:
    - ❖ Pre-teaching of content material
    - ❖ ELL teacher or Bilingual Aides providing supplemental support based on student need as determined by the EL Consult Team
    - ❖ Plus Tier 1 interventions

Tier 3

➢ English Language Proficiency Levels below 2.5 are serviced with Tier 3 targeted interventions
- Interventions may be, but are not limited to:
    - ❖ Self-contained content courses
    - ❖ Bilingual Education Assistants support in the classrooms
    - ❖ Individualized EL support
    - ❖ Plus Tier 1 and 2 interventions

Other qualifiers may include two or more of the following:

- Language spoken in the home (including language spoken by caretakers)
- Place of birth
    - o USA
    - o Other
- Number of years in the U.S.
- Number of years in U.S. schools
- Standardized test results
- MODEL Screening Assessment results (for K only)
- WIDA Screener Assessment results
- ACCESS test results from previously attended districts
- Classroom performance

Program Types

Sheltered English Instruction (SEI)

An instructional approach used to make academic instruction in English understandable to EL students. Instruction is in English as lessons are adapted to the students' English Proficiency Level (EPL). In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. Sheltered English Instruction offers instruction to the ELs with the lowest English proficiency levels, often newcomers.

Structured English Immersion Program (SEIP)

Structured English Immersion programs serve ELs in the mainstream classroom. EL teachers work with classroom teachers using the Sheltered English Instruction Observation Protocol (SIOP) model for lesson development with the WIDA Consortium's "Can DO Descriptors" as a guide.

Usually students receive individual support, often from and EL teacher or Bilingual Aide in the classroom setting.

Delivery Models

Inclusionary (IS)

WIDA defines the Inclusionary delivery models for EL students as a situation where the student receives support in the general education classroom.

Inclusionary EL delivery models allow for the students to remain in their reg classroom and receive language support through Bilingual Education Assistants and/or collaborative teaching with the EL teacher and classroom teacher. EL teachers and classroom teachers work together to plan and implement lessons with language objectives. The inclusionary model supports students at all levels of the service guide.

Pull Out (PO)

WIDA defines the pull out delivery models for EL students as a situation where the student is removed from general education classes for individualized or small-group support.

Students who have been identified as benefitting for language support will be "Pulled Out" for a portion of the day to receive instruction in English as a second language (EL)

Teachers work with students in a small group using language support materials for no more than 1 hour a day.

Grading for Elementary Grades

General Education Classroom Teachers have the responsibility for the English Learner (EL) students learning and will collaborate with the EL staff as a resource. The language level of the EL is determined by the ACCESS 2.0 Assessment and is available from the EL teacher.

Students with an English Language Proficiency (ELP) of 4.0 or higher receive the universal curriculum with equal expectations.

EL student with an ELP between 2.6 and 3.9 **may** receive accommodations to meet the end of the year standards. Accommodations may include, but are not limited to: Bilingual Aide support, extra time, simplified language, more and different instructional materials. The learning target is consistent with the child grade level peers.

Students with an ELP below 2.5 **may** receive modifications to the curriculum to achieve the end of the year standards. His/her progress should be assessed on the level that he/she achieves with the modified materials. Content modifications are determined by the EL teacher with the support of the EL Consult Team.

ELL Consult Team

Each building will establish an EL Consult Team. The following outline describes the role and function of the team:

The EL Consult Team may consist of the following members:

- School Psychologist
- Principal
- EL Teacher
- Regular Education Teacher
- Others may include:
    - ❏ Counselor
    - ❏ Reading Specialist
    - ❏ Social Worker
    - ❏ Special Education Teacher(s)
    - ❏ Bilingual Assistants
    - ❏ Other

The EL Consult Team role:

- Provide direction for the EL program in the building
- Decide if students meet eligibility criteria
- Decide if EL students should be exited from the program
- Submit recommendations to the ELL Coordinator

ACCESS Testing

- The ACCESS 2.0 Assessment will be given to all ELs in the district that have an English proficiency level below a 6.

EL Service Evaluation

The service evaluation process begins when a student arrives in the district whose family has indicated a language other than English on the Home Language Survey. After a copy of this survey has been shared with the EL teacher in the building, he/she will evaluate the student's language level. If the new student has a cumulative file with ACCESS results from another district, this information will be used on the program evaluation form. If the student does not have EL records in his/her cumulative file, the EL teacher may administer the WIDA Screener assessment. Those students entering Kindergarten will be assessed using only the listening and speaking portions of the MODEL language screener. The results of the assessment are shared with the consult team. Those students who are not placed in the ELL Program will be reassessed in the spring as needed. **New students who arrive in the school are to be assessed during the first 30 days of school.**

The EL teacher will arrange the meeting of the consult team at the building to discuss the student and review the results of the language assessment or share the assessments from previous districts. Consult team members will review each student's academic history as a part of evaluating the student. The team will make recommendations to the ELL Coordinator regarding the student's English Proficiency Level and if EL services are required for the student. During the initial meeting regarding a new student, the consult team will discuss the most appropriate way to provide services to the learner by using the Colby School District EL Program Guide (p. 5). After the meeting, the EL Service Evaluation Form will be completed by the EL teacher either recommending or not recommending services.

The EL Service Approval Process

1. The EL teacher will send the EL Service Evaluation forms to the District ELL Coordinator for approval. The Coordinator will sign the approval evaluation and enter it into the Infinite Campus database.
2. A copy of the signed EL Service Evaluation form will be put in the student's cumulative file, and one will be kept by the Coordinator in the student's EL file.
3. The EL teacher will be responsible for providing the parents with a copy of the EL Service Evaluation Form and for gaining written parent permission on the EL Language Development Plan **every school year**, then giving this form to the ELL Coordinator to keep in the student's folder.
   - If parents deny their child placement in the EL program, the EL teacher will forward a copy of the EL Parent Permission Form showing this decision to the EL Coordinator and the Coordinator will enter this information into the Infinite Campus database.

EL Year End Evaluation Process

The EL Consult Team will meet prior to the end of each academic school year to evaluate the results of the EL interventions in the building.

The EL Consult Team will review:

- Currently Served EL students
    - Teams use the annual assessment results along with other relevant information to determine if there is a need for continued EL services.
    - Information may include but is not limited to:
        - State standardized test results
        - ACCESS test results
        - Reading scores
        - Current grades
        - Progress towards the state standards
        - Curriculum based assessments
        - Classroom and EL teacher's informal assessments
- If the team determines a student is proficient and meets DPI reclassification criteria, they can begin the reclassification process
    - Call the home and notify the family of the child's success and alert them of any forms that you will be sending home
        - The Notice of Reclassification/Dismissal which needs a **signature**
        - Complete the EL Reclassification and Monitor Process Form for the child and put it in the child's cumulative folder
- Monitored Students - those students who have been reclassified within the last two years
    - Complete the monitor section of the Reclassification and Monitor Process Form to keep in the student's EL file
        - If the student will be returned to services:
            - Mark the box "return to service"
            - Administer the Screener Assessment
        - If monitor period is complete and a student will be exited

After the meeting

The EL teacher will:

- Schedule continuing ELs appropriately and change intervention if the current model is not working
- Forward Consult Team Evaluation Results to the ELL Coordinator
    - A copy of the Consult Team's End of Year Determinations
    - Year-end ELL Performance levels
        - ACCESS Levels
        - Indication if the child will be reclassified
        - Notice of Reclassification Form if student is dismissed

Colby School District English Learner Reclassification Process

Reclassification is the process used to change the Limited English Proficient (LEP) record of a child to match the services the child needs. All reclassification procedures are conducted at a school consult team meeting. The parent(s) and educators should agree whether language is no longer a barrier to the student's ability to access academic content. A learner's EL support is not determined by the results of a single data point. If the EL Consult team feels that the automatic reclassification does not fit an individual learner, you may reclassify the learner manually.

Automatic Reclassification

Students in grades K-12 who receive composite (overall) score of 6.0, and students in Grades K-12 who receive composite (overall) score of 5.0 or above, or students that have scored 5.0 or above in the literacy score on the ACCESS 2.0 will no longer be classified as English Language Learners/Limited English Proficient.

If the team agrees with the reclassification:
> -The Notice of Reclassification Form is completed and sent home to be signed
> -The Reclassification and Monitor Process Form is completed
> -Copies of both of these forms are filed in the student's cumulative file
> -Copies of both of these forms are filed in the student's EL file by the ELL Coordinator

Manual Reclassification

If the Consult Team feels the student still needs support - the child may be manually reclassified back to receiving EL support.

1. Limited English Proficient (ELP 5) to Fully English Proficient (ELP 6)

   Students may be manually reclassified to Fully English Proficient Status (ELP 6) when the student achieves a composite (overall) score of 5.0 or above on the ACCESS 2.0 and the student shows clear evidence of English proficiency.

