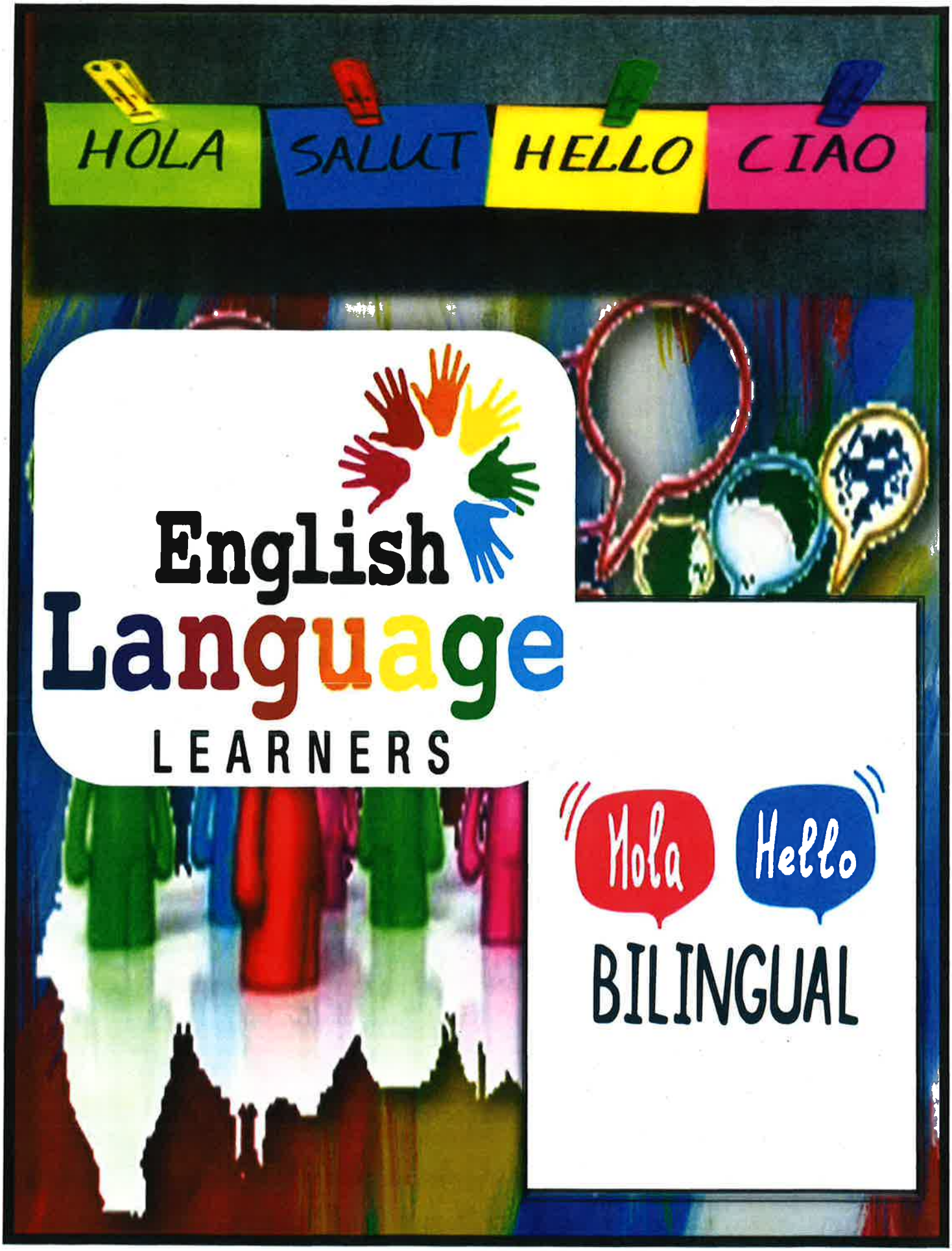
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English
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Hola
Hello
BILINGUAL

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English Learners (ELs)

The mission of Prairie-Hills Elementary School District #144 is to ensure that we provide an enriching, rigorous and holistic learning experience promoting 21st Century lifelong learners; while maintaining high expectations for all students, staff, parents and community members. PHESD #144 welcomes all families to our learning community. We provide English Learner (EL) and Bilingual services to meet the linguistic and academic needs of children whose native language is not English. Students whose primary language is Spanish compose a large majority of our EL population.

English Learner (EL) & Bilingual Program Values

It is our mission to nurture, support, and foster excellence for students who are culturally and linguistically diverse through high-quality instruction, assessments, the use of research-based practices, and professional learning. PHESD #144 is pursuing excellence with equity, empathy, and empowerment.

Meeting Students Needs

PHESD #144 meets the needs of our PK-8 student population with limited English proficiency through two specific programs:

Transitional Bilingual Education (TBE)

Designed for students whose primary language is Spanish (if 20+ students).

Transitional Program of Instruction (TPI)

Designed for all English Learners whose native language is other than Spanish, and who, in terms of numbers, are less than 20 speaking the same foreign language.

Purpose of English Learner Program Guide

This guide shares common terms associated with ELs, the process for identifying and communicating assessment information, and serves as a resource for best practices and strategies associated with educating ELs. Throughout this guide, WIDA will be referenced. WIDA is the authority on educating English Learners. Since 2002, they have developed and introduced many definitions and resources designed to help individuals understand and educate English Learners.

Identification

District Procedures for Identification of English Learners (ELs)

Step 1:

Student registers in PHESD #144 and parents/guardians indicate on the home language survey questions on the registration form that he/she either speaks another language, or that another language is spoken at home.

Step 2:

A copy of the registration form/HLS is made by the office staff of the home school and provided to the EL Director. If the student is transferring from another school, the EL Director will ensure that the previous school is contacted or that SIS is checked (if from Illinois) for ACCESS scores. If the student has ACCESS scores or screener data (within the past 12months) that identifies the student as not qualifying, he/she does not need to be rescreened.

Step 3:

EL staff screens the student for English Language Proficiency using the state identified assessment. Screening must take place within 30 days of enrollment at the beginning of the year or within 15 days of enrollment during the school year.

Step 4:

Copies of completed screeners will be sent to EL Director. If the student qualifies for EL services, the EL Director will ensure that data is recorded in the district student information system which will be uploaded to the state's student information system. The parents are notified by letter that their child qualifies for EL services. The EL Director will maintain files that includes the screener and copies of the parent notification. Copies of these documents will also go into students' cumulative files. If parents refuse services, they must submit a written letter and signed waiver to the EL Director. A copy of the refusal must also go into the student's cumulative file.

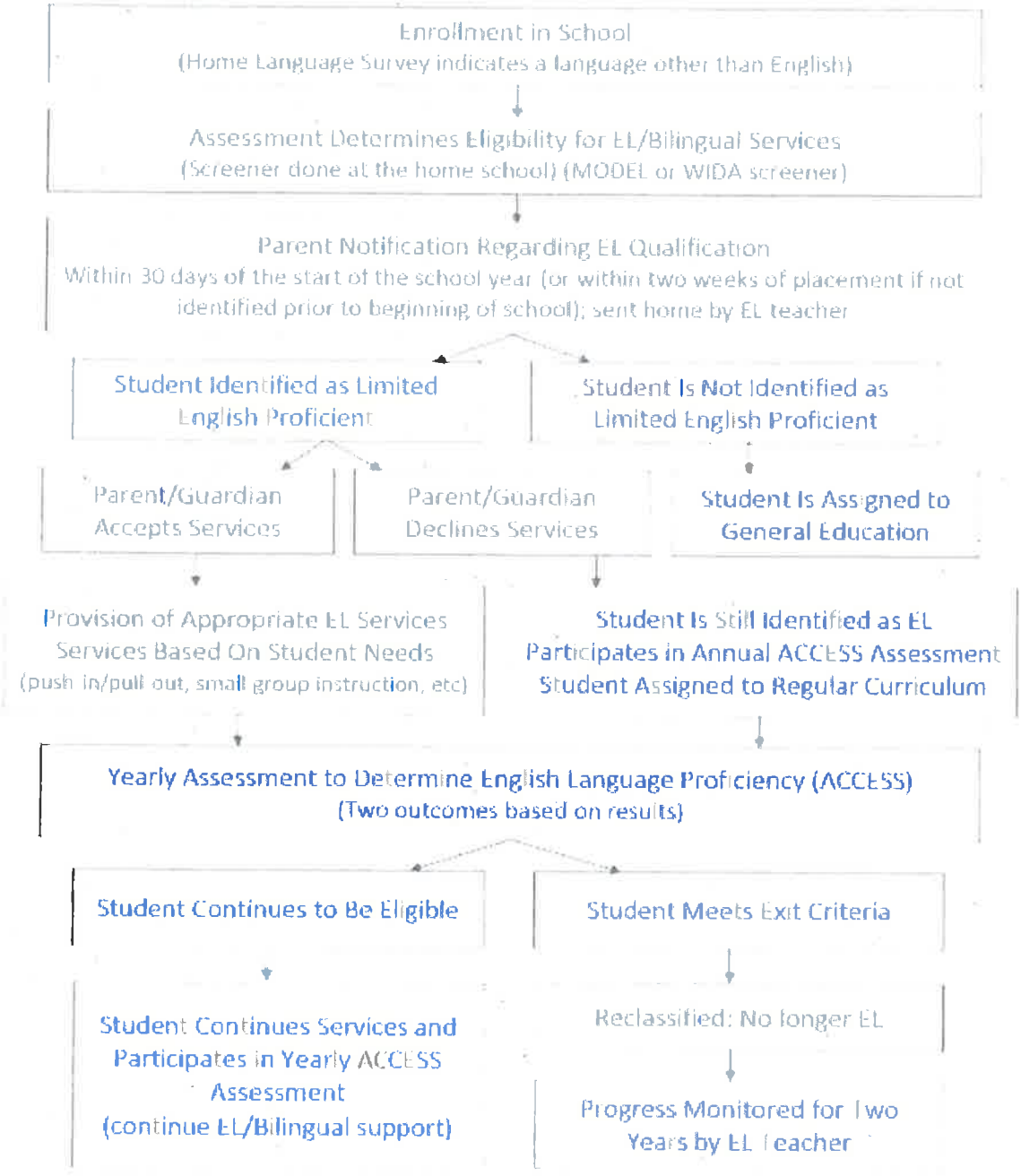
Step 5:

Students whose parents refuse services must still be monitored, take the ACCESS test, and be provided with instructional supports.

Step 6:

Students who accept services must begin to receive ELL services through the appropriate model of TBE or TPI.

EL/BILINGUAL FLOW CHART



Assessment and Accountability

MODEL Screener

PHESD #144 uses the WIDA MODEL (Measure of Developing English Language) to assess the English Language proficiency of incoming Kindergarten students who speak or are exposed to another language (the use of this screener will end after the 2022-2023 school year. The MODEL screener can also be used as an interim progress monitoring assessment. The kindergarten MODEL screener does provide an overall composite score.

WIDA Screener

PHESD #144 uses the WIDA Screener as the screener for new students in the district. The WIDA Screener is an English language proficiency assessment given to incoming students in grades K - 8 to assist educators with the identification of students as English Learners. The purpose of this assessment is to help educators make decisions about whether a student is a candidate for English language support services. In general, students scoring between a 1.0 to 4.9 on the overall composite score on the WIDA Screener is considered for EL services.

Screening for Initial EL Services

Students shall be eligible for TBE/TPI program services if their ELP screening or annual ELP assessment scores are below the ELP criteria established by the Illinois

Grade	Screener	Cut Score
Prekindergarten ages 3-5	Pre IPT- Oral	Fluent English speaker
1st semester of Kindergarten	WIDA Screener for Kindergarten or WIDA MODEL (listening and speaking) (Note: WIDA MODEL will be retired after the 2022-23 school year.)	5.0 oral language proficiency
2nd Semester of K-1st Semester of 1st grade	WIDA Screener for Kindergarten or WIDA MODEL (all domains) (Note: WIDA MODEL will be retired after the 2022-23 school year.)	WIDA Screener for Kindergarten - Overall Composite 5.0 WIDA MODEL- Overall Composite 5.0 & Composite Literacy 4.2 (reading/writing)
2nd Semester of 1st grade - 8th grade	WIDA Screener (Required Screener-- online or paper)	Overall Composite 5.0

State Board of Education (ISBE).

ACCESS for ELLs 2.0 Assessment

PHESD #144 uses the ACCESS assessment to monitor students' progress in acquiring academic English. This test is a secure, large-scale English language proficiency assessment administered to Kindergarten through 8th grade students who have been identified as ELs.

Purpose and Use of ACCESS for ELLs 2.0

- Helps students and families understand the students' current level of English language proficiency along the developmental continuum.
- Assesses students in four language domains: Listening, Speaking, Reading, Writing
- Serves as one of multiple measures used to determine whether the student is prepared to exit the program (ISBE exit criteria of 4.8 overall composite).
- Generates information that assists in determining whether ELs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support.
- Provides teachers with information they can subsequently use to enhance instruction and learning for their Els.
- Provides the district with information that will help to evaluate the effectiveness of EL programs.
- Meets and exceeds federal requirement for monitoring and reporting ELs progress toward English language proficiency.

Process for Sharing ACCESS assessment results

The EL Director will share the results of the assessment with appropriate staff who may have an educational interest in the EL student. The results are shared with parents/guardians with a description of the program model in the fall of the following year.

Focused Instructional Practices

What should the teacher focus on at each proficiency level?

Level 1 – Entering:

- Interpersonal skills
- Personal information
- Listening skills
- School personnel
- School rules
- Beginning phonics: recognizing letters and knowing sounds of the letters
- Content vocabulary: numbers, colors, classroom objects, parts of the body, shapes, family members, clothing, food, weather, money, etc.

Level 2 – Beginning:

- Listening and speaking skills
- Pronunciation activities
- Vocabulary
- Sight vocabulary
- Phonics instruction
- Word family activities
- Beginning writing skills: subject/verb/agreement
- Reading/constructing simple sentences

Level 3 – Developing:

- Continued development in listening, speaking, and reading skills
- Reading paragraphs/short stories with comprehension
- Development of better writing skills
- Grammar: parts of speech

Level 4 – Expanding:

- Fine tuning of speaking skills
- Advanced grammar activities applied in writing
- Use of higher-level vocabulary in speech and writing
- Read longer passages with greater comprehension

Differentiation Through Scaffolding and Supports

Differentiating instruction and assessment for ELs is an approach that teachers can use to make their grade-level content-area instruction comprehensible and challenging to all of the students in their classes, with specific attention to the diverse language and learning needs of their ELs. This approach also enables every teacher to scaffold and support their ELs' movement along the continuum of second language development. Differentiating for ELs supports students' active engagement in all of their classes every day, which in turn leads to greater equity and achievement for these learners.

Scaffold: an educator's intentional act of building upon students' already acquired skills and knowledge to teach new skills.

Support: use of instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from language.

CONTENT AREA	SENSORY SUPPORTS	GRAPHIC SUPPORTS	INTERACTIVE SUPPORTS	LINGUISTIC SUPPORTS
Mathematics	Manipulatives (place value chips)	Number lines, graphs, tables	Ability to work with a peer in their home language	Sentence frames, word banks, opportunities to rehearse orally before producing written text
Social Studies	Physical activities (such as a simulation)	Graphic organizers, timelines	Access to websites or software	Integrate definitions of key terms within speech and text
Science	Real-life objects (microscope, frog dissection)	Charts, diagrams	Cooperative group structures	Teacher modifies sentence patterns to avoid passive voice in explaining the results of an experiment

(Illuminate Education, 2023)

Using Success Criteria and Language Objectives to Help EL Student Learning

Language objectives are beneficial not only for ELs but for all students, as everyone can benefit from the clarity that comes with a teacher outlining the required academic language to be learned and mastered in each lesson.

Success Criteria identifies what students should know and be able to do at the end of the lesson. These criteria will frequently be used to form assessments. It's derived from the core standards. They focus on the "What."

Language Objectives are "how" the students will show what they are learning. They are focused on the four domains of Speaking, Listening, Reading, and Writing. The ELP (English Language Proficiency) standards and the WIDA standards are sources of language objectives. The WIDA consortium has compiled a list of "Can Do" descriptors that can help teachers identify the kind of language tasks students should be able to perform according to the five differing levels of English proficiency and different grade-level clusters. To view these descriptors, visit the "Can Do" page on the WIDA website.

4 Steps to Crafting Language Objectives			
Step 1	**Step 2**	**Step 3**	**Step 4**
Choose an action verb connected to a domain (reading, writing, speaking, or listening)	Make an explicit connection to the academic content (success criteria)	Add supports and scaffolds like graphic organizers, video, etc.	Include interaction with others, group or partner work
• I can orally describe...	• the water cycle...	• using an illustration...	• in a small group
Language Objective: I can orally describe the water cycle using an illustration in a small group.			

Implementing language objectives can be a powerful first step in ensuring that English

learners have equal access to the curriculum even though they may not be fully proficient in the language. See samples below of how language objectives can be used to differentiate instruction for ELs.

Bridging Content and Language	
Success Criteria	Language Objective
I can agree or disagree with statements written about voting rights.	I can orally and in writing agree or disagree with statements about voting rights using sentence frames and a word bank in small group.
I can retell key details in fiction text.	I can orally retell key details in a fiction text to a partner using the key words First, Next, Then and Last and a retell chain.
I can analyze the roles and responsibilities of the three branches of government by comparing and contrasting the branches.	I can orally explain how the three branches are similar and different using complex sentences such as: • One similarity/difference between the ___ and _ _ _ branches is... • The similarities/differences are significant because...
I can describe the characters, setting and major events in a story.	I can describe the main character in 3 or more complete sentences using thinking maps, partners, and the book.

Specific Examples of Sensory Supports by Subject Area

Language Arts	Mathematics	Science	Social Studies
• Illustrated word/phrase walls • Felt or magnetic figures of story elements • Sequence blocks • Environmental print • Posters or displays • Bulletin boards • Photographs • Cartoons • Audio books • Songs/Chants	• Blocks/ cubes • Clocks, sundials and other timekeepers • Number lines • Models of geometric figures • Calculators • Protractors • Rulers, yeardmeter sticks • Geoboards • Counters • Compasses • Calendars • Coins	• Scientific instruments • Measurement tools • Physical models • Natural materials • Actual substances, organisms or objects of investigation • Posters/illustrations of processes or cycles	• Maps • Globes • Atlases • Compasses • Timelines • Multicultural artifacts • Arial & satellite photographs • Video clips

Adopted from Gottlieb, M. (2006). Assessing English Language Learners: Bridges from Language Proficiency to Academic Achievement. Thousand Oaks, CA: Corwin Press.

Instructional Strategies to Connect Language to Content

- Go from the everyday, familiar, and concrete to the subject specific, unfamiliar and abstract

- Link students' real-world experiences to school experiences
- Sequence teaching and learning activities to move towards the specialized language of written texts, rather than starting with the written texts
- Structure classroom discourse and interaction so that it bridges to written texts
- Increase interaction to build fluency with target language
- Model the language and the interaction
- Have students process information individually
- Have students process information in pairs
- Have students process information in small groups
- Compare/contrast information to a source (reading)
- Apply information to a new task (writing)

Components of A Gradual Release of Responsibility

Teacher Responsibility

- Focus Lesson: "I do it"
- Guided Instruction: "We do it"
- Collaborative: "You do it together"
- Independent: "You do it alone"

Student Responsibility

- Focus Lesson: Students actively participate in the lesson, particularly paying attention to modeling and explanations by the teacher
- Guided Instruction: Students are led through tasks with teacher support (i.e. prompts, questions, facilitation)

- Collaborative: Students work together and consolidate their learning to produce the skill with peer support
- Independent: The student works independently. He/she is in control of the ideas and information and can apply in a new situation

(Fisher, D., & Frey. N. (2008) Better learning through structured teaching: A framework for the gradual release of responsibility.

Alexandria, VA: Association for Supervision and Curriculum Development)

Language Learning Process

There are many things to consider when teaching an EL student. One aspect to think about is the four-step process students go through when learning a second language:

Input: Information given to the student through speech or written texts that they try to find meaning in. Understanding the student's level of English abilities will help the teacher consider if the language they are using is too difficult for the student.

Intake: Whereas input is information we give students, intake is information they retain and use in the future. As a teacher, it is important to remember that every person turns different input into intake, so two students will remember and use different information from the same lesson.

Processing: The learner attempts to understand the information enough to produce something of their own. Recognize that each student processes information differently and at different speeds.

Output: Output is the language that a learner can produce in different situations for a communicative purpose. As a teacher, it is important to remember that when a student creates output, our feedback is what will help them learn for the future.

* As a teacher, it is important to remember that this whole process occurs in the academic setting, as well as in the social setting outside the classroom. Students are focused on comprehending the world around them through language, rather than being a grammatical expert.

Helpful Strategies and Tips for Teachers

- Speak slowly and clearly and allow for appropriate wait time.
- Provide both verbal and written instruction, accompanied by visual aids.
- Help students connect with classroom texts representing their cultures.444444444
- Help students understand classroom terms in context (subject specific terminology).
- Utilize a variety of resources, such as videos, websites, TV ads, etc.
- Realize EL students may not understand certain humor or sarcasm.
- As an EL, overall comprehension is more important than minor verbal or written grammatical errors.
- Use more modeling and physically demonstrate concepts; provide real examples.
- Realize that different forms of writing (poetry and academic papers) may be difficult for EL students.
- Use strategies that include conversational partners and small group work to encourage conversation.
- Become familiar with student interests.
- Be aware of students' social situation; check-in regularly with EL students so you understand their relationships with peers and ensure they are included and treated with respect inside and outside the classroom.
- Refer EL students for any after school programming available.

EL Program Goals

Major program goals for the PHESD #144 EL/Bilingual Program are to enable EL students to attain, within a reasonable period of time, both English proficiency and meaningful participation in the school and school district.

Prairie-Hills Elementary School District 144 is committed to increasing cultural awareness through culturally relevant teaching as well as academic knowledge through the following:

1. Assisting the student to become familiar with the American culture and its customs, and supporting the student in his/her efforts to cope and appreciate the new culture and new surroundings.

2. Celebrating the student's cultural heritage through encouraging maintenance of the student's native language and culture through native language content support, bilingual literature, classroom climate, and recognition/celebration of traditions.

3. Developing English language proficiency through a variety of social and academic experiences.

4. Facilitating meaningful learning and provide access to the curriculum in the content areas.

5. Nurturing students to assist them in becoming life-long learners, self- advocates, and contributing members to a global society.

6. Promoting awareness among staff related to learning strategies for all ELL students and acceptance of good ELL services as necessary for all instructional programs.

7. Communicating fully with families in order to address their needs and connect them to any necessary resources.

8. Ensuring that all students, regardless of race, creed, culture, socio-economic status, are afforded an education.

10. Providing and maintaining the BEST learning environment for all students.

EL Teacher Responsibilities...

□ Assess language proficiency.

□ Report on issues of language acquisition.

□ Facilitate communication with classroom teachers.

□ Provide general education staff with links to suggested resources and strategies for language acquisition.

□ Facilitate BPAC meetings.

□ Provide comprehensible input.

□ Teach to WIDA and Common Core standards.

□ Provide appropriate modifications and accommodations for the instruction of ELs.

□ Collaborate with staff on how to appropriately provide needed differentiation, modifications, and accommodations for ELs.

□ Advocate for ELs.

□ Teach ELs how to advocate for themselves.

□ Know students and their families.

General Education Teacher Responsibilities...

□ Assess academic achievement.

□ Assess classroom performance.

□ Participate in staff development provided.

□ Provide EL staff with content areas of focus in the general education classroom in a timely manner.

□ Determine possible modifications and accommodations for ELs.

□ Incorporate EL best practices into daily lessons.

□ Communicate with EL staff regarding concerns with EL students.

□ Celebrate and value cultural differences in the general education classroom.

EL and General Education Teacher Shared Responsibilities...

□ Establish expectations for learning.

□ Create a nurturing environment.

☐ Schedule, plan for, and participate in collaboration.

☐ Facilitate parent involvement.

☐ Monitor student progress.

☐ Provide necessary interventions.

☐ Foster home/school communication.

INSTRUCTIONAL FRAMEWORK

The instructional framework is a suggested guideline for instruction for EL students at the elementary level. There are many factors, including scheduling, student classroom placement, and student needs that may require the EL staff to schedule students differently.

	WiDa 1-2 Newcomer/Beginner	WiDa 3-4 Developing	WiDa 4 Advanced	WiDa 5/6 Bridging/Reaching
K	Push-in or EL Classroom	Push-in or EL Classroom	Push-in or Pull-out	General Education Classroom
1	Push-in or EL Classroom	Push-in or EL Classroom	Push-in or Pull-out	General Education Classroom
2	Push-in or EL Classroom	Push-in or EL Classroom	Push-in or Pull-out	General Education Classroom
3	Push-in or EL Classroom	Push-in/Pull-out or EL Classroom	Push-in or Pull-out	General Education Classroom
4-8	Push-in or Pull-out	Push-in or Pull-out	Push-in or Pull- out	General Education Classroom

Level 1 – Newcomer/Beginner

Composite ACCESS score of 1.0-1.9

New to English

Little or no exposure to English

Usually has oral language proficiency in first language

Level one students at all grade levels focus on the development of basic interpersonal communicative English and are introduced to academic language through speaking, listening, reading and writing instruction. Illinois state guidelines require students at this proficiency level to be serviced with EL instructional minutes in ELA, math, science, and social science.

Composite ACCESS score of 2.0-2.9

Beginner with some prior English instruction

Has limited English proficiency

Usually has had previous schooling

Age-appropriate literacy in first language

Level two students at all grade levels focus on oral language acquisition and continue to develop academic language through speaking, listening, reading and writing instruction. Illinois state guidelines require students at this proficiency level to be serviced with EL instructional minutes in ELA, math, science, and social science.

Level 3 – Developing

Composite ACCESS score of 3.0-3.9

May have studied English in home country

Communicates ideas and details in English using several connected sentences and can participate in short conversations and discussions in school

Level three students at all grade levels continue to develop and apply academic language through speaking, listening, reading and writing instruction. Students with a 3.0-3.4 proficiency level receive EL instructional minutes in ELA, math, science, and social science. Students with a composite proficiency level of 3.5 and above will receive services through push-in or pull-out models.

Level 4 – Advanced

Composite ACCESS score of 4.0-4.8

Listening and speaking skills approaching native English speakers in conversational English; however, academic proficiency is developing in specificity and complexity

Reading and writing skills approaching grade level standards with scaffolding, direct instruction and extra time.

Level four students are applying their academic language skills to content within the classroom. Students receive services through push-in or pull-out models. Additionally, EL resource teachers may work collaboratively with grade level teams to plan for linguistic scaffolding within content instruction.

Level 5 – Bridging

Composite ACCESS score of 4.8-6.0

High level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts

Full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

While students are no longer considered part of the EL caseload, the EL teachers continue to monitor the progress of students who have exited the EL/Bilingual program. The EL teams and grade level teachers collaborate to provide any linguistic scaffolding required to support students in their learning.

Push-in Model: EL and Classroom Teacher Collaboration

An EL teacher and classroom teacher collaboration involves two professionals who are partners in the instruction of the lesson. They share the responsibility for planning lessons so as to provide differentiated instruction in a manner that is not always possible for one teacher. Lesson planning time is built into their schedules. Collaborative teachers are using the same physical space, and ELs are not pulled out of the classroom for one of the teachers to instruct. Although small heterogeneous groups may be pulled aside for reinforcement, ELs are not isolated from mainstream students.

During push-in instruction, the EL teacher comes into the general education classroom to support ELs during content-area lessons. The EL teacher may be supporting ELs during a mini-lesson next to her students (at times interjecting with specific language pieces or at times modeling language strategies) while the general education teacher is teaching, or he or she may wait until instruction is completed and then work with ELs in a small group in the classroom.

Dual Services: EL and IEP

PHESD #144 provides EL students with an Individualized Education Plan (IEP) with both the language assistance and the special education services. Dual services should be provided in a manner that promotes inclusion in general-education settings and among the students' peers.

EL/Special Education Service Model Chart

The service model chart is a suggested guideline for EL students with Individual Education Plans (IEP). EL instruction will focus on the development of speaking, listening, reading, and writing skills. There are many factors, including scheduling, student classroom placement, and student needs that may require EL or special education staff to schedule students differently.

ACCESS Proficiency Level	Level 1 – Level 3 Newcomer/Beginner	Level 3.1- 4.0 Developing	Level 4.1 – 4.8 Expanding/Advanced
Service Options	Resource (pull-out), Inclusion (push-in), Co-Teaching	Resource (pull-out), Inclusion (push-in), Co-Teaching	Resource (pull-out), Inclusion (push-in), Co-Teaching
Language of Instruction	English Using EL Strategies or Native Language (if possible)	English Using EL Strategies	English Using EL Strategies

RTI and EL Supports

PHESD #144 provides appropriate interventions for ELs who need support beyond Tier 1 instruction through the Response to Intervention (RtI) framework. RtI is a systematic, continuous-improvement framework that uses evidence-based practices, focusing on data-based problem solving at multiple levels to support "need-driven" decision making to accelerate

performance for all students (Gibbons, K., Bollman, K., 2015). It is based upon the assumption that all students, including EL students, can learn and achieve when provided with effective teaching, research-based instruction and access to standards-based curriculum.