   - The district has evaluated at least two pieces of evidence of academic performance that support the reclassification decision and keeps evidence on file in the district for at least two years. Evidence should include demonstrations of grade-level proficiency, without the use of adapted or modified English materials or EL accommodations on standardized measures such as district benchmark examinations (in multiple content areas);
   - Writing samples or performance assessments scored with formal, standardized rubrics;

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- State assessments at applicable grade levels; and
- Academic records such as semester or end-of-course grades.

       Colby School District Process:
            -Following the consensus by the EL Consult Team a Notice of
            Reclassification and an EL Reclassification and Monitor Process Forms
            are completed
            -Copies of the signed forms are sent to the ELL Coordinator
            -Original copies are kept in the student's EL folder
            -Student is monitored for 2 years using the Reclassification and Monitor
            -Process Form. A copy of the updated form is given annually to the ELL
            Coordinator for the student's EL file.

2. <u>Fully English Proficient (ELP 6) to Limited English Proficient (ELP 5)</u>
   Students who were automatically reclassified to Fully English Proficient status (ELP 6) may be manually reclassified to ELP 5 and maintain their English Learner (EL)/Limited English Proficiency (LEP) status, the language level code may be manually changed to an ELP 5 , continuing the student's LEP status.

       Colby School District Process:
            -Complete the Continuation of Services form and include evidence for the
            continuation of service.
            -Send the completed form to the ELL Coordinator
            -The ELL Coordinator ensures learners are marked as receiving services
            -The Coordinator keeps the form in the student's EL file

Note: Students with disabilities under the Individuals with Disabilities Education Act (IDEA) should meet the above standards or have Individual Education Plans (IEPs) that specify parallel, alternate standards-related criteria.

3. <u>Misidentified as EL:</u>
   If a parent/guardian or the district believes that the initial identification of EL was made in error, the student may be re-evaluated, should their parents consent. The following steps are required when a district re-evaluates an EL who they believe may actually be non-EL
   1. The student's parents must be informed about the potential error and why it might have happened.
   2. The parents must be informed about the significance of a change in EL status for their child, including programmatic changes and supports.

3. The district must solicit and receive consent from the parents to re-evaluate the EL status of the student.
4. Receiving this consent, the district must collect evidence using a MIP.
5. The evidence collected through the MIP must be thoughtfully considered and the determination of EL/not EL must be captured in writing in the student's academic record, along with the MIP information and decision rationale.

ACCESS 2.0 FOR ELs
Scenarios for Testing

Situation	Test?	Comment	Title III?
Student's LEP level is 1-5 & student is receiving EL services	Yes	All students LEP 1-5 should have the EL Language Development Plan on file.	Yes
EL Service Evaluation Request for Service Form is completed & student's LEP level is 6 & Student never received EL services & No services recommended	No	Students may be monitored but not through ACCESS 2.0 testing	No
EL Service Evaluation Request for Service Form is completed & student's LEP level is 1-5 & never received EL services & no services recommended	No	Students may be monitored but not through ACCESS 2.0 testing	No
EL Service Evaluation Request for Service Form is completed & student's LEP level is 1-5 Service is recommended but Parents Refuse Services. We will keep testing until student receives a 6 or higher.	Yes	We receive State funding as student is below LEP 6. We do not need parent permission to test as it is a federal requirement as we receive funds through Title III	Yes
Kindergarten student was administered MODEL & EL Team decides student does not qualify for EL services. EL Service Evaluation Request for Service Form needs to be completed to show that no services have been	No	Students may be monitored but not through ACCESS 2.0 testing	No

recommended.			
Student has a Home Language Survey on file indicating a language other than English. No services recommended and Service Evaluation Request for Service Form is completed to show that	No	A Home Language Survey on file does not mean a student needs EL services. The EL teacher should review and initiate an EL Referral form (Service Evaluation Request for Service Form) if needed	No

Kindergarten - 5th Grade EL Program Planning Guide

	Tier 1 ELP Above 4.0 & Kindergarten	Tier 2 ELP 2.6-3.9	Tier 3 ELP Below 2.5
Classroom Teacher	-Work with EL teacher as a resource -Students receive the universal curriculum with equal expectations	-Share content of upcoming units with the EL teacher and Aides -Add a language goal to lesson plans -Communicate with the EL teacher regarding appropriate assessment and assignment expectations -Provide a rich visual classroom with materials that connect with the curriculum	-ELs **may** receive modifications to the curriculum to achieve the end of the year standards. -His/her progress should be assessed on the level that he/she achieves with the modified materials -Encourage peer buddies -Use real objects
Paraprofessionals - Bilingual Aides	-Support family communication -Clarify vocabulary and instruction in L1	-Support family communication -Clarify vocabulary and instruction in L1	-Support family communication -Clarify vocabulary and instruction in L1
English Language Learner (ELL) Teacher	-Plan a family night -Provide resources to the classroom teacher to support adding language objectives to lessons	-Learning target is consistent with the child's grade level peers -**May** receive accommodations to meet the end of year standards. They may include, but not limited to aide support, more & different instructional materials, extra time, or simplified language -Plan a family night -Provide resources to the classroom teacher to support adding language objectives to lessons	-Content modifications are determined by the EL teacher with the support of the EL Consult Team -Create a consistent daily support schedule
Supplemental Academic Support	-Literacy development in English	-Literacy development in English	-
Parents	-Provide a language rich home environment by involving children in conversations and household routines **in the home language** -When possible, read to children in the home language, or paraphrase English picture books into the home language -Ask children about their school -Ask what they learned, and if they have homework	-Provide a language rich home environment by involving children in conversations and household routines **in the home language** -When possible, read to children in the home language, or paraphrase English picture books into the home language -Ask children about their school -Ask what they learned, and if they have homework	-Provide a language rich home environment by involving children in conversations and household routines **in the home language** -When possible, read to children in the home language, or paraphrase English picture books into the home language -Ask children about their school -Ask what they learned, and if they have homework

ELL Coordinator	-Secure translators for parent meetings and written materials going home -Welcome parents to all school events and provide translators -Participate in the EL Consult Team	Secure translators for parent meetings and written materials going home -Welcome parents to all school events and provide translators -Participate in the EL Consult Team	Secure translators for parent meetings and written materials going home -Welcome parents to all school events and provide translators -Participate in the EL Consult Team

6th - 8th Grades EL Program Planning Guide

	Tier 1 ELP Above 4.0	Tier 2 ELP 2-3.9	Tier 3 ELP Below 2
Content/General Education Teacher	-Work with EL teacher as a resource -Students receive the universal curriculum with equal expectations	-Share content of upcoming units with the EL teacher and Bilingual Aides -Add a language goal to lesson plans -Communicate with the EL teacher regarding appropriate assessment and assignment expectations -Provide a rich visual classroom with materials that connect with the curriculum	-ELs **may** receive modifications to the curriculum to achieve the end of the year standards. -His/her progress should be assessed on the level that he/she achieves with the modified materials -Honor silent period -Encourage peer coach -Use real objects -Modified grading -Cooperative Learning
Paraprofessionals - Bilingual Aides	-Support family communication -Clarify vocabulary and instruction in L1	-Support family communication -Clarify vocabulary and instruction in L1	-Support family communication -Clarify vocabulary and instruction in L1
English Language Learner (ELL) Teacher	-Writing class if possible and appropriate -Plan a family night -Provide resources to the classroom teacher to support adding language objectives to lessons -EL teacher as a resource to the classroom teacher	-Pre-teach key concepts, skills, and academic language in English using Sheltered-English methodologies -Literacy development in English -Plan a family night -Provide more and different instruction -Provide resources to the classroom teacher to support adding language objectives to lessons	-English Skills Class -Total physical response -Language experience approach -Communicative-based methodologies -Plan a family night -Provide resources to the classroom teacher to support adding language objectives to lessons -Arrange for the specific student needs to be discussed by the consult team to determine appropriate programming
Title I or Supplemental Academic Support Program	-READ 180 if appropriate	-READ 180 if appropriate	-
Parents	-Provide a language rich home environment by involving children in conversations and household routines **in the home language** -When possible, read to children in the home language, or paraphrase English picture books into the home language -Ask children about their school -Ask what they learned, and if they have homework	-Provide a language rich home environment by involving children in conversations and household routines **in the home language** -When possible, read to children in the home language, or paraphrase English picture books into the home language -Ask children about their school -Ask what they learned, and if they have homework	-Provide a language rich home environment by involving children in conversations and household routines **in the home language** -When possible, read to children in the home language, or paraphrase English picture books into the home language -Ask children about their school -Ask what they learned, and if they have homework
ELL Coordinator	-Secure translators for parent meetings and written materials going home -Welcome parents to all school events and provide translators -Promote testing accommodations and modified grading as needed -Provide staff development for differentiating instruction for ELs	-Secure translators for parent meetings and written materials going home -Welcome parents to all school events and provide translators -Promote testing accommodations and modified grading as needed -Provide staff development for differentiating instruction for ELs	-Secure translators for parent meetings and written materials going home -Welcome parents to all school events and provide translators -Provide staff development for differentiating instruction for ELs -Participate in the ELL Consult Team -Advocate for having ELL on the same team for maximum language support and collaboration