Intervention Guidelines for EL Students

- The RtI criteria set for ALL students will be used in addition to teacher recommendation, ACCESS scores, time in the EL program, supports currently provided, and any additional EL specific assessment (if applicable).
- EL students must be looked at individually
- Reasonable amount of time needed to evaluate language growth (2-3 years)
- Tier III intervention is delivered by highly skilled intervention specialist
- Collaboration between parents, general education teacher, EL teacher and all other teachers who work with the EL student is critical

Necessary Conditions for ELs to Experience the Benefits of a Culturally and Linguistically Responsive RtI Model

□ Use innovative practices and reforms in all tiers with a focus on enrichment, increased comprehensibility, and meaningfulness rather than remediation.

□ Ensure that students receive culturally responsive, appropriate, quality content and language instruction that is evidence based at all levels.

□ Provide linguistic supports when assessing students' content knowledge.

□ Provide time for team members to plan for students' instruction, resulting in instruction and intervention strategies that are cohesive, authentic and meaningful, and connected to the core curriculum.

□ Include approaches that focus on complex sociocultural phenomena and better address students' unique educational contexts.

□ Look not only at classrooms, but also at languages and outside social/educational settings for insights into students' performance.

□ Recognize the need for both appropriate EL literacy instruction as well as academic language instruction throughout the school day.

□ Differentiate at all tiers of support according to students' academic language proficiency levels.

Family Communication

All essential written or verbal communications are available to be translated/interpreted for families whose primary language is not English. We currently translate in the major language of EL families in the district (Spanish).

Interpretation (oral communication)

Interpreters are provided for parent teacher conferences, IEP meetings, or other meetings with school district staff. The school principal or EL/Bilingual Director can assist with arrangements.

Translation (written communication)

For district standard documents, such as parent teacher conference related documents or IEP related documents, the school will provide the translated document to the parents.

This includes, other documents with information related to:

- registration and enrollment in school and after/before school programs.
- parent handbooks,
- report cards.
- gifted and talented programs.
- student discipline policies and procedures.
- requests for parent permission for student participation in school activities.

Parent Notification Materials

If a student is determined to be an English Learner (EL), the district must inform parents in writing of the results of the assessment and the program placement recommendations, describing the services that are available to assist the student to become English language proficient. Whenever possible the notification letters will be sent to parents in both English and native language.

1-3 years in Program:

Parents must be notified of enrollment into program by mail within 30 days (beginning of the school year) of enrollment or 15 days (middle of the school year).

Parent notification letter

Program descriptors

ACCESS Individual Student Reports or screening scores

4+ years in Program:

Parents must be notified of enrollment into program by mail within 30 days (beginning of the school year) of enrollment or 15 days (middle of the school year).

3+ year notification letter

Parent Permission Letter

Program descriptors

ACCESS Individual Student Reports

Parent Refusal:

To refuse language support services, parents must provide the district with a signed, written statement that they are refusing services. However, this parental statement does not relinquish the district from its obligation to provide a meaningful education to the student and to continue to annually assess the student's language proficiency with the ACCESS for ELLs.

Exits:

Students are exited from the EL program when they meet ISBE exit criteria of 4.8 overall composite.

Program Exit Notification Letter

ACCESS Individual Student Reports

Bilingual Parent Advisory Committee

The Bilingual Parent Advisory Committee (BPAC) is a committee of parents, district leaders and teachers that meet at least four times a year and focuses on EL/Bilingual education and programming of the district. The PHESD #144 committee consists of but is not limited to, representatives from the prevalent cultural/heritage groups in our schools.

Mission Statement:

The mission of the Bilingual Parent Advisory Committee is for parents, staff, and the District to work together in order to meet the needs of all multilingual students.

Our Goals:

□ To establish a collaborative voice between our bilingual families and PHESD #144

□ To promote positive parental participation in the development of the educational experiences for our children

□ To develop the capacity of our parents to support their children with their academic work

□ To establish a bilingual parent network and promote cultural awareness

□ To help make decisions regarding the bilingual program at PHESD #144

□ To understand and review the assessments, resources, and instructional methods used in language acquisition programs

BPAC Topics Include (but not limited to):

□ Title III grant

□ Program model

□ ACCESS and state assessments

□ Curriculum and instruction

□ Community resources

□ Community Guest Speakers

□ Planning of events

ISBE 23 ILLINOIS ADMINISTRATIVE CODE 228.30 SUBTITLE A SUBCHAPTER f

Parent and Community Participation – Each district or cooperative shall establish a parent advisory committee consisting of parents, legal guardians, transitional bilingual education operation, and evaluation of programs. The majority of committee members shall be parents or legal guardians of students enrolled in these programs. Membership on this committee shall be representative of the languages served in programs to the extent possible. (Section 14C-10 of the School Code [105ILCS 5/14C-10]) A) The committee shall: i) meet at least four times per year; ii) maintain on file with the school district minutes of these meetings; and iii) review the district's annual program application to the State Superintendent of Education.

EL Progress Reporting & Monitoring

EL Progress Reports (attached to report card)

Progress reports must be consistently provided to parents and guardians of EL students in the same manner and with the same frequency as general education reporting. This will be administered for all students in the program in order to report the progress of growth in the four domain areas of reading, writing, listening, and speaking.

Procedure: EL progress reports will be completed by the EL service provider (EL teacher, EL classroom teacher, SPED/EL teacher). A copy of the progress report will be sent home to families with report cards for students in the district's EL and bilingual programs. Students who are enrolled in the district's bilingual programs will have a native language copy of the progress report sent home as well. Additionally, parents who request translated report cards will be provided with a translated EL progress report. Copies of the progress report are added to students' cumulative files. The EL Program Director should be sent copies of these progress reports.

There are three types of progress reports:

Tier A (WiDA levels 1-3) - Beginner

Tier B (WiDA levels 2-4) - Intermediate

Tier C (WiDA levels 3-5) - Advanced

Post Exit Monitoring Guidelines:

All students who have exited the EL/Bilingual Program are monitored for a period of two years. Students' performance in the classroom is recorded on the post-exit monitoring form.

Procedure: The EL resource teacher consults with the students' teacher to complete the form.

The EL/Bilingual Director reviews submissions and confers with the classroom teacher if the student's academic performance is flagged. The form is filed in students' cumulative files. There are two types of monitoring forms:

□ Year 1/2: Post-Exit EL Monitoring Form (ELEMENTARY STUDENTS PK-5)

□ Year 1/2: Post-Exit EL Monitoring Form (JUNIOR HIGH STUDENTS 6-8)

EL Folder Guidelines

It is the responsibility of each EL/Bilingual teacher to maintain accurate, timely, and complete records on each student who is screened for English Language Proficiency.

Each student screened for English Language Proficiency must have folder inside of their cumulative folder in which the required documentation is included. The folder should include the following items:

□ Copy of the Home Language Survey (HLS)

□ Initial Screener booklet and scores (MODEL, WIDA screener)

□ Annual ACCESS score reports

□ Parent notification 1-3 years

□ Parent permission 4+ years

□ Program placement/description

□ Exit letter

□ Monitoring forms

□ Parent refusal

□ Progress reports

□ Documentation of conferences and written communication with parents or legal guardians

□ EL folder checklist

EL/Bilingual coordinator/director is responsible for ensuring that accurate student records are maintained in the student information system (SIS) including the following information:

☐ MODEL/WIDA screener information

☐ EL/LEP status

☐ Program placement information

It is the expectation that the EL/Bilingual teacher will understand, and be able to communicate the data and student records and be able to share that information as appropriate. This information should be shared with the following people as necessary to inform instruction.

☐ Parents

☐ Students

☐ Classroom teachers

☐ Administrators

Program Timeline

August - September

Screen all potential LEP students:

PK – PRE-IPT

K MODEL (through 22-23 - Oral Only - Listening/Speaking)

First-grade first-semester screen using MODEL (through 22-23 - all 4 parts)

Grades 2-8 WIDA screener

EL Program Director ensures that ACCESS individual report copies are distributed as follows:

- Classroom teacher
- EL/Bilingual teacher
- Student EL folder (cum. folder)
- Parent notification letters
- Mail and send home notification letters for all EL students by end of 30-day window
- Mail a parent notification letter to exiting EL students
- Any students who enroll after the initial 30 days of school will receive their parent notification letter within 15 days
- Include ACCESS student reports
- Determine caseloads and start servicing EL students

October – November

The EL Program Director ensures the assessment coordinator submits ACCESS materials order to WIDA.

Paper materials are available for:

- Kindergarten ACCESS
- Alternate ACCESS
- IEP Provisions
- Handwriting the Writing Assessment
- All other EL students are expected to test online
- Progress reports are completed for EL students by the teacher who provides services
- Progress report is sent home as an attachment to the grade level report card
- Monitor forms are completed the week after report cards go home for EL students on 1st and 2nd year monitoring
- Monitor form are not sent home to parents
- Forms are filed in the student's cumulative file
- First BPAC meeting

January – February

Administer ACCESS for ELs assessment

- Follow state approved window and timeline
- Both EL students receiving language support services as well as students whose parents have refused services are given the ACCESS test
- Administered by teachers who are certified to administer the ACCESS
- Progress reports are completed for EL students by the teacher who provides services
- Progress report is sent home as an attachment to the grade level report card
- Monitor forms are completed the week after report cards go home for EL students on 1st and 2nd year monitoring
- Second BPAC meeting
- Third BPAC meeting

March – May

- Progress reports are completed for EL students by the teacher who provides services
- Progress report is sent home as an attachment to the grade level report card
- Monitor forms are completed the week after report cards go home for EL students on 1st and 2nd year monitoring
- Fourth BPAC meeting

May – June

- Download preliminary ACCESS reports from SIS
- Use reports to determine the number of students who exited the EL/Bilingual program with a 4.8 composite score
- Use reports to determine EL clusters/sectioning for the following school year
- Progress reports are completed for EL students by the teacher who provides services
- Progress report is sent home as an attachment to the grade level report card

- Monitor forms are completed the week after report cards go home for EL students on 1st and 2nd year monitoring
- Spot-check cumulative folders
- Use checklist to make sure all needed forms are included

PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT #144

PART-TIME TRANSITIONAL BILINGUAL EDUCATION PLACEMENT CRITERIA

Districts may assign English learner students to part-time TBE placements in accordance with the requirements contained in 23 IL Adm. Code Section 228.30 (c)(3). These criteria are to be used to make decisions about students who enroll in the district for the first time or who are being transitioned out of a full-time TBE placement because they would benefit from a part-time placement. Students previously assigned to full- or part-time TBE placements in the district should not be reassigned for the sole purpose of meeting the criteria below.

1. Minimum English Language Proficiency Score: The student's English language proficiency (ELP) level on either the screener or the ACCESS for ELLs® falls within the following range:	
Kindergarten - First semester	4.0 and above oral language composite proficiency level on the MODEL™, but not English proficient*
Kindergarten - Second semester through 1st Grade – First semester	3.5 and above literacy composite proficiency level on the MODEL™ or the ACCESS for ELLs®, but not English proficient*
First Grade – Second semester through 8th Grade	3.5 and above literacy composite proficiency level on the W-APT™ or the ACCESS for ELLs®, but not English proficient*

**A student who has not met the state English proficiency definition (available at www.isbe.net/bilingual) is an English learner (EL).*
2. Other Student Characteristics: If the student's score either on the screener or on the ACCESS for ELLs® is below the minimum identified above, a part-time placement for the student is allowed only if at least one of the following conditions is met:

Native Language Proficiency	A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent provides written confirmation that English is the primary language spoken in the home.
Academic Performance in Subjects Taught in English	Any student whose student grades, teacher recommendations, and state or local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English.
Academic Performance	Any student in a departmentalized setting whose student grades, teacher recommendations, and state or local assessment results in the previous school year indicate that the student has performed at or above grade level in at least two core subject areas that were taught in a U.S. school in the student's native language or via sheltered instruction in English.

Students with Disabilities	Any student with a disability whose Individualized Education Program developed in accordance with 23 Ill. Adm. Code 226.Subpart C identifies a part-time transitional bilingual education program as the least restrictive environment for the student.
Limited Native Language Instruction	The limited use of native language instruction is permissible for a student whose native language has no written component or one for which written instructional materials are not available. Oral native language instruction or support should be provided based on the student's needs.

Part-Time Transitional Bilingual Education (TBE) Placement Rationale

Student Name: _____ **Current Grade**_____ **Date**_____

Criteria			Check (✓) if used	Evidence
Minimum English Language Proficiency Score	K – 1st semester	4.0 and above oral language composite proficiency level on the WIDA Screener for Kindergarten or MODEL™, but not English proficient*		
	K – 2nd semester through First Grade – 1st semester	3.5 and above literacy composite proficiency level on the WIDA Screener for Kindergarten, MODEL™or the ACCESS for ELLs® but not English proficient**		
	First Grade – 2nd semester through 12th Grade	3.5 and above literacy composite proficiency level on the WIDA Screener or the ACCESS for ELLs® but not English proficient**		
If the student's score either on the screener or on the ACCESS for ELLs® is below the minimum identified above, a part-time placement for the student is allowed only if at least one of the following conditions is met.				
Native Language Proficiency	A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent provides written confirmation that English is the primary language spoken in the home.			
Academic Performance in Subjects Taught in English	Any student whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English.			
Academic Performance	Any student in a departmentalized setting whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in at least two core subject areas that were taught in a U.S. school in the student's native language or via sheltered instruction in English.			
Students with Disabilities	Any student with a disability whose Individualized Education Program developed in accordance with 23 Ill. Adm. Code 226.Subpart C identifies a part-time transitional bilingual education program as the least restrictive environment for the student.			
Limited Native Language Instruction	The limited use of native language instruction is permissible for a student whose native language has no written component or one for which written instructional materials are not available. Oral native language instruction or support should be provided based on the student's needs.			
Parental Preference	The parents have clearly indicated in writing that they are refusing full-time TBE components for their child, and prefer that their child only receives part-time TBE services.			

Transitional Bilingual Education Program (TBE) and Transitional Program of Instruction (TPI)

Program Information for: _____

Districts serving English Language Learners must designate program services as either full time or part time (per ISBE). These designations refer to a student's level of English proficiency need and not minutes of service. Students may receive one of three models of service:

- Transitional Bilingual Program (self-contained)
- Transitional Program (push-in/pull-out/co-teaching)
- Part-Time Transitional Program of Instruction (push-in/pull-out/co-teaching)

Instructional Goal: To meet the needs of EL students and to assist them in becoming proficient in English.

The TBE program may provide instruction in the student's native language with transition into English. The TPI program may consist of push-in, pull-out, or co-teaching with an ESL teacher. The program is designed to help students to succeed in academic subjects and to learn English.

Program Components: Your son/daughter will receive instruction in the areas checked:

_____ Reading and writing (TPI)

_____ Reading and writing in native language (TBE)

_____ Specialized instruction in English (ESL) (TPI)

_____ Mathematics in English (TPI)

_____ Science in English (TPI)

_____ Social Science (TPI)

_____ Social Science in native language (TBE)

_____ Mathematics in native language (TBE)

_____ Science in native language (TBE)

Exit Procedures

Students may remain in the Transitional Bilingual Education program until they reach proficiency in academic English.

Special Education Services

For students requiring specialized services, language instruction meets the objectives of the student's Individualized Education Program (IEP)

Programa de Educación Bilingüe de Transición (TBE) y Programa de Instrucción de Transición (TPI)

Información del programa para: _____

Los distritos que sirven a estudiantes del idioma inglés deben designar los servicios del programa como de tiempo completo o parcial (por ISBE). Estas designaciones se refieren al nivel de necesidad de dominio del inglés de un estudiante y no a los minutos de servicio. Los estudiantes pueden recibir uno de tres modelos de servicio:

- Programa Bilingüe de Transición (autónomo)
- Programa de transición (push-in/pull-out/co-enseñanza)
- Programa de Instrucción de Transición a Tiempo Parcial (push-in/pull-out/co-enseñanza)

Objetivo de instrucción: Satisfacer las necesidades de los estudiantes de EL y ayudarlos a dominar el inglés.

El programa TBE puede proporcionar instrucción en el idioma nativo del estudiante con transición al inglés. El programa TPI puede consistir en push-in, pull-out o co-enseñanza con un maestro de ESL. El programa está diseñado para ayudar a los estudiantes a tener éxito en materias académicas y aprender inglés.

Componentes del programa: Su hijo/a recibirá instrucción en las áreas revisadas:

_____ Lectura y escritura (TPI) _____ Ciencias Sociales (TPI)

_____ Lectura y escritura en lengua materna (TBE)_____ Ciencias sociales en lengua materna (TBE)

_____ Instrucción especializada en inglés (ESL) (TPI)

_____ Matemáticas en inglés (TPI)___ __ Matemáticas en lengua materna (TBE)

_____ Ciencia en inglés (TPI) __ ___ Ciencia en lengua materna (TBE)

Procedimientos de salida

Los estudiantes pueden permanecer en el programa de Educación Bilingüe de Transición hasta que alcancen el dominio del inglés académico.

Servicios de educación especial

Para los estudiantes que requieren servicios especializados, la enseñanza del idioma cumple con los objetivos del Programa de Educación Individual (IEP) del estudiante.

Notice of Enrollment/Program Placement for Prekindergarten

Date: _____

Dear Parent or Legal Guardian:

Your child, _____, (D.O.B :_____) is/will be enrolled in a prekindergarten program checked below based on the assessment results. Your child's English language proficiency test scores indicates that she/he is Non-English Speaking (NES) or Limited English Speaking (LES).

☐ Transitional Bilingual Education

☐ Transitional Program of Instruction

This program will help your child learn English and the subjects required for grade promotion. We believe that this program is the best option to meet your child's instructional needs and promote academic success in school. Information about the instructional design for your child is attached.

Your child's oral English language proficiency test scores are indicated below:

Assessment used

Oral Designation	**Non-English Speaking**	**Limited English Speaking**	**Fluent English Speaking (FES)**
3-year-olds			
4-year-olds			
5-year-olds			

Grade	**Screener**	**Cut Score**
Prekindergarten ages 3-5	Multiple vendors and procedures (IL Admin Code 228-10)	Fluent English Speaking

No further action is required to approve the placement.

As a parent, you have the right to:

- Visit the classes in which your child is enrolled and meet with staff to learn more about the program.
- Decline enrollment in a program, withdraw your child immediately from the program, or choose another program if available. You may take this action by sending a letter to your child's school. Declining the recommended program will mean that your child may be placed in a program where English is the dominant language of instruction.

Sincerely,

_____ _____

Name and Title Date

English learner students who are eligible for Special Education services, are entitled to receive both English learner and Special Education services. Their Individual Education Program will have specific objectives, including language and cultural considerations.

Notificación de Inscripción/Programa de Colocación para Prekindergarten

Fecha: _____

Estimado Padre o Tutor Legal:

Su hijo(a), _____, (Fecha de Nacimiento: _____) está/estará inscrito(a) en un programa de prekindergarten marcado a continuación basado en los resultados de la evaluación. Los resultados de la prueba de dominio del idioma inglés de su hijo indican que no habla inglés (NES - Non-English Speaking) o que tiene un nivel de inglés limitado (LES - Limited English Speaking).

☐ Educación Bilingüe Transicional

☐ Programa de Instrucción Transicional

Este programa ayudará a su hijo a aprender inglés y las materias requeridas para la promoción de grado. Creemos que este programa es la mejor opción para satisfacer las necesidades de instrucción de su hijo y promover el éxito académico en la escuela. Se adjunta información sobre el diseño de instrucción para su hijo.

A continuación, se indican los resultados de la prueba de dominio del inglés de su hijo:

Evaluación utilizada

Designación oral	No habla inglés	Habla inglés limitado	Habla inglés fluido (FES - Fluent English Speaking)
3 años de edad			
4 años de edad			
5 años de edad			

Grado	Screener	Puntuación de Corte
Prekindergarten de 3 a 5 años	Múltiples Vendedores y Procedimientos (Código Administrativo 228-10)	Habla Inglés fluido

No se requiere ninguna otra acción para aprobar la colocación.

Como padre, tiene derecho a:

- Visitar las clases en las que está inscrito su hijo y reunirse con el personal para aprender más sobre el programa.
- Rechazar la inscripción en un programa, retirar a su hijo inmediatamente del programa o elegir otro programa si está disponible. Puede tomar esta medida enviando una carta a la escuela de su hijo. Rechazar el programa recomendado significará que su hijo podrá ser colocado en un programa donde el inglés sea el idioma dominante de instrucción.

Sinceramente,

_____ _____

Nombre y Título Fecha

PHESD #144 - Notice of Enrollment/Program Placement 1-3 Years

(This form must be kept in the student's bilingual folder.)

Dear Parent or Legal Guardian: Date: _____

Your child, _____, (D.O.B :_____) is enrolled in Grade _____ in the program checked below based on the assessment results. Your child's English language proficiency test scores are indicated below:

☐ Transitional Bilingual Education (TBE)

☐ Transitional Program of Instruction (TPI)

TEST: ☐ **WIDA-K MODEL™** ☐ **WIDA Screener™** ☐ **ACCESS for ELLs®** ☐ **Alternate WIDA Screener** ☐ **Alternate ACCESS**

Areas Tested	Proficiency Level 1-6	Composite	Proficiency Level 1-6
Listening		Literacy	
Speaking		Oral	
Reading		Overall	
Writing			

Proficiency Level	Description of English Proficiency Levels
1 – Entering	Knows and uses minimal social language and minimal academic language with visual support.
2 – Emerging	Knows and uses some social English and general academic language with visual support.
3 – Developing	Knows and uses social English and 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.

Grade	Type of Assessment	Minimum Level for English Proficiency
1st semester of kindergarten	WIDA-K MODEL (listening and speaking)	5.0 oral language proficiency
2nd semester of K-1st semester of 1st grade	WIDA-K MODEL (listening, speaking, reading, and writing)	Overall Composite 5.0 & Composite Literacy 4.2 (reading/writing)
2nd semester of 1st grade- 12th grade	WIDA Screener (online or paper)	Overall Composite 5.0
K-12th grade	ACCESS for ELLs®	Overall Composite 4.8

Exit Procedures

Students remain in the Transitional Bilingual Education program/Transitional Program of Instruction for three years or until they reach proficiency in academic English.

Our districts' expected rate of transition into the mainstream is _____ % annually. The expected rate of graduation for high school students in this program is _____%.

Program Acceptance

You do not need to take any action to accept this placement.

As a parent, you have the right to:

- Visit the classes in which your child is enrolled and to meet with the staff to learn more about the program.
- Decline enrollment in a program, withdraw your child immediately from the program, or choose another program if available. You may take this action by notifying the school in writing. Declining the recommended program will mean that your child may be placed in a program where English is the dominant language of instruction.

Sincerely,

_____ _____

Name and Title Date

INSTRUCTIONAL PROGRAM DESIGN

Your child's Instructional Program Design is indicated below. We believe that this is the best option to meet your child's instructional needs and promote academic success in school.

Check Box	Instructional Program Design	Description
☐	Dual Language – Two Way	Dual language, Two-Way serves both English proficient students and English Learners (Els) from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy. Core academic subjects are taught in both English and the home language of the ELs. The same description applies in a departmentalized setting. English as a second language (ESL) instruction is provided.
☐	Dual Language – One Way	Dual language, One-Way serves only English Learners from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy. Core academic subjects are taught in both English and the home language of the ELs. The same description applies in a departmentalized setting. ESL instruction is provided.
☐	Transitional Bilingual Program – Self-Contained	Transitional Bilingual Program: Self-Contained serves only English Learners from the same language background in a self-contained classroom. Core academic content is taught in English and the language other than English with a gradual shift to instruction in English as student's English proficiency increases. In a departmentalized setting, bilingual courses across the core academic areas are offered in the home language and English. ESL instruction is provided.
☐	Transitional Bilingual Program – Collaboration	Transitional Bilingual Program: Collaboration serves English Learners who are placed in classes with non-ELs and/or ELs from various language backgrounds. Home language instruction occurs through a co-teaching or pull-out model, or a classroom teacher who has a bilingual endorsement differentiates language instruction and provides some small group instruction in the home language for part of the day to TBE ELs. Core academic content taught in English and the language other than English with a gradual shift to instruction in English as student's English proficiency increases. In a departmentalized setting, bilingual core courses are offered by a bilingual classroom content teacher or by a bilingual endorsed content teacher in small groups or through co-teaching. For those content areas where home language instruction is not available in a setting such as above, a separate instructional period (resource) offering home language instruction is provided. ESL instruction is provided. Intentional and meaningful collaboration between teachers serving the ELs is required.
☐	Transitional Program in English – Self-Contained	Transitional Program in English: Self-Contained serves English Learners from the various language backgrounds in a self-contained classroom taught by an ESL-endorsed teacher. Core academic subjects are taught in English using differentiated language instruction adapted for ELs. In a departmentalized setting, there are specific EL/sheltered core academic courses offered across the core content areas. Home language instruction and/or support is offered as determined by the needs of the ELs. ESL instruction is provided.
☐	Transitional Program in English – Collaboration	Transitional Program in English: Collaboration serves English Learners who are placed in classes with non-ELs. Core academic subjects are taught in English. Pull-out/co-teaching instruction in core academic subjects occurs using specific strategies for Els, or an ESL-endorsed mainstream classroom teacher differentiates language instruction and uses specific strategies for ELs. In a departmentalized setting, specific core academic courses for ELs are not offered but EL strategies are used by the ESL-endorsed classroom teacher to differentiate, or additional services are offered through co-teaching or as a separate instructional period. ESL instruction is provided. Home language instruction and/or support is offered as determined by the needs of the ELs. Intentional and meaningful collaboration between teachers serving the ELs is required.

English learner students who are eligible for Special Education services, are entitled to receive both English learner and Special Education services. Their Individual Education Program will have specific objectives, including language and cultural considerations.

PHESD #144 - Notificación de Inscripción/Colocación en el Programa 1-3 años

(Este formulario debe mantenerse en la carpeta bilingüe del alumno)

Estimado Padre o Tutor Legal: Fecha: _____

Su hijo, _____, (Fecha de Nacimiento :_____) está inscrito(a) en el Grado _____ está inscrito(a) en el Grado _____ en el programa marcado a continuación según los resultados de la evaluación. Los resultados de la prueba de dominio del idioma inglés de su hijo se indican a continuación:

☐ Educación Bilingüe Transicional (TBE)

☐ Programa de Instrucción Transicional (TPI)

EXAMEN: ☐ **WIDA-K MODEL™** ☐ **WIDA Screener™** ☐ **ACCESS para ELLs®**
☐ **WIDA Alternativo Screener** ☐ **ACCESS Alternativo**

Áreas Probadas	**Nivel de Compentencia 1-6**	**Compuesto**	**Nivel de Compentencia 1-6**
Escuchar		Alfabetización	
Hablar		Oral	
Leer		En General	
Escribir			

Nivel de Competencia	**Descripción de los Niveles de Competencia en Inglés**
1 – Entrada	Conoce y utiliza un lenguaje social mínimo y un lenguaje académico mínimo con apoyo visual.
2 – Emergente	Conoce y utiliza algo de inglés social y lenguaje académico general con apoyo visual.
3 – Desarrollo	Conoce y utiliza el inglés social y el lenguaje académico específico con apoyo visual.
4 – Extención	Conoce y utiliza el inglés social y algo de lenguaje académico técnico.
5 – Transformación	Conoce y utiliza el lenguaje social y académico trabajando con material de nivel de grado.
6 – Transcendencia	Conoce y utiliza el lenguaje social y académico al más alto nivel medido por esta prueba.

Grado	**Tipo de Evaluación**	**Nivel Mínimo de Competencia en Inglés**
1er semestre de kindergarten	WIDA-K MODEL (Escuchar y Hablar)	5.0 de Competencia Lingüística Oral
2do semestre de K-1er semestre de 1er grado	WIDA-K MODEL (Escuchar, Hablar, Leer, Escribir)	Compuesto General 5.0 y Compuesto de Alfabetización 4.2 (leer/ escribir)
2do semestre de 1er. grado- 12vo. grado	WIDA Screener (online or paper)	Compuesto General 5.0
K-12vo grado	ACCESS para ELLs®	Compuesto General 4.8

Procedimientos de Salida
Los alumnos permanecen en el programa de Educación Bilingüe Transicional/ Programa de Instrucción Transicional durante tres años o hasta que alcancen el dominio del inglés académico.

La tasa esperada de transición de nuestros distritos a la corriente principal es dé _____ % anual. La tasa de graduación esperada para los alumnos de la escuela secundaria en este programa es de _____%.

Aceptación del Programa
No es necesario realizar ninguna acción para aceptar esta colocación.

Como padre, tiene derecho a:
Visitar las clases en las que está inscrito su hijo y reunirse con el personal para conocer mejor el programa.
Declinar la inscripción en un programa, retirar a su hijo inmediatamente del programa o elegir otro programa si está disponible. Puede tomar esta medida notificándolo a la escuela por escrito. Rechazar el programa recomendado significará que su hijo podrá ser colocado en un programa en donde el inglés sea el idioma dominante de instrucción.

Sinceramente,

_____ _____
Nombre y Título Fecha

DISEÑO DEL PROGRAMA DE INSTRUCCIÓN

El diseño del programa de instrucción de su hijo se indica a continuación. Creemos que esta es la mejor opción para satisfacer las necesidades de instrucción de su hijo y promover el éxito académico en la escuela.