High School EL Program Planning Guide

	Tier 1 ELP Above 4.0	Tier 2 ELP 2-3.9	Tier 3 ELP Below 2
Content/General Education Teacher	-Work with EL teacher as a resource -Students receive the universal curriculum with equal expectations	-Share content of upcoming units with the EL teacher and Bilingual Aides -Add a language goal to lesson plans -Communicate with the EL teacher regarding appropriate assessment and assignment expectations -Provide a rich visual classroom with materials that connect with the curriculum	-ELs **may** receive modifications to the curriculum to achieve the end of the year standards. -His/her progress should be assessed on the level that he/she achieves with the modified materials -Share content of upcoming units with the EL teacher and Bilingual Aides -P/F grades when deemed appropriate by the Consult Team
Paraprofessionals - Bilingual Aides	-Support family communication -Clarify vocabulary and instruction in L1	-Support family communication -Clarify vocabulary and instruction in L1	-Support family communication -Clarify vocabulary and instruction in L1
English Language Learner (ELL) Teacher	-Opportunity to an ELL Support Study Hall - no credit -Plan a family night	-Pre-teach key concepts, skills, and academic language in English using Sheltered-English methodologies -Literacy development in English -Plan a family night -Provide more and different instruction	-EnglishLanguage Skills Class - English Credit -Plan a family night -Arrange for the specific student needs to be discussed by the consult team to determine appropriate programming
Title I or Supplemental Academic Support Program	-READ 180 if appropriate	-READ 180 if appropriate	-
Parents	-Provide a language rich home environment by involving children in conversations and household routines **in the home language** -When possible, read to children in the home language, or paraphrase English picture books into the home language -Ask children about their school -Ask what they learned, and if they have homework	-Provide a language rich home environment by involving children in conversations and household routines **in the home language** -When possible, read to children in the home language, or paraphrase English picture books into the home language -Ask children about their school -Ask what they learned, and if they have homework	-Provide a language rich home environment by involving children in conversations and household routines **in the home language** -When possible, read to children in the home language, or paraphrase English picture books into the home language -Ask children about their school -Ask what they learned, and if they have homework
ELL Coordinator	-Secure translators for parent meetings and written materials going home -Welcome parents to all school events and provide translators -Provide staff development for differentiating instruction for ELs -Provide opportunities for all ELs to learn about scholarships and post secondary opportunities.	-Secure translators for parent meetings and written materials going home -Welcome parents to all school events and provide translators -Provide staff development for differentiating instruction for ELs -Provide opportunities for all ELs to learn about scholarships and post secondary opportunities.	-Secure translators for parent meetings and written materials going home -Welcome parents to all school events and provide translators -Provide staff development for differentiating instruction for ELs -Provide opportunities for all ELs to learn about scholarships and post secondary opportunities. -Participate in the ELL Consult Team -Advocate for having ELL on the same team for maximum language support and collaboration -Enforce Equitable Counseling Policy

EL FORMS

FORMS - Originals in Student's EL folder	WHEN?
Teacher/Aides Schedule Format - All ELL teachers and Bilingual Aides need to fill out this form as directed on the bottom of the form and return it to the ELL Coordinator.	First 2 Weeks of School
Home Language Survey - This form is used by the person enrolling a student into school if the parent or guardian indicates a language other than English is spoken at home. Based on this information, an EL Service Evaluation Form may be generated. The EL teacher may also use the form if this information is not already available.	At Time of Enrollment
EL Service Evaluation Request for Service - This form is completed by the EL teacher after the student has completed the Screener Test (K students will take the Listening and Speaking portions of the MODEL Test). The Consult Team looks at the learners' records and test results to determine if the child needs language support. The completed form is sent to the ELL Coordinator for approval.	All incoming K students & students new to the district who have had no previous language testing
Parent Welcome Letter/Permission for Service - The EL Program is required by law to obtain parent permission for placement in the ELL program *prior* to initiating services. This form is a letter from the ELL Coordinator welcoming students to the program and seeking parent permission. The parent/guardian is asked to return this form to the school and the form should be filed in the student's EL folder. EL teachers are responsible for ensuring that this form is received and in the EL folder prior to initiating service.	Annually On LDP
Language Development Plan (LDP) - The Department of Public Instruction (DPI) has emphasized the importance of accountability and documentation for program effectiveness. This form has been adopted from DPI-recommended forms and will be used by EL teachers to communicate with parents and document service.	Within First 30 Days of School
Student Status/Parent Notification Form - After the EL Consult Team has finished its end-of-the-year assessment process, send this form home to each EL student. The Bilingual Aide needs to call home to explain this to parents.	Annually on LDP
Notice of Reclassification - This form is used when the Consult Team determines that a student can be reclassified as English proficient as defined by DPI guidelines. Every attempt should be made to obtain the parent/guardian's signature. *The original shall be placed in the student's cumulative folder, one copy to the parent/guardian, and one copy in the student's EL file.*	Any time student is reclassified as English proficient by Consult Team
Reclassification and Monitor Form - This form is used by the Consult Team for the first two years after reclassification to monitor the progress of students reclassified as English proficient. After the 2-year period, every attempt should be made to obtain the parent/guardian's signature after the final evaluation. Consult Team will use this form to return a student to EL programming if deemed necessary.	Any time student is reclassified as English proficient by Consult Team

The Wisconsin HLS Form

Student First Name: _____   Student Middle Initial :_____

Student Last Name: _____   Grade: _____   DOB:

___/___/_____

District: _____ School: _____   District ID:

_____

Date of Administration: ___/___/_____

Parent/Guardian Information

First Name	Last Name	Relationship to Student

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

HLS administered by: _____, position_____.

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.

The Wisconsin HLS Form

Student First Name: _____   Student Middle Initial :_____

Student Last Name: _____   Grade: _____   DOB:

___/___/_____

District: _____ School: _____   District ID:

_____

Date of Administration: ___/___/_____

Parent/Guardian Information

First Name	Last Name	Relationship to Student

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

HLS administered by: _____, position_____.

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.

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

    Yes: Go to Question 8

    No: Go to Question 9

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

    Yes: Administer ELP screener. Record other language(s). 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: Rescreen the student if they meet the criteria for rescreening. See EL Policy Handbook. Otherwise, student's ELP should be carried over from the sending district.

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

Section 2

HLS Result: **Screen / Do not Screen** (circle one)

Languages other than English used by student, if identified: _____

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

      Parent name: _____

      Oral: _____

      Written: _____

      Parent name: _____

      Oral: _____

      Written: _____

Formulario HLS de Wisconsin

Nombre del Estudiante: _____

Segundo Nombre (Inicial) :_____

Apellido del Alumno: _____ Grado: _____

Fecha de Nacimiento: ___/___/_____

Distrito: _____ Escuela: _____

Código del Distrito: _____

Fecha de Administración: ___/___/_____

Padre/Tutor Legal

Nombre	Apellido	Relación con el estudiante

Nombre del Padre/Tutor Legal: _____

Firma Del Padre/Tutor Legal: _____

HLS Administrado Por: _____ ,

Posición:_____ .

Propósito

La información en este formulario ayuda a identificar estudiantes que probablemente necesiten ayuda para poder desarrollar sus habilidades en el idioma inglés que los guiará al éxito en la escuela. Podría ser necesario dar un examen, esto será necesario para determinar si el estudiante necesitará algún tipo de apoyo adicional.

Las respuestas no serán usadas para determinar el estatus legal ni para propósitos de migración.

Si su Hijo es identificado como elegible para los servicios adicionales del inglés, usted puede rechazar algunos, o todos los servicios proporcionados a su hijo.

Formulario HLS de Wisconsin

Nombre del Estudiante: _____

Segundo Nombre (Inicial) :_____

Apellido del Alumno: _____   Grado: _____

Fecha de Nacimiento: ___/___/_____

Distrito: _____ Escuela: _____

Código del Distrito: _____

Fecha de Administración: ___/___/_____

Padre/Tutor Legal

Nombre	Apellido	Relación con el estudiante

Nombre del Padre/Tutor Legal: _____

Firma Del Padre/Tutor Legal: _____

HLS Administrado Por: _____,

Posición:_____.

Propósito

La información en este formulario ayuda a identificar estudiantes que probablemente necesiten ayuda para poder desarrollar sus habilidades en el idioma inglés que los guiará al éxito en la escuela. Podría ser necesario dar un examen, esto será necesario para determinar si el estudiante necesitará algún tipo de apoyo adicional.

Las respuestas no serán usadas para determinar el estatus legal ni para propósitos de migración.

Si su Hijo es identificado como elegible para los servicios adicionales del inglés, usted puede rechazar algunos, o todos los servicios proporcionados a su hijo.

7. Es este alumno Nativo Americano, Nativo de Alaska, o Nativo Hawaiano?

      Si: Pase a la pregunta 8

      No: Pase a la pregunta 9

8. Está el idioma de este alumno siendo influenciado por el idioma de la tribu de un padre, abuelos, familiares, o tutor legal?

      Si: Administrar evaluación ELP. Anote otro idioma(s).El formulario HLS está completo. Pase a la Sección 2.

      No: Vaya a la pregunta 9

9. Se ha mudado recientemente el estudiante de un distrito escolar donde fue identificado como Aprendiz del Idioma Inglés (EL)?

      Si: Re-evaluar al alumno si cumplen con los requisitos para la re-evaluación. Ver el reglamento de EL. Caso contrario, EL nivel ELP del alumno debe ser transferido del distrito de donde es enviado.

      No: EL alumno no es elegible para ser evaluado para ELP. El formulario HLS está completo. Pase a la Sección 2.

Sección 2

Resultados de HLS: **Evaluar / No evaluar** (encierre uno)

Idiomas usados por el alumno que no son Inglés, de ser identificadas:

_____

Idioma que los padres prefieren sea usado por la escuela al enviar comunicaciones a casa
(podrían ser varios):

Nombre del padre: _____

Verbal: _____

Escrito: _____

Nombre de la madre: _____

Verbal: _____

Escrito: _____

Colby School District
E.L.L. Permission Form

Dear Parent or Guardian:

Welcome to the school year! We are confident that your child will have a productive and enjoyable year.

Your child has been recommended to receive services from the English Learner (EL) Program. The goals of the English Learner Program are to help students learn English more quickly and to assist students in core academic subject areas. The services your child will receive through the English Learner Program will help him/her be more successful in school. We encourage you to take advantage of this valuable service.

Your cooperation and participation will be sought throughout the school year. With a school/home partnership we will be able to make significant progress. As the first step, we need your approval for your child to be enrolled in the program. You also have the right to refuse services for your child from the EL program, you may show it below.

Please sign below and indicate if you would like, or not, for your child to participate in the English Learner Program. If you have any questions or concern, please feel free to contact me at the number provided. Thank you.

Jessica Bohl
E.L.L. Coordinator
Colby School District
715-223-2338 Ext. 5134

Colby School District
RETURN TO YOUR CHILD'S SCHOOL OFFICE

Student's Name _____

_____**Yes,** I would like my child to participate in the English Learners Program

_____**NO,** I do not want my child to participate in the English Learners Program

_____   _____/_____/_____

Parent/Guardian Signature   Date

Distrito Escolar de Colby
Consentimiento Para el Programa de Inglés

Querido Padre/Guardián:

¡Bienvenido al año escolar! Tenemos confianza que su hijo(a) tendrá un año productivo y agradable.

Su hijo(a) a sido recomendado(a) para recibir servicios del programa de alumnos aprendiendo inglés (EL Program). Las metas del programa de alumnos que están aprendiendo inglés es ayudar a los estudiantes a aprender inglés más rápido y apoyar a los estudiantes en las clases académicas más básicas. Los servicios que su hijo(a) recibirá por nuestro programa le ayudarán a tener éxito en el año escolar. Esperamos que tome buen provecho de nuestros servicios.

Esperamos su cooperación y participación durante el año escolar. La colaboración entre la escuela y el hogar nos permitirá alcanzar el progreso necesario. Primeramente, necesitamos que usted de consentimiento para que su hijo(a) participe en el programa de inglés en nuestra escuela. Si usted quiere optar por a su hijo(a) no reciba asistencia del programa, puede también indicarlo debajo.

Por favor, firme abajo e indique si usted quiere, o no, que su hijo(a) participe en el programa de aprender inglés. Si tiene cualquier pregunta, por favor llame el número provisto abajo. Gracias.

Jessica Bohl
Coordinadora de Inglés Como Segunda Lengua
Distrito Escolar de Colby
715-223-2338 Ext. 5134

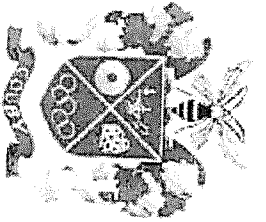## Distrito Escolar de Colby
Devuelva a la Oficina de su Hijo(a)

Nombre del Estudiante_____

_____**SI**, quiero que mi hijo(a) participe en el programa de inglés

_____**NO**, no quiero que mi hijo(a) participe en el programa de inglés

_____   ____/____/_____
Firma del Padre/Guardián   Fecha

COLBY SCHOOL DISTRICT

705 N. SECOND STREET
P.O. BOX 110
COLBY, WI 54421
715-223-2338

LANGUAGE DEVELOPMENT PLAN (LDP)

GENERAL INFORMATION

Student:	State ID:	Student Number:	Language/s:	Grade:	Academic Year:	ELP level:

STUDENT STRENGTHS

-

TEST ACCOMMODATIONS:

1. EXTENDED TIME	2. USE OF DICTIONARY FOR TRANSLATION AND/OR SPELLING
3. DIRECTIONS TRANSLATED AND/OR CLARIFIED IN HER NATIVE LANGUAGE	4. SMALL GROUP
5. DIRECTIONS REPEATED , SIMPLIFIED, AND/OR READ ALOUD IN ENGLISH	6. TEST ITEMS READ ALOUD IN NATIVE LANGUAGE

ACCESS FOR ELL SCORES:

Most Recent ACCESS Data:	Overall	Literacy	Listening	Speaking	Reading	Writing
2019-2020						

LANGUAGE OBJECTIVES/INTERVENTIONS:

Language Objectives	Language Domain					Language Supports	Time (min/week)
	L	S	R	W	EL Teacher		
LANGUAGE OBJECTIVES ARE BASED ON WIDA ENGLISH LANGUAGE DEVELOPMENT STANDARDS AND WORK IN CONJUNCTION WITH WIDA CAN DO DESCRIPTORS.							
					BEA		
					Program Type	☐ Content Based (CBE)	☐ Sheltered English Instruction (SEI)	☐ Structured English Immersion (SEN)
					Delivery Model	☐ Self-contained	☐ Inclusionary	☐ Pull Out

- **Access test will be administered every year to all students identified as English Learners.**

Parental Notification

Parent Permission		Date	Qualifies:
Approved ☐			Yes ☐
Refuses ☐			No ☐

Parent Signature:		Student Signature:

Jessica Bohl - ELL Director   EL Teacher: Date:

EL NOTICE OF CONTINUATION OF SERVICES

Student.First Name	Middle Initial	Last Name	School	
Student ID #	Consult Team Members:			
Date of Birth		Gender	Male ☐	Female ☐
Grade:		EL Teacher		
Language spoken within the home				
Most recent EL Review date		DPI Proficiency Level- Composite		

This student was automatically reclassified by DPI being reclassified as English Proficient. This change is being made for the following reason:

Automatic Reclassification:

☐ Student in grades K-12 received a 6 on the ACCESS test.

☐ Student in grades K-12 received 5 or above composite score on ACCESS test.

Continuation of Services:

Despite receiving a proficient level on the ACCESS for ELs assessment. This student will continue to receive language support que to the following evidence of need:

Article 1 :_____

Article 2 :_____

Comments

EL Teacher signature: _____ Date: _____

EL Coordinator: _____ Date: _____

NOTIFICACIÓN DE CONTINUACIÓN DE SERVICIOS EL

Primer Nombre del Alumno	Inicial del Segundo Nombre	Apellido	School
Identificación del Alumno #	Miembros del Equipo de Consulta:		
Fecha de Nacimiento		Género	Masculino ☐	Femenino ☐
Grado:		Maestro(a) de EL		
Idioma hablado en el hogar				
Fecha de revisión EL más reciente		Puntaje - Compuesto de Eficiencia DPI		

Este alumno(a) fue reclasificado automáticamente por el DPI siendo reclasificado como Eficiente en Inglés. Este cambio se está haciendo por las siguientes razones:

Reclasificación Automática:

☐ El estudiante en grados Jardín-12 obtuvo un 6 en la evaluación ACCESS.

☐ El estudiante en grados Jardín-12 obtuvo 5 o más en el puntaje compuesto en la evaluación ACCESS.

Continuación de Servicios:

A pesar de haber recibido un nivel Eficiente en la evaluación para alumnos de otros idiomas, ACCESS. Este alumno continuará recibiendo apoyo con el idioma debido a la siguiente evidencia de necesidad:

Artículo 1 :_____

Artículo 2 :_____

Comentarios

Firma del Maestro(a)EL: _____ Fecha: _____

Coordinador(a) de EL: _____ Fecha: _____

Reclassification Form

School: _____ Student: _____
Student ID: _____ Grade: _____ Current ELP Level: _____

Criteria considered in determining this student's qualification to exit from EL programming:

- ✓ ACCESS for ELLs Score _____
- ❑ MIP Evaluation results _____

Based on the criteria listed above, the student study team (pertinent school staff) agrees that this student should be reclassified as fully English proficient and exited from the ELD support program beginning _____.
The two-year monitoring period will run from _____ until _____.