Marque la Casilla	Diseño del Programa de Instrucción	Descripción
☐	Lenguaje Dual - Dos Vías	El Programa de Lenguaje Dual, dos vías, sirve tanto a los alumnos competentes en inglés como a los alumnos Aprendices de Inglés (ELs) del mismo origen lingüístico en un salón de clases autocontenido con el objetivo de lograr el bilingüismo y la bialfabetización. Las materias académicas básicas se imparten tanto en inglés como en la lengua materna de los EL. La misma descripción se aplica en un ambiente departamental. Se imparte enseñanza de inglés como segundo idioma (ESL - English as a Second Language).
☐	Lenguaje Dual - Una vía	Programa de Lenguaje Dual - Una Vía sirve sólo a Aprendices de Inglés del mismo origen lingüístico en un salón de clases autocontenido con el objetivo de lograr el bilingüismo y la bialfabetización. Las materias académicas básicas se imparten tanto en inglés como en la lengua materna de los alumnos EL. La misma descripción aplica en un ambiente departamentalizado. Se imparte instrucción de ESL.
☐	Programa Bilingüe Transicional -Autocontenido	Programa Bilingüe Transicional: Autocontenido sirve sólo a los Aprendices de Inglés del mismo idioma en un salón de clases autocontenido. El contenido académico básico se enseña en inglés y en el idioma que no es el inglés, con un cambio gradual a la instrucción en inglés a medida que aumenta el dominio del inglés del alumno. En un entorno departamental, los cursos bilingües en las áreas académicas básicas se ofrecen en la lengua materna y en inglés. Se ofrece instrucción de ESL.
☐	Programa Bilingüe Transicional -Colaboración	Programa Bilingüe Transicional: Colaboración sirve a los Aprendices de Inglés que se colocan en las clases con no-EL y / o EL de diversos orígenes lingüísticos. La instrucción en el idioma del hogar ocurre a través de un modelo de co-enseñanza o de extracción, o un maestro de salón de clases que tiene un endoso bilingüe que diferencia la instrucción del idioma y proporciona alguna instrucción a grupos pequeños en el idioma del hogar durante parte del día para TBE ELs. Los contenidos académicos básicos se enseñan en inglés y en la lengua que no sea el inglés, con un cambio gradual a la enseñanza en inglés a medida que aumenta el dominio del inglés de los alumnos. En un entorno departamentalizado, los cursos básicos bilingües son ofrecidos por un maestro de contenido de salón bilingüe o por un maestro de contenido bilingüe apoyado en pequeños grupos o a través de la co-enseñanza. Para aquellas áreas de contenido en las que la instrucción en el idioma del hogar no está disponible en un entorno como el mencionado, se proporciona un período de instrucción separado (recurso) que ofrece instrucción en el idioma del hogar. Se proporciona instrucción de ESL. Se requiere una colaboración intencional y efectiva entre los maestros que sirven a los alumnos EL.
☐	Programa Transicional de Inglés - Autocontenido	Programa Transicional en Inglés: Autocontenido sirve a los Aprendices de Inglés de los distintos orígenes lingüísticos en un salón de clases autocontenido impartido por un maestro endosado en ESL. Las materias académicas básicas se imparten en inglés utilizando una enseñanza lingüística diferenciada adaptada a los alumnos EL. En un entorno departamental, se ofrecen cursos académicos básicos específicos para EL/ sheltered en todas las áreas de contenido básico. Se ofrece instrucción y/o apoyo en el idioma del hogar según las necesidades de los alumnos EL. Se proporciona instrucción de ESL.
☐	Programa Transicional de Inglés - Colaboración	Programa Transicional en Inglés: Colaboración sirve a los Aprendices de Inglés se colocan en las clases con los no-EL. Las materias académicas básicas se imparten en inglés. La enseñanza de las materias académicas básicas se lleva a cabo utilizando estrategias específicas para los EL, o bien un maestro del salón de clases general endosado en ESL diferencia la enseñanza del idioma y utiliza estrategias específicas para los EL. En un entorno departamental, no se ofrecen cursos académicos básicos específicos para los alumnos EL, pero el maestro del salón de clases endosado en ESL utiliza estrategias EL para diferenciar o se ofrecen servicios adicionales a través de la enseñanza conjunta o como un período de instrucción separado. Se proporciona instrucción de ESL. Se ofrece instrucción y/o apoyo en el idioma del hogar según las necesidades de los alumnos EL. Se requiere una colaboración intencional y efectiva entre los maestros que sirven a los alumnos EL.

PHESD #144 - Notice of Enrollment/Program Placement for 3+ years

Dear Parent or Legal Guardian:

Date: _____

Your child, _____, (D.O.B :_____) is enrolled in Grade _____ in the program checked below based on the assessment results. Your child's English language proficiency test scores are indicated below:

☐ Transitional Bilingual Education (TBE)

☐ Transitional Program of Instruction (TPI)

This program will help your child learn English and the subjects required for grade promotion. We believe that this program is the best option to meet your child's instructional needs and promote academic success in school. Information about the instructional design for your child is attached.

Your child's English language proficiency test scores are indicated below:

ACCESS for ELLs™ or Alternative ACCESS

Area Tested	Student Score	Proficiency Level 1-6
Listening		
Speaking		
Reading		
Writing		
Composite		

Proficiency Level	Description of English Proficiency Levels
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 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.

As a parent, you have the right to:

- Visit the classes in which your child is enrolled and to meet with staff to learn more about the program.
- Decline enrollment in a program, withdraw your child immediately from the program, or choose another program if available. You may take this action by sending a letter to your child's school. Declining the recommended program will mean that your child may be placed in a program where English is the dominant language of instruction.

_____ _____

Name and Title Date

INSTRUCTIONAL PROGRAM DESIGN

Your child's Instructional Program Design is indicated below. We believe that this is the best option to meet your child's instructional needs and promote academic success in school.

Check Box	Instructional Program Design	Description
☐	Dual Language – Two Way	Dual language, Two-Way serves both English proficient students and English Learners (Els) from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy. Core academic subjects are taught in both English and the home language of the ELs. The same description applies in a departmentalized setting. English as a second language (ESL) instruction is provided.
☐	Dual Language – One Way	Dual language, One-Way serves only English Learners from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy. Core academic subjects are taught in both English and the home language of the ELs. The same description applies in a departmentalized setting. ESL instruction is provided.
☐	Transitional Bilingual Program - Self-Contained	Transitional Bilingual Program: Self-Contained serves only English Learners from the same language background in a self-contained classroom. Core academic content is taught in English and the language other than English with a gradual shift to instruction in English as student's English proficiency increases. In a departmentalized setting, bilingual courses across the core academic areas are offered in the home language and English. ESL instruction is provided.
☐	Transitional Bilingual Program - Collaboration	Transitional Bilingual Program: Collaboration serves English Learners who are placed in classes with non-ELs and/or ELs from various language backgrounds. Home language instruction occurs through a co-teaching or pull-out model, or a classroom teacher who has a bilingual endorsement differentiates language instruction and provides some small group instruction in the home language for part of the day to TBE ELs. Core academic content taught in English and the language other than English with a gradual shift to instruction in English as student's English proficiency increases. In a departmentalized setting bilingual core courses are offered by a bilingual classroom content teacher or by a bilingual endorsed content teacher in small groups or through co-teaching. For those content areas where home language instruction is not available in a setting such as above, a separate instructional period (resource) offering home language instruction is provided. ESL instruction is provided. Intentional and meaningful collaboration between teachers serving the ELs is required.
☐	Transitional Program in English – Self-Contained	Transitional Program in English: Self-Contained serves English Learners from the various language backgrounds in a self-contained classroom taught by an ESL-endorsed teacher. Core academic subjects are taught in English using differentiated language instruction adapted for ELs. In a departmentalized setting, there are specific EL/sheltered core academic courses offered across the core content areas. Home language instruction and/or support is offered as determined by the needs of the ELs. ESL instruction is provided.
☐	Transitional Program in English – Collaboration	Transitional Program in English: Collaboration serves English Learners are placed in classes with non-ELs. Core academic subjects are taught in English. Pull-out/co-teaching instruction in core academic subjects occurs using specific strategies for Els, or an ESL-endorsed mainstream classroom teacher differentiates language instruction and uses specific strategies for ELs. In a departmentalized setting, specific core academic courses for ELs are not offered but EL strategies are used by the ESL-endorsed classroom teacher to differentiate or additional services are offered through co-teaching or as a separate instructional period. ESL instruction is provided. Home language instruction and/or support is offered as determined by the needs of the ELs. Intentional and meaningful collaboration between teachers serving the ELs is required.

English learner students who are eligible for Special Education services, are entitled to receive both English learner and Special Education services. Their Individual Education Program will have specific objectives, including language and cultural considerations.

PHESD #144 - Notificación de inscripción/colocación en un programa para 3 años o más

Estimado Padre o Tutor Legal:

Fecha: _____

Su hijo, _____, (Fecha de Nacimiento: _____) está inscrito(a) en el Grado _____ en el programa marcado a continuación según los resultados de la evaluación. Los resultados de la prueba de dominio del idioma inglés de su hijo se indican a continuación:

☐Educación Bilingüe Transicional (TBE)

☐Programa de Instrucción Transicional (TPI)

Este programa ayudará a su hijo a aprender inglés y las materias requeridas para la promoción de grado. Creemos que este programa es la mejor opción para satisfacer las necesidades de instrucción de su hijo y promover el éxito académico en la escuela. Se adjunta información sobre el diseño de instrucción para su hijo.

A continuación, se indican los resultados de la prueba de dominio del idioma inglés de su hijo:

ACCESS for ELLs™ o ACCESS Alternativo

Área evaluada	Puntuación del alumno	Nivel de competencia 1-6
Escuchar		
Hablar		
Leer		
Escribir		
Compuesto		

Nivel de Competencia	Descripción de los Niveles de Competencia en Inglés
1 - Entrada	Conoce y utiliza un lenguaje social mínimo y un lenguaje académico mínimo con apoyo visual.
2 - Emergente	Conoce y utiliza algo de inglés social y lenguaje académico general con apoyo visual.
3 - Desarrollo	Conoce y utiliza el inglés social y el lenguaje académico específico con apoyo visual.
4 - Extención	Conoce y utiliza el inglés social y algo de lenguaje académico técnico.
5 - Transformación	Conoce y utiliza el lenguaje social y académico trabajando con material de nivel de grado.
6 - Transcendencia	Conoce y utiliza el lenguaje social y académico al más alto nivel medido por esta prueba.

Como padre, tiene derecho a:

- Visitar las clases en las que está inscrito su hijo y reunirse con el personal para obtener más información sobre el programa.
- Rechazar la inscripción en un programa, retirar a su hijo inmediatamente del programa o elegir otro programa si está disponible. Puede tomar esta medida enviando una carta a la escuela de su hijo. Rechazar el programa recomendado significará que su hijo podrá ser colocado en un programa donde el inglés sea el idioma dominante de instrucción.

_____ _____

Nombre y Título Fecha

DISEÑO DEL PROGRAMA DE INSTRUCCIÓN

El diseño del programa de instrucción de su hijo se indica a continuación. Creemos que esta es la mejor opción para satisfacer las necesidades de instrucción de su hijo y promover el éxito académico en la escuela.

Marque la Casilla	Diseño del Programa de Instrucción	Descripción
☐	Lenguaje Dual - Dos Vías	El Programa de Lenguaje Dual - Dos Vías, sirve tanto a los alumnos competentes en inglés como a los alumnos Aprendices de Inglés (ELs) del mismo origen lingüístico en un salón de clases autocontenido con el objetivo de lograr el bilingüismo y la bialfabetización. Las materias académicas básicas se imparten tanto en inglés como en la lengua materna de los EL. La misma descripción se aplica en un ambiente departamental. Se imparte enseñanza de inglés como segundo idioma (ESL - English as a Second Language).
☐	Lenguaje Dual - Una vía	El Programa de Lenguaje Dual - Una Vía sirve sólo a Aprendices de Inglés del mismo origen lingüístico en un salón de clases autocontenido con el objetivo de lograr el bilingüismo y la bialfabetización. Las materias académicas básicas se imparten tanto en inglés como en la lengua materna de los alumnos EL. La misma descripción aplica en un ambiente departamentalizado. Se imparte instrucción de ESL.
☐	Programa Bilingüe Transicional - Autocontenido	Programa Bilingüe Transicional: Autocontenido sirve sólo a los Aprendices de Inglés del mismo idioma en un salón de clases autocontenido. El contenido académico básico se enseña en inglés y en el idioma que no es el inglés, con un cambio gradual a la instrucción en inglés a medida que aumenta el dominio del inglés del alumno. En un entorno departamental, los cursos bilingües en las áreas académicas básicas se ofrecen en la lengua materna y en inglés. Se ofrece instrucción de ESL.
☐	Programa Bilingüe Transicional - Colaboración	Programa Bilingüe Transicional: Colaboración sirve a los Aprendices de Inglés que se colocan en las clases con no-EL y / o EL de diversos orígenes lingüísticos. La instrucción en el idioma del hogar ocurre a través de un modelo de co-enseñanza o de extracción, o un maestro de salón de clases que tiene un endoso bilingüe que diferencia la instrucción del idioma y proporciona alguna instrucción a grupos pequeños en el idioma del hogar durante parte del día para TBE ELs. Los contenidos académicos básicos se enseñan en inglés y en la lengua que no sea el inglés, con un cambio gradual a la enseñanza en inglés a medida que aumenta el dominio del inglés de los alumnos. En un entorno departamentalizado, los cursos básicos bilingües son ofrecidos por un maestro de contenido de salón bilingüe o por un maestro de contenido bilingüe apoyado en pequeños grupos o a través de la co-enseñanza. Para aquellas áreas de contenido en las que la instrucción en el idioma del hogar no está disponible en un entorno como el mencionado, se proporciona un período de instrucción separado (recurso) que ofrece instrucción en el idioma del hogar. Se proporciona instrucción de ESL. Se requiere una colaboración intencional y efectiva entre los maestros que sirven a los alumnos EL.
☐	Programa Transicional de inglés - Autocontenido	Programa Transicional en Inglés: Autocontenido sirve a los Aprendices de Inglés de los distintos orígenes lingüísticos en un salón de clases autocontenido impartido por un maestro endosado en ESL. Las materias académicas básicas se imparten en inglés utilizando una enseñanza lingüística diferenciada adaptada a los alumnos EL. En un entorno departamental, se ofrecen cursos académicos básicos específicos para EL/ sheltered en todas las áreas de contenido básico. Se ofrece instrucción y/o apoyo en el idioma del hogar según las necesidades de los alumnos EL. Se proporciona instrucción de ESL.
☐	Programa Transicional de Inglés - Colaboración	Programa Transicional en Inglés: Colaboración sirve a los Aprendices de Inglés se colocan en las clases con los no-EL. Las materias académicas básicas se imparten en inglés. La enseñanza de las materias académicas básicas se lleva a cabo utilizando estrategias específicas para los EL, o bien un maestro del salón de clases general endosado en ESL diferencia la enseñanza del idioma y utiliza estrategias específicas para los EL. En un entorno departamental, no se ofrecen cursos académicos básicos específicos para los alumnos EL, pero el maestro del salón de clases endosado en ESL utiliza estrategias EL para diferenciar o se ofrecen servicios adicionales a través de la enseñanza conjunta o como un período de instrucción separado. Se proporciona instrucción de ESL. Se ofrece instrucción y/o apoyo en el idioma del hogar según las necesidades de los alumnos EL.