Members of student study team
EL/bilingual teacher:_____
School psychologist/counselor/social worker: _____
School administrator: _____ Instructional coach: _____
Content teacher: _____
Other staff (if applicable)_____
(other staff based on student's needs or important adults in her/his world (special education, speech/language, OT/PT, staff member the student has a connection to--e.g.: homeroom teacher, librarian, music teacher, etc.)

Indicate team leader (responsible for scheduling, convening meetings, monitoring student progress) _____

Describe monitoring process during this time period:
(e.g.: Who is responsible for monitoring student's academic and social-emotional progress?
How often will this happen (Semesterly? Quarterly?)?
What metric(s) will make the student study team re-convene to discuss lack of progress?
Who will re-convene a meeting with student study team?)

Signatures:
ELL Teacher   Classroom/Content Teacher
Counselor/Principal/Coordinator
Parent/Guardian
Date
Consultation – Conducted via: ___ conference   ___ phone call   ___ email

Formulario de Reclasificación

Escuela:_____ Alumno:_____

ID del Alumno:_____ Grado:_____ Actual Nivel ELP:_____ _____

Criterios considerados para determinar la calificación del alumno para salir del programa EL:

- ✓ Puntaje de ACCESS para ELL _____
- ☐ Resultados Evaluación MIP _____

Basados en el criterio establecido anteriormente, el Equipo de Estudio del Alumno (personal pertinente) está de acuerdo que este alumno debe ser reclasificado como Completamente Eficiente en Inglés y debe ser retirado del programa de apoyos ELD a partir de _____.
EL periodo de observación de dos años comenzará a partir de _____ hasta_____.

Miembros del Equipo de Estudio del Alumno

Maestra bilingue EL:_____

Psicólogo de la escuela/consejero/trabajador social: _____

Administrador de la Escuela: _____ Asesor de grado: _____

Maestro del grado: _____

Otros miembros del personal (de aplicarse)_____

(otros miembros del personal, según las necesidades del alumno u otros adultos importantes en el mundo del alumno (educación especial, habla/lenguaje, OT/PT, miembros del personal con quienes el alumno tiene una conección-ejm.: maestro principal, bibliotecaria, maestra de música, etc.)

Indique los líderes del equipo (responsable de programar, acordar reuniones, monitoreo del progreso del alumno) _____

Describa el proceso de monitoreo durante este periodo:
(ejm.: Quien es responsable de monitorear el progreso académico y socio-emocional del alumno?
Con qué frecuencia ocurrirá esto (Semestral? Bimestral?)?
Qué medidas harén que el equipo de estudio vuelva a reunirse para dialogar sobre la falta de progreso?
Quien convocará a la reunión con el equipo de estudio del alumno?)

Firmas:

Maestro(a) ELL   Maestro de Clase/Contenido

Consejero/Director/Coordinador

Padre/Tutor Legal

Fecha

Consulta – Medio utilizado: ___ conferencia   ___ llamada telefónica   ___ email

NOTICE OF RECLASSIFICATION

Student Name:	ID Number		School
Date of Birth	Grade	Gender Male☐ Female☐	DPI Language
ELL Teacher	Most Recent ELL Review Date		DPI Proficiency Level Composite

Your child is being reclassified as English Proficient and will no longer be receiving active El services. This change is being made for the following reason:

Automatic Reclassification:

☐ Your child, has received an overall language proficiency level of 6 on the ACCESS 2.0 test (meaning he/she if fully proficient in English.)

☐ Your child, in grades K-12 received an overall score of 5.0 or above on the ACCESS 2.0) test (meaning he/she met the criteria in the state of Wisconsin to be automatically exited from EL services.)

Manual Reclassification:

☐ Your child's IEP Team determined that EL services were no longer appropriate.
The ELL teacher will continue to attend annual/IEP meetings, and the student will continue to take the ACCESS test until his/her scores meet criteria for automatic reclassification.
Date of IEP: Case
Manager: Other People in Attendance:

Conclusions:

☐ Your child has not met the criteria for automatic reclassification, but the ELL Consultation Team believes he/she is ready to be reclassified as fully proficient in English, and he/she has met the criteria listed below:

1. The student has earned an overall composite score of 5.0 or above on the ACCESS test and shows clear evidence of English proficiency.

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

3. Two or more pieces of evidence of English language proficiency have been placed in the child's cumulative file as proof of proficiency in English:

Article 1:

Article 2:

☐ Your child. is being reclassified for another reason.approved by the ELL Coordinator (as Indicated by her signature below.)

ELL Coordinator_____   Date: _____

Reclassification Level:

1" Year Watch_____   2'" Year Watch_____   Exit_____

ELL Teacher Signature_____   Date_____

Parent Name (printed)_____

Parent Signature_____   Date_____

Original in Student File, One copy to Parent, One copy to the Ell Coordinator.

Rev 11-00-2018

NOTIFICACIÓN DE RECLASIFICACIÓN

Student Name:		ID Number		School
Date of Birth		Grade	Gender Male☐　　Female☐	DPI Language
ELL Teacher		Most Recent ELL Review Date		DPI Proficiency Level Composite

Su hijo/a ha sido reclasificado como Eficiente en Ingles y no continuará recibiendo servicios del Programa ELL. Estamos haciendo este cambio por la siguiente razón:

Reclasificación Automática:

☐ Su hijo/a ha recibido un nivel promedio de idioma de 6 en Ia prueba ACCESS 2.0, lo cual significa que el/ella es completamente eficiente en inglés.

☐ Su hijo/a en los grados Jardín-12 obtuvo un resultado promedio de por lo menos 5.0 en Ia prueba ACCESS 2.0, lo cual cumple los criterios del estado de Wisconsin y automáticamente dejará de recibir ayuda del programa ELL

Reclasificación Manual:

☐ El equipo de IEP de su hijo/a han determinado que los servidos ELL ya no son apropiados.

La maestra de ELL asistirá a las reuniones anuales de IEP, y el estudiante continuará rindiendo la prueba ACCESS

hasta que sus resultados cumplan los criterios para una reclasfjlcación automática.

Fecha de IEP:　　　　　　　　　　　Administrador del Caso:

Otros presente en la reunión:

Conclusiones:

☐ Su hijo/a no ha cumplido los criterios para una reclasificación automática, pero el Equipo de Consulta de ELL mantiene que él/ella está listo para ser reclasificado como completamente eficiente en Inglés, y él/ella ha cumplido los siguientes criterios:

1. El estudiante ha recibido un resultado promedio de por lo menos 5.0 en la prueba ACCESS 2.0 y muestra clara evidencia de eficiencia en inglés.

2. Los padres y los maestros están de acuerdo que el estudiante tiene eficiencia completa del idioma Inglés.

4. Se han puesto dos formas de evidencia de Ia proficiellda en el idioma Inglés en el archivo permanente del estudiante:

Artículo 1:

Artículo 2:

☐ Su hijo/a ha sido reclasificado por otra razón por la Coordinadora de ELL (como indicado por su firma aquí puesta.)

Coordinadora de ELL: _____　Fecha: _____

Nivel de Reclasificación:

Primer Año en Observación _____　Segundo Año en Observación _____　　Salida _____

Firma de la Coordinadora de ELL: _____　Fecha: _____

Nombre del Padre o Tutor Legal: _____

Firma del Padre o Tutor Legal: _____　Fecha: _____

Una copia en el archivo del estudiante, una copia para los padres y una copia con Ia Coordinadora de ELL.

Colby School District EL Reclassification and Monitor Form

Student's Name *First, MI, Last*	Student ID	School

__ __ Student received a 6 on the ACCESS and is English proficient

__ __ Student recorded a composite score of 5.0 or above *plus* a literacy sub score of 5.0 or above

__ __ IEP team determined that EL was not an appropriate service

__ __ Administrative Exit

__ __ Student has met the following criteria and is recommended to be reclassified as a LEP 6

1. The student has attained an English language proficiency (ELP) Level 5.
2. Two or more additional pieces of evidence of English language proficiency (ELP) must be evaluated and kept on file in the District. See *Evidence of English Proficiency.*
3. Parents and teachers agree that the student has reached full English proficiency.

EL Teacher EL Coordinator	EL Consult Team 1. 2. 3. 4.

This student is being reclassified as fully English proficient and is no longer eligible for EL services or assessment with the ACCESS for ELs. If reclassification is premature, the student may re-enter the program.

Date of Reclassification: Exit form (1H) shared with family on (date):

Reclassification Evaluation

Forward Math Forward Reading District Writing Forward Science Forward Social St Forward ELA ACCESS Overall score at the time of 1H . ACCESS Literacy subscore at the time of 1H . At the date of dismissal, the learner was receiving hours/minutes of ELL/week. Classroom performance: Comments:	The following are examples of evidence that may be used to document that the student has become fully English proficient. District/school writing samples meet or exceed grade level expectations. Student scores are in the proficient or advanced categories on the *Wisconsin Forward Examinations without* EL accommodations in all assessed content areas. Student is achieving academically at their age appropriate grade level *without* the use of adapted or modified English materials Other relevant evidence (e.g., excellent grades, class work, and performance on local assessments).

Year 1 Monitoring Evaluation

Date of Year 1 Evaluation:	
School Grade Classroom Teacher EL Teacher EL Consult Team 1. 2. 3. 4. Classroom performance: Number of days absent during current school year	Forward Math ForwardReading District Writing Forward Science Forward Social St

We recommend: Continue Monitoring   Return to EL programming

Comments:

Year 2 Monitoring Evaluation

EL Teacher EL Coordinator	EL Consult Team 1. 2. 3. 4.

Date of Year 2 Evaluation:	
School Grade Classroom Teacher ELL Teacher EL Consult Team 1. 2. 3. 4. Classroom performance:	Forward Math Forward Reading District Writing Forward Science

Number of days absent during current school year	Forward Social St
We recommend: **Return to EL programming** **Exit from Monitor**	
Comments:	
Monitor completion date:	

Rev 03/24/2014

Form A1: Grade K-3 Classroom Observation Result

This form captures the result of the Classroom Observation MIP and should be kept in the student's academic record along with forms A2 and A3.

Classroom Observation MIP EL Determination		
Student Name:	Date:	Classroom Observation MIP for Grades K-3 Grade: _____
School:	Student I.D.	
Most recent ACCESS or Screener Score:		
Observer's name:	Date Completed:	

(Mark the result of Form A3 below.)

Student demonstrates English proficiency

◎ Yes

◎ No

Classroom MIP used for (mark 1 only)

◎ Initial EL determination / ◎ Exiting EL designation/ ◎Re-designation/evaluation

Form A1: Grade K-3 Classroom Observation Result

This form captures the result of the Classroom Observation MIP and should be kept in the student's academic record along with forms A2 and A3.

Classroom Observation MIP EL Determination		
Student Name:	Date:	Classroom Observation MIP for Grades K-3 Grade: _____
School:	Student I.D.	
Most recent ACCESS or Screener Score:		
Observer's name:		Date Completed:
(Mark the result of Form A3 below.) **Student demonstrates English proficiency** ◎ Yes ◎ No **Classroom MIP used for (mark 1 only)** ◎ Initial EL determination / ◎ Exiting EL designation/ ◎Re-designation/evaluation		

Form A2: Grade K-3 Classroom Observation Cover Sheet

The Classroom Observation MIP is designed to be administered in a classroom to capture supplemental information on a student's language use to aid in EL classification. The most recent completed copy of this Cover Sheet should be kept in the student's record for a minimum of two years. This supplements the results of an ELP screener, but cannot serve as the sole measure of English proficiency.

Section 1: Demographic Information		
Student Name:		Date:
School:		Student I.D.:
Age:	L1:	Class:
Current Grade level:	ACCESS or Screener Score:	Current ELP Level:
Observer's Name:		Position:
		IEP: ◎ yes ◎ no ◎ unknown
Section 2: Language Learning Environment		
Subject:		
Learning Goal:		
Topic:		
Linguistic Environment (mark one in each row below)		
Teacher-directed interaction (such as modeling, debriefing)		Student-directed interaction (such as presentation, debate)
Students working independently	Students working together (no or intermittent teacher facilitation)	Students working together, facilitated by the teacher in large group or small group
Learning Environment Notes:[1]		

---

[1] Are there any unique circumstances or potential distractions? (fire drill, disruption, special event?)

Form A3: Grades K-3 Classroom Observation Summary Sheet

Student: _____Grade: _____ I.D. _____

Observer: _____ Date: _____

Grades K-3 Classroom Observation Summary Scoring Sheet	
Key Language Use Category	**Student Demonstrates Proficiency**
Interaction	◎ Yes ◎ Further language support needed
Listening	◎ Yes ◎ Additional language support needed
Speaking	<u>Proficiency</u> ◎ Yes ◎ Additional language support needed
Reading	<u>Proficiency</u> ◎ Yes ◎ Additional language support needed

The student must be evaluated in at least 3 of the categories listed above.[2] If the student scores **Yes** for proficiency in all of the Key Language Use Categories evaluated, the student has demonstrated full English proficiency. If the student does not score **Yes** in all of the categories evaluated, they have not shown evidence of English proficiency. Mark the result below and transfer to form A1.

<u>**Student demonstrates English proficiency**</u>

　　　　　　　◎ Yes　　　　　　　◎ No

---

[2] Key Language Use Categories for first semester Kindergarten screening are Interaction, Speaking and Listening

Form A4: Grades K-3 Classroom Observation Scoring Rubric

Observe the student as they engage in a typical classroom activity. Make a mark in each cell for Evidence Observed when the student is observed engaging in proficient English in a Language Use Activity. Resolve any question marks (?) prior to completing the observation.

After completing the observation, complete the scoring section for each category. Transfer these summary scores to Form 3: Classroom Observation Summary Sheet.

Student Name: _____

Language Use Activity	Evidence Observed	?	Notes
Key Language Use: Interaction			
Engages in shorter social exchanges with peers, and sustains conversations with little or no structured support.			
Uses cues and existing language frames to model responses and to further conversations that are familiar, of personal interest, or connected to everyday life.			
Initiates social conversations and exchanges, or demonstrates that they can enter into and sustain a social conversation without prompting.			
Independently formulates ideas and opinions with precision and relates contributions skillfully to those of other speakers.			
Uses language spontaneously, flexibly, and effectively for social and academic purposes, even when engaging on unfamiliar or uncommon topics.			
Interaction Scoring: Student is proficient if they show evidence of proficiency in 3 of 5 Language Use Activities above.	<u>Overall Interaction Proficiency</u> ◎ Yes ◎ Additional language		

Form A3: Grades K-3 Classroom Observation Summary Sheet

Student: _____ Grade: _____ I.D. _____

Observer: _____ Date: _____

Key Language Use Category	Student Demonstrates Proficiency
Interaction	◎ Yes ◎ Further language support needed
Listening	◎ Yes ◎ Additional language support needed
Speaking	<u>Proficiency</u> ◎ Yes ◎ Additional language support needed
Reading	<u>Proficiency</u> ◎ Yes ◎ Additional language support needed

The student must be evaluated in at least 3 of the categories listed above.[2] If the student scores **Yes** for proficiency in all of the Key Language Use Categories evaluated, the student has demonstrated full English proficiency. If the student does not score **Yes** in all of the categories evaluated, they have not shown evidence of English proficiency. Mark the result below and transfer to form A1.

Student demonstrates English proficiency

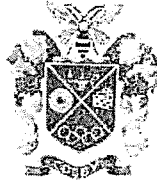   ◎ Yes   ◎ No

---

[2] Key Language Use Categories for first semester Kindergarten screening are Interaction, Speaking and Listening

			support needed
Key Language Use: Listening			
Main Idea Understands the main points in structured speech on familiar topics in discussions with the teacher or other students.			
Understands extended speech even when it is not clearly structured and when main idea and relationship connections are only implied and not signaled explicitly.			
Understands common words and phrases and shows a moderate understanding of contextualized academic vocabulary.			
Is able to derive understanding of uncommon phrases or academic vocabulary using context.			
Listening Scoring: Student is proficient if they show evidence of proficiency in 3 of 4 Language Use Activities described above.			<u>Overall Listening Proficiency</u> ◎ Yes ◎ Additional language support needed
Key Language Use: Speaking			
Syntax Uses short, simple sentences or phrases to talk in simple terms and connects phrases to talk about familiar topics using simple sentences.			
Presents clear, detailed descriptions of complex topics using some variation in text structures and patterns appropriate for the grade level.			
Reasoning States opinions with contextualized reasons given for support.			
Gives extended reasons or explanations for reactions, opinions, or plans.			
Speaking Scoring: Student is proficient if they show evidence of			<u>Overall Speaking</u>

proficiency in 3 of 4 Language Use Activities described above.	Proficiency ◎ Yes ◎ Additional language support needed

Key Language Use: Reading			
Literal language Reads very short, simple texts and can find specific, predictable information in everyday materials (such as co-constructed letters e.g.: class letter), schedules, and menus).			
Understand texts with a familiar organization which include high- frequency content-specific language.			
Understands longer texts and can can categorize the purpose of a text. (Stories vs information, e.g.)			
Key details With supplemental text structure support *(pictures, graphic organizers, or oral cues)* can identify key ideas in a text, or main story elements (characters, plot, etc.)			
Independently identifies key ideas from text or main elements.			
Independently identifies key details from a story, and can recount the moral or message of text/story.			
Reading Scoring: Student is proficient if they show evidence of proficiency in 4 of 6 Language Use Activities described above.	Overall Reading Proficiency ◎ Yes ◎ Additional language support needed		