		Se requiere una colaboración intencional y efectiva entre los maestros que sirven a los alumnos EL.

Notice to Exit Prior to the Three Years

Date: _____

Dear Parent or Guardian:

Congratulations, your child, _____, has achieved an overall composite proficiency level of 4.8 or higher on the ACCESS for ELLs exam. However, your child is entitled to receive up to three years of English Learner services, excluding prekindergarten and kindergarten. Your child has received EL services for less than three years. As a result, your child will:

- ☐ Continue receiving EL services up to three years.
- ☐ Be transitioned to a general education class where all instruction will be provided in English.

If you disagree with this placement, please contact us.

Below are your child's English proficiency assessment results

TEST: ☐ **ACCESS for ELLs®**

Areas Tested	**Proficiency Level 1-6**	**Composite**	**Proficiency Level 1-6**
Listening		Literacy	
Speaking		Oral	
Reading		Overall	
Writing			

Sincerely,

Name
Title:

Notificación de Salida Antes de los Tres Años

Fecha: _____

Estimado Padre o Tutor:

Felicidades, su hijo, _____, ha alcanzado un nivel de competencia general compuesto de 4.8 o superior en el examen ACCESS para ELLs. Sin embargo, su hijo tiene derecho a recibir hasta tres años de servicios para Aprendices de Inglés, excluyendo el prekindergarten y el kindergarten. Como resultado, su hijo:

☐ Continuará recibiendo servicios EL hasta tres años.

☐ Será trasladado a una clase de educación general donde toda la instrucción se impartirá en inglés.

Si no está de acuerdo con esta colocación, por favor póngase en contacto con nosotros.

A continuación, encontrará los resultados de la evaluación de los conocimientos de inglés de su hijo

EXAMEN: ☐ **ACCESS para ELLs®**

Áreas Probadas	**Nivel de Compentencia 1-6**	**Compuesto**	**Nivel de Compentencia 1-6**
Escuchar		Alfabetización	
Hablar		Oral	
Leer		En General	
Escribir			

Sinceramente,

Nombre:
Título:----------

Exit Notice After Three Years

Date: _____

Dear _____:

Congratulations, your child, _____, has achieved an overall composite proficiency level of 4.8 or higher on the ACCESS for ELLs exam. As a result, your child will be placed in a general education classroom, where all instruction is provided in English, at the beginning of the 20__ - 20__ school year. Below are your child's English proficiency assessment results.

TEST: ☐ **ACCESS for ELLs®**

Areas Tested	Proficiency Level 1-6	Composite	Proficiency Level 1-6
Listening		Literacy	
Speaking		Oral	
Reading		Overall	
Writing			

Sincerely,

Name
Title:

Notificación de Salida Después de Tres Años

Fecha: _____

Estimado _____:

Felicidades, su hijo, _____, ha alcanzado un nivel de competencia general compuesto de 4.8 o superior en el examen ACCESS para alumnos ELL. Sin embargo, su hijo será colocado en un salón de clases de educación general, donde toda la instrucción se proporciona en inglés, al comienzo del año escolar 20__ - 20__. A continuación, se muestran los resultados de la evaluación del dominio del inglés de su hijo.

EXAMEN: ☐ **ACCESS para ELLs®**

Áreas Probadas	**Nivel de Compentencia 1-6**	**Compuesto**	**Nivel de Compentencia 1-6**
Escuchar		Alfabetización	
Hablar		Oral	
Leer		En General	
Escribir			

Sinceramente,

Nombre:
Título:----------

PRAIRIE-HILLS
Elementary School District 144
Today's Students... Tomorrow's Leaders

School Year: _____

English Language Learner Progress Report

Student:	
Grade:	
School:	
ESL Teacher:	

Grade Level Cluster PreK-K				Tier A
Level of English Language Proficiency				
Entering	Beginning	Developing	Expanding	Bridging

Language Development			
B	P	M	N/A
Beginning to work toward skill	Progressing toward skill	Has mastered skill	Not applicable at this level

Can Do Descriptors	Term			
LISTENING	1	2	3	4
Match oral language to classroom and everyday objects				
Point to stated pictures in context				
Respond non-verbally to oral commands or statements (e.g., through physical movement)				
Find familiar people and places named orally				
Sort pictures or objects according to oral instructions				
Match pictures, objects or movements to oral descriptions				
Follow one-step oral directions (e.g., "stand up"; "sit down")				
Identify simple patterns described orally				
Follow two-step oral directions, one step at a time				
Draw pictures in response to oral instructions				
Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)				
Act out songs and stories using gestures				
SPEAKING	1	2	3	4
Identify people or objects in illustrated short stories				
Repeat words, simple phases				
Answer yes/no questions about personal information				
Name classroom and everyday objects				
Restate some facts from illustrated short stories				
Describe pictures, classroom objects or familiar people using simple phrases				
Answer questions with one or two words (e.g., "Where is Sonia?")				
Complete phrases in rhymes, songs, and chants				
Retell short narrative stories through pictures				
Repeat sentences from rhymes and patterned stories				
Make predictions (e.g. "What will happen next?")				
Answer explicit questions from stories read aloud (e.g., who, what, or where)				
WORK HABITS	1	2	3	4
Student listens attentively				
Student puts effort into work				
Student asks for help when appropriate				
Student works well independently				
Student self-checks for errors before handling in work				
Student works neatly and carefully				
Student completes homework				

Can Do Descriptors	Term			
READING	1	2	3	4
Match icons and symbols to corresponding pictures				
Identify name in print				
Find matching words or pictures				
Find labeled real-life classroom objects				
Match examples of the same form of print				
Distinguish between same and different forms of print (e.g., single letters and symbols)				
Demonstrate concepts of print (e.g., left to right movement, beginning/end, etc.)				
Match labeled pictures to those in illustrated scenes				
Use pictures to identify words				
Classify visuals according to labels or icons (e.g., animals v. plants)				
Demonstrate concepts of print (e.g., title, author, illustrator)				
Sort labeled pictures by attribute (e.g., number, initial sound)				
WRITING	1	2	3	4
Draw pictures and scribble				
Circle or underline pictures, symbols, and numbers				
Trace figures and letters				
Make symbols, figures or letters from models and realia				
Connect oral language to print (e.g., language experience)				
Reproduce letters, symbols, and numbers from models in context				
Copy icons of familiar environmental print				
Draw objects from models and label with letters				
Communicate using letters, symbols, and numbers in context				
Make illustrated "notes" and cards with distinct letter combinations				
Make connections between speech and writing				
Reproduce familiar words from labeled models or illustrations				

COMMENTS	
1st Term	
2nd Term	
3rd Term	

PRAIRIE HILLS
Elementary School District 144
Today's Students... Tomorrow's Leaders

School Year: _____

English Language Learner Progress Report

Student:	
Grade:	
School:	
ESL Teacher:	

Grade Level Cluster PreK-K				Tier B
Level of English Language Proficiency				
Entering	Beginning	Developing	Expanding	Bridging

Language Development			
B	P	M	N/A
Beginning to work toward skill	Progressing toward skill	Has mastered skill	Not applicable at this level

Can Do Descriptors	Term			
LISTENING	1	2	3	4
Sort pictures or objects according to oral instructions				
Match pictures, objects or movements to oral descriptions				
Follow one-step oral directions (e.g., "stand up"; "sit down")				
Identify simple patterns described orally				
Follow two-step oral directions, one step at a time				
Draw pictures in response to oral instructions				
Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)				
Act out songs and stories using gestures				
Find pictures that match oral descriptions				
Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.")				
Distinguish between what happens first and next in oral activities or readings				
Role play in response to stories read aloud				
SPEAKING	1	2	3	4
Restate some facts from illustrated short stories				
Describe pictures, classroom objects or familiar people using simple phrases				
Answer questions with one or two words (e.g., "Where is Sonia?")				
Complete phrases in rhymes, songs, and chants				
Retell short narrative stories through pictures				
Repeat sentences from rhymes and patterned stories				
Make predictions (e.g. "What will happen next?")				
Answer explicit questions from stories read aloud (e.g., who, what, or where)				
Retell narrative stories through pictures with emerging detail				
Sing repetitive songs and chants independently				
Compare attributes of real objects (e.g., size, shape, color)				
Indicate spatial relations of real-life objects using phrases or short sentences				
WORK HABITS	1	2	3	4
Student listens attentively				
Student puts effort into work				
Student asks for help when appropriate				
Student works well independently				
Student self-checks for errors before handling in work				
Student works neatly and carefully				
Student completes homework				

Can Do Descriptors	Term			
READING	1	2	3	4
Match examples of the same form of print				
Distinguish between same and different forms of print (e.g., single letters and symbols)				
Demonstrate concepts of print (e.g., left to right movement, beginning/end, etc.)				
Use pictures to identify words				
Classify visuals according to labels or icons (e.g., animals v. plants)				
Demonstrate concepts of print (e.g., title, author, illustrator)				
Sort labeled pictures by attribute (e.g., number, initial sound)				
Identify some high frequency words in context				
Order a series of labeled pictures described orally to tell stories				
Match pictures to phrases/short sentences				
Classify labeled pictures by two attributes (e.g., size and color)				
WRITING	1	2	3	4
Connect oral language to print (e.g., language experience)				
Reproduce letters, symbols, and numbers from models in context				
Copy icons of familiar environmental print				
Draw objects from models and label with letters				
Communicate using letters, symbols, and numbers in context				
Make illustrated "notes" and cards with distinct letter combinations				
Make connections between speech and writing				
Reproduce familiar words from labeled models or illustrations				
Produce symbols and strings of letters associated with pictures				
Draw pictures and use words to tell a story				
Label familiar people and objects from models				
Produce familiar words/phrases from environmental print and illustrated text				

COMMENTS	
1st Term	
2nd Term	
3rd Term	

PRAIRIE HILLS
Elementary School District 144
Today's Students... Tomorrow's Leaders

School Year: _____

English Language Learner Progress Report

Student:	
Grade:	
School:	
ESL Teacher:	

Grade Level Cluster PreK-K				Tier C
Level of English Language Proficiency				
Entering	Beginning	Developing	Expanding	Bridging

Language Development			
B	P	M	N/A
Beginning to work toward skill	Progressing toward skill	Has mastered skill	Not applicable at this level

Can Do Descriptors	Term			
LISTENING	1	2	3	4
Follow two-step oral directions, one step at a time				
Draw pictures in response to oral instructions				
Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)				
Act out songs and stories using gestures				
Find pictures that match oral descriptions				
Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.")				
Distinguish between what happens first and next in oral activities or readings				
Role play in response to stories read aloud				
Order pictures of events according to sequential language				
Arrange objects or pictures according to descriptive oral discourse				
Identify pictures/realia associated with grade-level academic concepts from oral descriptions				
Make patterns from real objects or pictures based on detailed oral descriptions				
SPEAKING	1	2	3	4
Retell short narrative stories through pictures				
Repeat sentences from rhymes and patterned stories				
Make predictions (e.g. "What will happen next?")				
Answer explicit questions from stories read aloud (e.g., who, what, or where)				
Retell narrative stories through pictures with emerging detail				
Sing repetitive songs and chants independently				
Compare attributes of real objects (e.g., size, shape, color)				
Indicate spatial relations of real-life objects using phrases or short sentences				
Tell original stories with emerging detail				
Explain situations (e.g., involving feelings)				
Offer personal opinions				
Express likes, dislikes, or preferences with reasons				
WORK HABITS	1	2	3	4
Student listens attentively				
Student puts effort into work				
Student asks for help when appropriate				
Student works well independently				
Student self-checks for errors before handling in work				
Student works neatly and carefully				
Student completes homework				

Can Do Descriptors	Term			
READING	1	2	3	4
Use pictures to identify words				
Classify visuals according to labels or icons (e.g., animals v. plants)				
Demonstrate concepts of print (e.g., title, author, illustrator)				
Sort labeled pictures by attribute (e.g., number, initial sound)				
Identify some high frequency words in context				
Order a series of labeled pictures described orally to tell stories				
Match pictures to phrases/short sentences				
Classify labeled pictures by two attributes (e.g., size and color)				
Find school-related vocabulary items				
Differentiate between letters, words, and sentences				
String words together to make short sentences				
WRITING	1	2	3	4
Communicate using letters, symbols, and numbers in context				
Make illustrated "notes" and cards with distinct letter combinations				
Make connections between speech and writing				
Reproduce familiar words from labeled models or illustrations				
Produce symbols and strings of letters associated with pictures				
Draw pictures and use words to tell a story				
Label familiar people and objects from models				
Produce familiar words/phrases from environmental print and illustrated text				
Create content-based representations through pictures and words				
Make "story books" with drawings and words				
Produce words/phrases independently				
Relate everyday experiences using phrases/short sentence				

COMMENTS	
1st Term	
2nd Term	
3rd Term	

PRAIRIE-HILLS
Elementary School District 144
Today's Students... Tomorrow's Leaders

School Year: _____

English Language Learner Progress Report

Student:	
Grade:	
School:	
ESL Teacher:	

Grade Level Cluster 1-2			Tier A	
Level of English Language Proficiency				
Entering	Beginning	Developing	Expanding	Bridging

Language Development			
B	P	M	N/A
Beginning to work toward skill	Progressing toward skill	Has mastered skill	Not applicable at this level