*Rubric adapted from CCSSO's <u>Discerning - and Fostering - What English Learners Can Do With Language</u>

			support needed
Key Language Use: Listening			
Main Idea Understands the main points in structured speech on familiar topics in discussions with the teacher or other students.			
Understands extended speech even when it is not clearly structured and when main idea and relationship connections are only implied and not signaled explicitly.			
Understands common words and phrases and shows a moderate understanding of contextualized academic vocabulary.			
Is able to derive understanding of uncommon phrases or academic vocabulary using context.			
Listening Scoring: Student is proficient if they show evidence of proficiency in 3 of 4 Language Use Activities described above.			<u>Overall Listening Proficiency</u> ◎ Yes ◎ Additional language support needed
Key Language Use: Speaking			
Syntax Uses short, simple sentences or phrases to talk in simple terms and connects phrases to talk about familiar topics using simple sentences.			
Presents clear, detailed descriptions of complex topics using some variation in text structures and patterns appropriate for the grade level.			
Reasoning States opinions with contextualized reasons given for support.			
Gives extended reasons or explanations for reactions, opinions, or plans.			
Speaking Scoring: Student is proficient if they show evidence of			<u>Overall Speaking</u>

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.
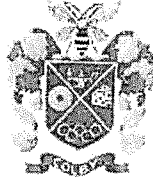
District Verification

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

Conclusión de la Incorrecta Clasificación de Aprendiz de Inglés (EL)

Alumno: _____ ID del Alumno: _____ Grado: _____

Escuela: _____ Distrito: _____

Año escolar inicialmente Identificado como EL: _____ Puntaje ELP Screener: _____

Historial de Evaluaciones ELP Assessment History (Hasta los últimos 4 años)

Año Escolar	Puntaje Promedio ELP en ACCESS for ELLs	Notas

Evidencia de Clasificación Errónea

- ❏ Los padres del alumno han establecido que el primer idioma hablado por el alumno fue Inglés.
- ❏ Los padres del alumno han establecido que en el momento de la identificación, no se hablaba ningún otro idioma, en el hogar, que no fuese Inglés.

  o

- ❏ El alumno no fue nunca identificado como EL, pero por error se le administró el exámen ACCESS for ELLs.

Verificación del Distrito

EL distrito de _____, en consulta con los padres han reunido evidencia verificando la clasificación errónea de este alumno como EL. Los padres del alumno han sido notificados de un modo que ellos pueden comprender sobre el impacto de esta decisión para su alumno, y han dado consentimiento por escrito para este proceso.

Mantener este documento en el registro académico del alumno.

_____   _____   _____

Nombre del Administrador del Distrito   Firma   Fecha

Form B1: Grade 4-12 Classroom Observation Result

This form captures the result of the Classroom Observation MIP and should be kept in the student's academic record along with forms B2 and B3.

Classroom Observation MIP EL Determination		
Student Name:	Date:	Classroom Observation MIP for Grades 4-12 Grade: _____
School:	Student I.D.	
Most recent ACCESS or Screener Score:		
Observer's name:	Date Completed:	

(Form B3 result is captured below.)

Student demonstrates English proficiency

◎ Yes

◎ No

Classroom MIP used for (mark 1 only)

◎ Initial EL determination / ◎ Exiting EL designation/ ◎Re-designation/evaluation

Form B2: Grade 4-12 Classroom Observation Cover Sheet

The Classroom Observation MIP is designed to be administered in a classroom to capture supplemental information on a student's language use to aid in EL classification. A copy of this Cover sheet should be kept in the student's academic record. This supplements the results of an ELP screener, but cannot serve as the sole measure of English proficiency.

Section 1: Demographic Information		
Student Name:		Date:
School:		Student I.D. :
Age:	L1:	Class:
Current Grade level:	ACCESS or Screener Score:	Current ELP Level:
Observer's Name:		Position:
		IEP: ◎ yes ◎ no ◎ unknown
Section 2: Language Learning Environment		
Subject:		
Learning Goal:		
Topic:		
Linguistic Environment (mark one in each row below)		
Teacher-directed interaction (such as modeling, debriefing)		Student-directed interaction (such as presentation, debate)
Students working independently	Students working together (no or intermittent teacher facilitation)	Students working together, facilitated by the teacher in large group or small group
Learning Environment Notes:[3]		

---

[3] Are there any unique circumstances or potential distractions? (fire drill, disruption, special event?)

Form B1: Grade 4-12 Classroom Observation Result

This form captures the result of the Classroom Observation MIP and should be kept in the student's academic record along with forms B2 and B3.

Classroom Observation MIP EL Determination		
Student Name:	Date:	Classroom Observation MIP for Grades 4-12 Grade: _____
School:	Student I.D.	
Most recent ACCESS or Screener Score:		
Observer's name:		Date Completed:

(Form B3 result is captured below.)

    <u>Student demonstrates English proficiency</u>

        ◎ Yes

        ◎ No

<u>Classroom MIP used for (mark 1 only)</u>
◎ Initial EL determination / ◎ Exiting EL designation/ ◎Re-designation/evaluation

Form B3: Grades 4-12 Classroom Observation Summary Sheet

Student: _____ Grade: _____ I.D. _____

Observer: _____ Date: _____

Grades 4-12 Classroom Observation Summary Scoring Sheet	
Key Language Use Category	**Student Demonstrates Proficiency**
Interaction	◎ Yes ◎ Further language support needed
Listening	◎ Yes ◎ Additional language support needed
Speaking	Proficiency ◎ Yes ◎ Additional language support needed
Reading	Proficiency ◎ Yes ◎ Additional language support needed

The student must be evaluated in at least 3 of the categories listed above. If the student scores **Yes** for proficiency in all of the Key Language Use Categories evaluated, the student has demonstrated English proficiency. If the student does not score **Yes** in all of the categories evaluated, they have not shown evidence of English proficiency. Mark the result below and transfer to form B1.

Student demonstrates English proficiency

◎ Yes   ◎ No

WIDA. (2015). THE EARLY YEARS: Observing Language Use to Promote Dual Language Development. Board of Regents at the University of Wisconsin System. Retrieved from https://www.wida.us/get.aspx?id=1902.

Molle, D., Linquanti, R., MacDonald, R., & Cook, H. G. (2016). Discerning—and fostering— what English Learners can do with language: Guidance on gathering and interpreting complementary evidence of classroom language uses for reclassification decisions. Washington DC: Council of Chief State School Officers.
http://www.ccsso.org/resource-library/discerning-and-fostering-what-english-learners-can-do-language-0

Specific Learning Disability Assessment and Decision-Making Technical Assistance Guide (pp .27-28). (2003, January). Madison, WI: Wisconsin Department of Public Instruction.

Form B4: Grades 4-12 Classroom Observation Scoring Rubric

Observe the student as they engage in a typical classroom activity. Make a mark in each cell for Evidence Observed when the student is observed engaging in proficient English in a Language Use Activity. Resolve any question marks (?) prior to completing the observation.

After completing the observation, complete the scoring section for each category. Transfer these summary scores to Form 3: Classroom Observation Summary Sheet.

Student Name: _____

Language Use Activity	Evidence Observed	?	Notes
Key Language Use: Interaction			
Engages in shorter social exchanges with peers, and sustains conversations with little or no structured support.			
Uses cues and existing language frames to model responses and to further conversation that are familiar, of personal interest, or connected to everyday life.			
Initiates social conversations and exchanges, or demonstrates that they can enter into and sustain a social conversation without prompting.			
Independently formulates ideas and opinions with precision and relates contributions skillfully to those of other speakers related to academics.			
Uses language spontaneously, flexibly, and effectively for social and academic purposes, even when engaging on unfamiliar or uncommon topics.			
Interaction Scoring: Student is proficient if they show evidence of proficiency in language use in 3 of 5 Language Use Activities described above.	Overall Interaction Proficiency ◎ Yes ◎ Additional language support needed		

Form B3: Grades 4-12 Classroom Observation Summary Sheet

Student: _____Grade: _____ I.D. _____

Observer: _____ Date: _____

Grades 4-12 Classroom Observation Summary Scoring Sheet	
Key Language Use Category	**Student Demonstrates Proficiency**
Interaction	◎ Yes ◎ Further language support needed
Listening	◎ Yes ◎ Additional language support needed
Speaking	Proficiency ◎ Yes ◎ Additional language support needed
Reading	Proficiency ◎ Yes ◎ Additional language support needed

The student must be evaluated in at least 3 of the categories listed above. If the student scores **Yes** for proficiency in all of the Key Language Use Categories evaluated, the student has demonstrated English proficiency. If the student does not score **Yes** in all of the categories evaluated, they have not shown evidence of English proficiency. Mark the result below and transfer to form B1.