Can Do Descriptors	Term			
LISTENING	1	2	3	4
Follow modeled, one-step oral directions (e.g., "Find a pencil.")				
Identify pictures of everyday objects as stated orally				
Point to real-life objects reflective of content-related vocabulary or oral statements				
Mimic gestures or movement associated with statements (e.g., "This is my left hand.")				
Match oral reading of stories to illustrations				
Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.")				
Sequence a series of oral statements using real objects or pictures				
Locate objects described orally				
Follow modeled multi-step oral directions				
Sequence pictures of stories read aloud (e.g., beginning, middle, and end)				
Match people with jobs or objects with functions based on oral descriptions				
Classify objects according to descriptive oral statements				
SPEAKING	1	2	3	4
Repeat simple words, phrases, and memorized chunks of language				
Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase				
Identify and name everyday objects				
Participate in whole group chants and songs				
Use first language to fill in gaps in oral English (code switch)				
Repeat facts or statements				
Describe what people do from action pictures (e.g., jobs of community workers)				
Compare real-life objects (e.g., "smaller," "biggest")				
Ask questions of a social nature				
Express feelings (e.g., "I'm happy because...")				
Retell simple stories from picture cues				
Sort and explain grouping of objects (e.g., sink v. float)				
Make predictions or hypotheses				
Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)				
WORK HABITS	1	2	3	4
Student listens attentively				
Student puts effort into work				
Student asks for help when appropriate				
Student works well independently				
Student self-checks for errors before handling in work				
Student works neatly and carefully				
Student completes homework				

Can Do Descriptors	Term			
READING	1	2	3	4
Identify symbols, icons, and environmental print				
Connect print to visuals				
Match real-life familiar objects to labels				
Follow directions using diagrams or pictures				
Search for pictures associated with word patterns				
Identify and interpret pre-taught labeled diagrams				
Match voice to print by pointing to icons, letters, or illustrated words				
Sort words into word families				
Make text-to-self connections with prompting				
Select titles to match a series of pictures				
Sort illustrated content words into categories				
Match phrases and sentences to pictures				
WRITING	1	2	3	4
Copy written language				
Use first language (L1, when L1 is a medium of instruction) to help form words in English				
Communicate through drawings				
Label familiar objects or pictures				
Provide information using graphic organizers				
Generate lists of words/ phrases from banks or walls				
Complete modeled sentence starters (e.g., "I like ____.")				
Describe people, places, or objects from illustrated examples and models				
Engage in prewriting strategies (e.g., use of graphic organizers)				
Form simple sentences using word/phrase banks				
Participate in interactive journal writing				
Give content-based information using visuals or graphics				

COMMENTS	
1st Term	
2nd Term	
3rd Term	

PRAIRIE-HILLS
Elementary School District 144
Today's Students... Tomorrow's Leaders

School Year: _____

English Language Learner Progress Report

Student:	
Grade:	
School:	
ESL Teacher:	

Grade Level Cluster 1-2				Tier B
Level of English Language Proficiency				
Entering	Beginning	Developing	Expanding	Bridging

Language Development			
B	P	M	N/A
Beginning to work toward skill	Progressing toward skill	Has mastered skill	Not applicable at this level

Can Do Descriptors	Term			
LISTENING	1	2	3	4
Match oral reading of stories to illustrations				
Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.")				
Sequence a series of oral statements using real objects or pictures				
Locate objects described orally				
Follow modeled multi-step oral directions				
Sequence pictures of stories read aloud (e.g., beginning, middle, and end)				
Match people with jobs or objects with functions based on oral descriptions				
Classify objects according to descriptive oral statements				
Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information				
Find details in illustrated, narrative, or expository text read aloud				
Identify illustrated activities from oral descriptions				
Locate objects, figures, places based on visuals and detailed oral descriptions				
SPEAKING	1	2	3	4
Use first language to fill in gaps in oral English (code switch)				
Repeat facts or statements				
Describe what people do from action pictures (e.g., jobs of community workers)				
Compare real-life objects (e.g., "smaller," "biggest")				
Ask questions of a social nature				
Express feelings (e.g., "I'm happy because...")				
Retell simple stories from picture cues				
Sort and explain grouping of objects (e.g., sink v. float)				
Make predictions or hypotheses				
Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)				
Ask questions for social and academic purposes				
Participate in class discussions on familiar social and academic topics				
Retell stories with details				
Sequence stories with transitions				
WORK HABITS	1	2	3	4
Student listens attentively				
Student puts effort into work				
Student asks for help when appropriate				
Student works well independently				
Student self-checks for errors before handling in work				
Student works neatly and carefully				
Student completes homework				

Can Do Descriptors	Term			
READING	1	2	3	4
Search for pictures associated with word patterns				
Identify and interpret pre-taught labeled diagrams				
Match voice to print by pointing to icons, letters, or illustrated words				
Sort words into word families				
Make text-to-self connections with prompting				
Select titles to match a series of pictures				
Sort illustrated content words into categories				
Match phrases and sentences to pictures				
Put words in order to form sentences				
Identify basic elements of fictional stories (e.g., title, setting, characters)				
Follow sentence-level directions				
Distinguish between general and specific language (e.g., flower v. rose) in context				
WRITING	1	2	3	4
Provide information using graphic organizers				
Generate lists of words/ phrases from banks or walls				
Complete modeled sentence starters (e.g., "I like ___.")				
Describe people, places, or objects from illustrated examples and models				
Engage in prewriting strategies (e.g., use of graphic organizers)				
Form simple sentences using word/phrase banks				
Participate in interactive journal writing				
Give content-based information using visuals or graphics				
Produce original sentences				
Create messages for social purposes (e.g., get well cards)				
Compose journal entries about personal experiences				
Use classroom resources (e.g., picture dictionaries) to compose sentences				

COMMENTS	
1st Term	
2nd Term	
3rd Term	

PRAIRIE HILLS
Elementary School District 144
Today's Students... Tomorrow's Leaders

School Year: _____

English Language Learner Progress Report

Student:	
Grade:	
School:	
ESL Teacher:	

Grade Level Cluster 1-2			Tier C	
Level of English Language Proficiency				
Entering	Beginning	Developing	Expanding	Bridging

Language Development			
B	P	M	N/A
Beginning to work toward skill	Progressing toward skill	Has mastered skill	Not applicable at this level

Can Do Descriptors	Term			
LISTENING	1	2	3	4
Follow modeled multi-step oral directions				
Sequence pictures of stories read aloud (e.g., beginning, middle, and end)				
Match people with jobs or objects with functions based on oral descriptions				
Classify objects according to descriptive oral statements				
Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information				
Find details in illustrated, narrative, or expository text read aloud				
Identify illustrated activities from oral descriptions				
Locate objects, figures, places based on visuals and detailed oral descriptions				
Use context clues to gain meaning from grade-level text read orally				
Apply ideas from oral discussions to new situations				
Interpret information from oral reading of narrative or expository text				
Identify ideas/concepts expressed with grade-level content-specific language				
SPEAKING	1	2	3	4
Ask questions of a social nature				
Express feelings (e.g., "I'm happy because...")				
Retell simple stories from picture cues				
Sort and explain grouping of objects (e.g., sink v. float)				
Make predictions or hypotheses				
Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)				
Ask questions for social and academic purposes				
Participate in class discussions on familiar social and academic topics				
Retell stories with details				
Sequence stories with transitions				
Use academic vocabulary in class discussions				
Express and support ideas with examples				
Give oral presentations on content-based topics approaching grade level				
Initiate conversation with peers and teachers				
WORK HABITS	1	2	3	4
Student listens attentively				
Student puts effort into work				
Student asks for help when appropriate				
Student works well independently				
Student self-checks for errors before handling in work				
Student works neatly and carefully				
Student completes homework				

Can Do Descriptors	Term			
READING	1	2	3	4
Make text-to-self connections with prompting				
Select titles to match a series of pictures				
Sort illustrated content words into categories				
Match phrases and sentences to pictures				
Put words in order to form sentences				
Identify basic elements of fictional stories (e.g., title, setting, characters)				
Follow sentence-level directions				
Distinguish between general and specific language (e.g., flower v. rose) in context				
Begin using features of non-fiction text to aid comprehension				
Use learning strategies (e.g., context clues)				
Identify main ideas				
Match figurative language to illustrations (e.g., "as big as a house")				
WRITING	1	2	3	4
Engage in prewriting strategies (e.g., use of graphic organizers)				
Form simple sentences using word/phrase banks				
Participate in interactive journal writing				
Give content-based information using visuals or graphics				
Produce original sentences				
Create messages for social purposes (e.g., get well cards)				
Compose journal entries about personal experiences				
Use classroom resources (e.g., picture dictionaries) to compose sentences				
Create a related series of sentences in response to prompts				
Produce content-related sentences				
Compose stories				
Explain processes or procedures using connected sentences				

COMMENTS	
1st Term	
2nd Term	
3rd Term	

PRAIRIE-HILLS
Elementary School District 144
Today's Students... Tomorrow's Leaders

School Year: _____

English Language Learner Progress Report

Student:	
Grade:	
School:	
ESL Teacher:	

Grade Level Cluster 3-5				Tier A
Level of English Language Proficiency				
Entering	Beginning	Developing	Expanding	Bridging

Language Development			
B	P	M	N/A
Beginning to work toward skill	Progressing toward skill	Has mastered skill	Not applicable at this level

Can Do Descriptors	Term			
LISTENING	1	2	3	4
Point to stated pictures, words, or phrases				
Follow one-step oral directions (e.g., physically or through drawings)				
Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?")				
Match classroom oral language to daily routines				
Categorize content-based pictures or objects from oral descriptions				
Arrange pictures or objects per oral information				
Follow two-step oral directions				
Draw in response to oral descriptions				
Evaluate oral information (e.g., about lunch options)				
Follow multi-step oral directions				
Identify illustrated main ideas from paragraph-level oral discourse				
Match literal meanings of oral descriptions or oral reading to illustrations				
Sequence pictures from oral stories, processes, or procedures				
SPEAKING	1	2	3	4
Express basic needs or conditions				
Name pre-taught objects, people, diagrams, or pictures				
Recite words or phrases from pictures of everyday objects and oral modeling				
Answer yes/no and choice questions				
Ask simple, everyday questions (e.g., "Who is absent?")				
Restate content-based facts				
Describe pictures, events, objects, or people using phrases or short sentences				
Share basic social information with peers				
Answer simple content-based questions				
Re/tell short stories or events				
Make predictions or hypotheses from discourse				
Offer solutions to social conflict				
Present content-based information				
Engage in problem-solving				
WORK HABITS	1	2	3	4
Student listens attentively				
Student puts effort into work				
Student asks for help when appropriate				
Student works well independently				
Student self-checks for errors before handling in work				
Student works neatly and carefully				
Student completes homework				

Can Do Descriptors	Term			
READING	1	2	3	4
Match icons or diagrams with words/concepts				
Identify cognates from first language, as applicable				
Make sound/symbol/word relations				
Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)				
Identify facts and explicit messages from illustrated text				
Find changes to root words in context				
Identify elements of story grammar (e.g., characters, setting)				
Follow visually supported written directions (e.g., "Draw a star in the sky.")				
Interpret information or data from charts and graphs				
Identify main ideas and some details				
Sequence events in stories or content-based processes				
Use context clues and illustrations to determine meaning of words/phrases				
WRITING	1	2	3	4
Label objects, pictures, or diagrams from word/phrase banks				
Communicate ideas by drawing				
Copy words, phrases, and short sentences				
Answer oral questions with single words				
Make lists from labels or with peers				
Complete/produce sentences from word/ phrase banks or walls				
Fill in graphic organizers, charts, and tables				
Make comparisons using real-life or visually-supported materials				
Produce simple expository or narrative text				
String related sentences together Compare/contrast content-based information				
Compare/contrast content-based information				
Describe events, people, processes, procedures				

COMMENTS	
1st Term	
2nd Term	
3rd Term	

PRAIRIE HILLS
Elementary School District 144
Today's Students... Tomorrow's Leaders

School Year: _____

English Language Learner Progress Report

Student:	
Grade:	
School:	
ESL Teacher:	

Grade Level Cluster 3-5			Tier B	
Level of English Language Proficiency				
Entering	Beginning	Developing	Expanding	Bridging

Language Development			
B	**P**	**M**	**N/A**
Beginning to work toward skill	Progressing toward skill	Has mastered skill	Not applicable at this level

Can Do Descriptors	Term			
LISTENING	1	2	3	4
Categorize content-based pictures or objects from oral descriptions				
Arrange pictures or objects per oral information				
Follow two-step oral directions				
Draw in response to oral descriptions				
Evaluate oral information (e.g., about lunch options)				
Follow multi-step oral directions				
Identify illustrated main ideas from paragraph-level oral discourse				
Match literal meanings of oral descriptions or oral reading to illustrations				
Sequence pictures from oral stories, processes, or procedures				
Interpret oral information and apply to new situations				
Identify illustrated main ideas and supporting details from oral discourse				
Infer from and act on oral information				
Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media				
SPEAKING	1	2	3	4
Ask simple, everyday questions (e.g., "Who is absent?")				
Restate content-based facts				
Describe pictures, events, objects, or people using phrases or short sentences				
Share basic social information with peers				
Answer simple content-based questions				
Re/tell short stories or events				
Make predictions or hypotheses from discourse				
Offer solutions to social conflict				
Present content-based information				
Engage in problem-solving				
Answer opinion questions with supporting details				
Discuss stories, issues, and concepts				
Give content-based oral reports				
Offer creative solutions to issues/problems				
Compare/contrast content-based functions and relationships				
WORK HABITS	1	2	3	4
Student listens attentively				
Student puts effort into work				
Student asks for help when appropriate				
Student works well independently				
Student self-checks for errors before handling in work				
Student works neatly and carefully				
Student completes homework				

Can Do Descriptors	Term			
READING	1	2	3	4
Identify facts and explicit messages from illustrated text				
Find changes to root words in context				
Identify elements of story grammar (e.g., characters, setting)				
Follow visually supported written directions (e.g., "Draw a star in the sky.")				
Interpret information or data from charts and graphs				
Identify main ideas and some details				
Sequence events in stories or content-based processes				
Use context clues and illustrations to determine meaning of words/phrases				
Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales)				
Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)				
Find details that support main ideas				
Differentiate between fact and opinion in narrative and expository text				
WRITING	1	2	3	4
Make lists from labels or with peers				
Complete/produce sentences from word/ phrase banks or walls				
Fill in graphic organizers, charts, and tables				
Make comparisons using real-life or visually-supported materials				
Produce simple expository or narrative text				
String related sentences together Compare/contrast content-based information				
Compare/contrast content-based information				
Describe events, people, processes, procedures				
Take notes using graphic organizers				
Summarize content-based information				
Author multiple forms of writing (e.g., expository, narrative, persuasive) from models				
Explain strategies or use of information in solving problems				

COMMENTS	
1st Term	
2nd Term	
3rd Term	

PRAIRIE-HILLS
Elementary School District 144
Today's Students... Tomorrow's Leaders

School Year: _____

English Language Learner Progress Report

Student:	
Grade:	
School:	
ESL Teacher:	

Grade Level Cluster 3-5			Tier C	
Level of English Language Proficiency				
Entering	Beginning	Developing	Expanding	Bridging

Language Development			
B	P	M	N/A
Beginning to work toward skill	Progressing toward skill	Has mastered skill	Not applicable at this level