Student demonstrates English proficiency

        ◎ Yes   ◎ No

WIDA. (2015). THE EARLY YEARS: Observing Language Use to Promote Dual Language Development. Board of Regents at the University of Wisconsin System. Retrieved from https://www.wida.us/get.aspx?id=1902.

Molle, D., Linquanti, R., MacDonald, R., & Cook, H. G. (2016). Discerning—and fostering— what English Learners can do with language: Guidance on gathering and interpreting complementary evidence of classroom language uses for reclassification decisions. Washington DC: Council of Chief State School Officers. http://www.ccsso.org/resource-library/discerning-and-fostering-what-english-learners-can-do-language-0

Specific Learning Disability Assessment and Decision-Making Technical Assistance Guide (pp .27-28). (2003, January). Madison, WI: Wisconsin Department of Public Instruction.

Key Language Use: Listening			
Main Idea Understands the main points in structured speech on familiar topics in discussions with the teacher or other students, or in presentations or educational videos.			
Understands extended speech even when it is not clearly structured and when main idea and relationship connections or inferences are only implied and not signaled explicitly.			
Understands common words and phrases and shows a moderate understanding of contextualized academic vocabulary.			
Is able to derive understanding of uncommon phrases or academic vocabulary using context.			
Listening Scoring: Student is proficient if they show evidence of proficiency in 3 of 4 Language Use Activities described above.			<u>Overall Listening Proficiency</u> ◎ Yes ◎ Additional language support needed

Key Language Use: Speaking			
Syntax Uses sentences or phrases to talk in basic terms and connects phrases to talk about familiar topics using both simple and complex sentences.			
Presents clear, detailed descriptions of complex topics using a variety of text structures and patterns that are appropriate for the student's grade level.			
Reasoning States opinions with contextualized reasons given for support for reactions, opinions, and plans.			
Offers extended reasons or clear, detailed			

explanations integrating subject matter to support specific points. Wraps up topic or includes appropriate conclusions.			
Speaking Scoring: Student is proficient if they show evidence of proficiency in 3 of 4 Language Use Activities described above.			Overall Speaking Proficiency ◎ Yes ◎ Additional language support needed

Key Language Use: Reading

Literal language Reads and understand texts with a familiar organization that include high frequency content-specific language.			
Reads and understand texts which include idiomatic expressions and complex, nuanced or genre specific language such as words/phrases with multiple meanings.			
Understands longer fiction and non-fiction texts on unfamiliar topics, and recognizes style distinctions.			
Key details Identifies key ideas in a text, or main story elements. (characters, plot, etc.)			
Independently identifies key details from a story, and can recount purpose and the moral or message of a text/story.			
Independently conveys meaning and recounts the moral or message of text/story.			
Reading Scoring: Student is proficient if they show evidence of proficiency in 4 of 6 Language Use Activities described above.			Overall Language Proficiency ◎ Yes ◎ Additional language support needed

*Rubric adapted from CCSSO's <u>Discerning - and Fostering - What English Learners Can Do With Language</u>

Key Language Use: Listening

Main Idea Understands the main points in structured speech on familiar topics in discussions with the teacher or other students, or in presentations or educational videos.			
Understands extended speech even when it is not clearly structured and when main idea and relationship connections or inferences are only implied and not signaled explicitly.			
Understands common words and phrases and shows a moderate understanding of contextualized academic vocabulary.			
Is able to derive understanding of uncommon phrases or academic vocabulary using context.			
Listening Scoring: Student is proficient if they show evidence of proficiency in 3 of 4 Language Use Activities described above.		<u>Overall Listening Proficiency</u> ◎ Yes ◎ Additional language support needed	

Key Language Use: Speaking

Syntax Uses sentences or phrases to talk in basic terms and connects phrases to talk about familiar topics using both simple and complex sentences.			
Presents clear, detailed descriptions of complex topics using a variety of text structures and patterns that are appropriate for the student's grade level.			
Reasoning States opinions with contextualized reasons given for support for reactions, opinions, and plans.			
Offers extended reasons or clear, detailed			

Classroom Observation MIP Schedule

Allow 20 to 30 minutes per observation and 10 minutes to consolidate or summarize results.

Student Name	Observation Date	Observation Start/End Time	Grade	Classroom Teacher (Contact)
1.				
2.				
3.				
4.				

(DPI recommends checking for updates to these policies at least annually. See http://dpi.wi.gov/english-learners for the most recent version of this document.)

Version	Modified By	Modifications/Notes	Date
0.9	Audrey, Jesse, Maureen	Temporary Spring release	5/24/2018

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.
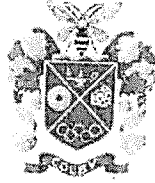
District Verification

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

Conclusión de la Incorrecta Clasificación de Aprendiz de Inglés (EL)

Alumno: _____ ID del Alumno: _____ Grado: _____

Escuela: _____ Distrito: _____

Año escolar inicialmente Identificado como EL: _____ Puntaje ELP Screener: _____

Historial de Evaluaciones ELP Assessment History (Hasta los últimos 4 años)

Año Escolar	Puntaje Promedio ELP en ACCESS for ELLs	Notas

Evidencia de Clasificación Errónea

- ❏ Los padres del alumno han establecido que el primer idioma hablado por el alumno fue Inglés.
- ❏ Los padres del alumno han establecido que en el momento de la identificación, no se hablaba ningún otro idioma, en el hogar, que no fuese Inglés.

   o

- ❏ El alumno no fue nunca identificado como EL, pero por error se le administró el exámen ACCESS for ELLs.

Verificación del Distrito

EL distrito de _____, en consulta con los padres han reunido evidencia verificando la clasificación errónea de este alumno como EL. Los padres del alumno han sido notificados de un modo que ellos pueden comprender sobre el impacto de esta decisión para su alumno, y han dado consentimiento por escrito para este proceso.

Mantener este documento en el registro académico del alumno.

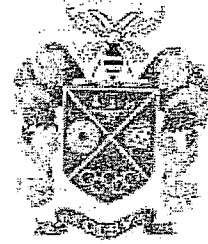_____ _____ _____
Nombre del Administrador del Distrito   Firma   Fecha

20 de October 2018

Dear Parents or Guardian,

Congratulations! Your child has graduated from the English Learner program (ELL).

Last winter ELL students in grades K through 12 took the ACCESS test. ACCESS gives a standardized measurement of the level of académic English language proficiency of ELLs throughout the state of Wisconsin and other states. With this information, we can track out student's yearly progress based on the four domains: listening, speaking, reading, and writing.

The results from the ACCESS test were just one component in which your child has displayed proficiency in English. He/she has also shown in class that he/she is capable of attaining good grades on his/her own. This is a great achievement.

Attached you will find your child's results from ACCESS. The reports show the **level of English Language Proficiency** and a brief description of each level. The information is yours to keep.

If you have any concerns regarding this assessment or the information that we are sending you about his/her performance, please contact me.
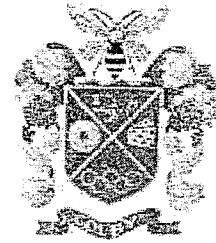
Sincerely,

Jessica Bohl
EL Coordinatorjbohl@colby.k12.wi.us
715-223-2338 ext. 5134

20 de Octubre del 2018

Estimado Padre o Tutor Legal,

¡Felicitaciones! Su hijo/a se ha graduado del programa para estudiantes aprendices del idioma inglés (ELL).

El invierno pasado los estudiantes ELL en grados de Jardín hasta doceavo tomaron la prueba ACCESS. ACCESS da una medida estandarizada de la eficiencia del lenguaje académico para los alumnos ELL en todo el estado de Wisconsin y en otros estados. Con esta información, podemos vigilar anualmente el progreso individual de cada estudiante de ELL en base a las cuatro habilidades comunicativas fundamentales: escuchar, hablar, leer y escribir.

Los resultados de la prueba ACCESS fueron sólo una parte en que su hijo/a ha mostrado su eficiencia en el idioma inglés. Él/ella también ha mostrado en clase que es capaz de obtener buenas calificaciones por su propio esfuerzo. Esto es un gran éxito.

Adjunto encontrará usted los resultados de su hijo/a de ACCESS. Los reportes le proveen el **Nivel de Eficiencia en el idioma inglés** y una breve descripción de cada uno. La información es suya para revisar y conservar.

Si usted tiene dudas acerca de esta prueba o de la información que le estamos enviando sobre el desempeño de su hijo/a, favor de ponerse en contacto conmigo.

Atentamente,

Jessica Bohl
Coordinadora de Inglés Como Segunda Lengua
jbohl@colby.k12.wi.us
715-223-2338 ext. 5134