Can Do Descriptors	Term			
LISTENING	1	2	3	4
Categorize content-based pictures or objects from oral descriptions				
Arrange pictures or objects per oral information				
Follow two-step oral directions				
Draw in response to oral descriptions				
Evaluate oral information (e.g., about lunch options)				
Follow multi-step oral directions				
Identify illustrated main ideas from paragraph-level oral discourse				
Match literal meanings of oral descriptions or oral reading to illustrations				
Sequence pictures from oral stories, processes, or procedures				
Interpret oral information and apply to new situations				
Identify illustrated main ideas and supporting details from oral discourse				
Infer from and act on oral information				
Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media				
SPEAKING	1	2	3	4
Ask simple, everyday questions (e.g., "Who is absent?")				
Restate content-based facts				
Describe pictures, events, objects, or people using phrases or short sentences				
Share basic social information with peers				
Answer simple content-based questions				
Re/tell short stories or events				
Make predictions or hypotheses from discourse				
Offer solutions to social conflict				
Present content-based information				
Engage in problem-solving				
Answer opinion questions with supporting details				
Discuss stories, issues, and concepts				
Give content-based oral reports				
Offer creative solutions to issues/problems				
Compare/contrast content-based functions and relationships				
WORK HABITS	1	2	3	4
Student listens attentively				
Student puts effort into work				
Student asks for help when appropriate				
Student works well independently				
Student self-checks for errors before handling in work				
Student works neatly and carefully				
Student completes homework				

Can Do Descriptors	Term			
READING	1	2	3	4
Identify facts and explicit messages from illustrated text				
Find changes to root words in context				
Identify elements of story grammar (e.g., characters, setting)				
Follow visually supported written directions (e.g., "Draw a star in the sky.")				
Interpret information or data from charts and graphs				
Identify main ideas and some details				
Sequence events in stories or content-based processes				
Use context clues and illustrations to determine meaning of words/phrases				
Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales)				
Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)				
Find details that support main ideas				
Differentiate between fact and opinion in narrative and expository text				
WRITING	1	2	3	4
Make lists from labels or with peers				
Complete/produce sentences from word/ phrase banks or walls				
Fill in graphic organizers, charts, and tables				
Make comparisons using real-life or visually-supported materials				
Produce simple expository or narrative text				
String related sentences together Compare/contrast content-based information				
Compare/contrast content-based information				
Describe events, people, processes, procedures				
Take notes using graphic organizers				
Summarize content-based information				
Author multiple forms of writing (e.g., expository, narrative, persuasive) from models				
Explain strategies or use of information in solving problems				

COMMENTS	
1st Term	
2nd Term	
3rd Term	

PRAIRIE-HILLS
Elementary School District 144
Today's Students — Tomorrow's Leaders

School Year: _____

English Language Learner Progress Report

Student:	
Grade:	
School:	
ESL Teacher:	

Grade Level Cluster 6-8				Tier A
Level of English Language Proficiency				
Entering	Beginning	Developing	Expanding	Bridging

Language Development			
B	P	M	N/A
Beginning to work toward skill	Progressing toward skill	Has mastered skill	Not applicable at this level

Can Do Descriptors	Term			
LISTENING	1	2	3	4
Follow one-step oral commands/instructions				
Match social language to visual/graphic displays				
Identify objects, people, or places from oral statements/ questions using gestures (e.g., pointing)				
Match instructional language with visual representation (e.g., "Use a sharpened pencil.")				
Follow multi-step oral commands/instructions				
Classify/sort content-related visuals per oral descriptions				
Sequence visuals per oral directions				
Identify information on charts or tables based on oral statements				
Categorize content based examples from oral directions				
Match main ideas of familiar text read aloud to visuals				
Use learning strategies described orally				
Identify everyday examples of content-based concepts described orally				
SPEAKING	1	2	3	4
Answer yes/no and choice questions				
Begin to use general and high frequency vocabulary				
Repeat words, short phrases, memorized chunks				
Answer select WH questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences				
Convey content through high frequency words/phrases				
Express everyday needs and wants				
Communicate in social situations				
Make requests				
Begin to express time through multiple tenses				
Retell/rephrase ideas from speech				
Give brief oral content based presentations				
State opinions				
Connect ideas in discourse using transitions (e.g., "but," "then")				
State big/main ideas with some supporting details				
Ask for clarification (e.g., self-monitor)				
WORK HABITS	1	2	3	4
Student listens attentively				
Student puts effort into work				
Student asks for help when appropriate				
Student works well independently				
Student self-checks for errors before handling in work				
Student works neatly and carefully				
Student completes homework				

Can Do Descriptors	Term			
READING	1	2	3	4
Associate letters with sounds and objects				
Match content–related objects/pictures to words				
Identify common symbols, signs, and words				
Sequence illustrated text of fictional and non-fictional events				
Locate main ideas in a series of simple sentences				
Find information from text structure (e.g., titles, graphs, glossary)				
Follow text read aloud				
Use pre-taught vocabulary (e.g., word banks) to complete simple sentences				
Identify topic sentences, main ideas, and details in paragraphs				
Identify multiple meanings of words in context				
Make predictions based on illustrated text				
Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed")				
Differentiate between fact and opinion				
WRITING	1	2	3	4
Draw content-related pictures				
Produce high frequency words				
Label pictures and graphs				
Extend "sentence starters" with original ideas				
Connect simple sentences				
Complete graphic organizers/ forms with personal information				
Respond to yes/no, choice, and some WH- questions				
Produce short paragraphs with main ideas and some details (e.g., column notes)				
Create compound sentences (e.g., with conjunctions)				
Explain steps in problem solving				
Compare/contrast information, events, characters				
Give opinions, preferences, and reactions along with reasons				

COMMENTS	
1st Term	
2nd Term	
3rd Term	

PRAIRIE HILLS
Elementary School District 144
Today's Students... Tomorrow's Leaders

School Year: _____

English Language Learner Progress Report

Student:	
Grade:	
School:	
ESL Teacher:	

Grade Level Cluster 6-8				Tier B
Level of English Language Proficiency				
Entering	Beginning	Developing	Expanding	Bridging

Language Development			
B	P	M	N/A
Beginning to work toward skill	Progressing toward skill	Has mastered skill	Not applicable at this level

Can Do Descriptors	Term			
LISTENING	1	2	3	4
Follow multi-step oral commands/instructions				
Classify/sort content-related visuals per oral descriptions				
Sequence visuals per oral directions				
Identify information on charts or tables based on oral statements				
Categorize content based examples from oral directions				
Match main ideas of familiar text read aloud to visuals				
Use learning strategies described orally				
Identify everyday examples of content-based concepts described orally				
Identify main ideas and details of oral discourse				
Complete content-related tasks or assignments based on oral discourse				
Apply learning strategies to new situations				
Role play, dramatize, or re-enact scenarios from oral reading				
SPEAKING	1	2	3	4
Convey content through high frequency words/phrases				
Express everyday needs and wants				
Communicate in social situations				
Make requests				
Begin to express time through multiple tenses				
Retell/rephrase ideas from speech				
Give brief oral content based presentations				
State opinions				
Connect ideas in discourse using transitions (e.g., "but," "then")				
State big/main ideas with some supporting details				
Ask for clarification (e.g., self-monitor)				
Paraphrase and summarize ideas presented orally				
Defend a point of view				
Explain and compare content-based concepts				
Connect ideas with supporting details/evidence				
Substantiate opinions with reasons and evidence				
WORK HABITS	1	2	3	4
Student listens attentively				
Student puts effort into work				
Student asks for help when appropriate				
Student works well independently				
Student self-checks for errors before handling in work				
Student works neatly and carefully				
Student completes homework				

Can Do Descriptors	Term			
READING	1	2	3	4
Locate main ideas in a series of simple sentences				
Find information from text structure (e.g., titles, graphs, glossary)				
Follow text read aloud				
Use pre-taught vocabulary (e.g., word banks) to complete simple sentences				
Identify topic sentences, main ideas, and details in paragraphs				
Identify multiple meanings of words in context				
Make predictions based on illustrated text				
Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed")				
Differentiate between fact and opinion				
Order paragraphs				
Identify summaries of passages				
Identify figurative language (e.g., "dark as night")				
Match cause to effect				
WRITING	1	2	3	4
Extend "sentence starters" with original ideas				
Connect simple sentences				
Complete graphic organizers/ forms with information				
Respond to yes/no, choice, and some WH- questions				
Produce short paragraphs with main ideas and some details (e.g., column notes)				
Create compound sentences (e.g., with conjunctions)				
Explain steps in problem solving				
Compare/contrast information, events, characters				
Give opinions and preferences along with reasons				
Create multiple-paragraph essays				
Produce content-related reports				
Use details/examples to support ideas				
Use transition words to create cohesive passages				
Paraphrase or summarize text				

COMMENTS	
1st Term	
2nd Term	
3rd Term	

PRAIRIE HILLS
Elementary School District 144
"Today's Students... Tomorrow's Leaders"

School Year: _____

English Language Learner Progress Report

Student:	
Grade:	
School:	
ESL Teacher:	

Grade Level Cluster 6-8				Tier C
Level of English Language Proficiency				
Entering	Beginning	Developing	Expanding	Bridging

Language Development			
B	**P**	**M**	**N/A**
Beginning to work toward skill	Progressing toward skill	Has mastered skill	Not applicable at this level

Can Do Descriptors	Term			
LISTENING	1	2	3	4
Categorize content based examples from oral directions				
Match main ideas of familiar text read aloud to visuals				
Use learning strategies described orally				
Identify everyday examples of content-based concepts described orally				
Identify main ideas and details of oral discourse				
Complete content-related tasks or assignments based on oral discourse				
Apply learning strategies to new situations				
Role play, dramatize, or re-enact scenarios from oral reading				
Use oral information to accomplish grade-level tasks				
Evaluate intent of speech and act accordingly				
Make inferences from grade-level text read aloud				
Discriminate among multiple genres read orally				
SPEAKING	1	2	3	4
Begin to express time through multiple tenses				
Retell/rephrase ideas from speech				
Give brief oral content based presentations				
State opinions				
Connect ideas in discourse using transitions (e.g., "but," "then")				
State big/main ideas with some supporting details				
Ask for clarification (e.g., self-monitor)				
Paraphrase and summarize ideas presented orally				
Defend a point of view				
Explain and compare content-based concepts				
Connect ideas with supporting details/evidence				
Substantiate opinions with reasons and evidence				
Defend a point of view and give reasons				
Use and explain metaphors and similes				
Communicate with fluency in social and academic contexts				
Negotiate meaning in group discussions				
Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)				
WORK HABITS	1	2	3	4
Student listens attentively				
Student puts effort into work				
Student asks for help when appropriate				
Student works well independently				
Student self-checks for errors before handling in work				
Student works neatly and carefully				
Student completes homework				

Can Do Descriptors	Term			
READING	1	2	3	4
Identify topic sentences, main ideas, and details in paragraphs				
Identify multiple meanings of words in context				
Make predictions based on illustrated text				
Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed")				
Differentiate between fact and opinion				
Order paragraphs				
Identify summaries of passages				
Identify figurative language (e.g., "dark as night")				
Match cause to effect				
Differentiate and apply multiple meanings of words/phrases				
Infer meaning from modified grade-level text				
Critique material and support argument				
Sort grade-level text by genre				
WRITING	1	2	3	4
Produce short paragraphs with main ideas and some details (e.g., column notes)				
Create compound sentences (e.g., with conjunctions)				
Explain steps in problem solving				
Compare/contrast information, events, characters				
Give opinions and preferences along with reasons				
Create multiple-paragraph essays				
Produce content-related reports				
Use details/examples to support ideas				
Use transition words to create cohesive passages				
Paraphrase or summarize text				
Create expository text to explain graphs/charts				
Produce research reports using multiple sources/ citations				
Begin using analogies				
Critique literary essays or articles				

COMMENTS	
1st Term	
2nd Term	
3rd Term	

Monitoring Form for Exited (Former) EL Elementary Students

Student Name: _____ **EL Program Exit Date:** _____

ACCESS Exit Scores: L _____ S _____ R _____ W _____ **Composite** _____

Monitor Year 1: **School year 20**_____

School Name: _____ **Grade:** _____

Complete the following for items in which the student participates (use a different color for each assessment period):

NWEA		i-Ready		Grades	
Winter Reading Percentile _____	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Reading**	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Reading**	
Winter Math Percentile _____	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Math**	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Language Arts**	
Spring Reading Percentile _____	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Reading**	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Math**	
				Science	
Spring Math Percentile _____	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Math**	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Social Studies**	

Concerns after 1st semester: _____

_____

Concerns after 2nd semester: _____

_____

☐ After 1 year of monitoring, student is performing successfully in the mainstream classroom.

☐ After 1 year of monitoring, student is having difficulty in the following area(s): _____

_____

It is recommended that student:

- ☐ Is reclassified back into the EL program
- ☐ Continues to be monitored for the second year
- ☐ Other (specify): _____

	Name (printed)	Signature
ELL Teacher		
Administrator		
Student		

Monitor Year 2: School year 20_____

School Name: _____ **Grade:** _____

Complete the following for items in which the student participates:

NWEA		i-Ready		Grades	
Winter Reading Percentile _____	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Reading**	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Reading**	
Winter Math Percentile _____	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Math**	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Language Arts**	
Spring Reading Percentile _____	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Reading**	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Math**	
				Science	
Spring Math Percentile _____	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Math**	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Social Studies**	

Concerns after 1st semester: _____

_____

Concerns after 2nd semester: _____

_____

☐ After 1 year of monitoring, student is performing successfully in the mainstream classroom.

☐ After 1 year of monitoring, student is having difficulty in the following area(s): _____

_____

It is recommended that student:

☐ Is reclassified back into the EL program

☐ Other (specify): _____

	Name (printed)	Signature
EL Teacher		
Administrator		
Student		

(Original to Cumulative File, Copy to EL Program Director, Copy in EL File) **Revised 8/22**

Monitoring Form for Exited (Former) EL Middle School Students

Student Name: _____ **EL Program Exit Date:** _____

ACCESS Exit Scores: L _____ S _____ R _____ W _____ **Composite** _____

Monitor Year 1: **School year 20**_____

School Name: _____ **Grade:** _____

Complete the following for items in which the student participates (use a different color for each assessment period):

NWEA		i-Ready		Grades	
Winter Reading Percentile _____	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Reading**	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**ELA**	
Winter Math Percentile _____	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Math**	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Math**	
Spring Reading Percentile _____	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Reading**	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Science**	
				Social Studies	
Spring Math Percentile _____	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Math**	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level		

Concerns after 1st semester: _____

_____

Concerns after 2nd semester: _____

_____

☐ After 1 year of monitoring, student is performing successfully in the mainstream classroom.

☐ After 1 year of monitoring, student is having difficulty in the following area(s): _____

_____

It is recommended that student:

- ☐ Is reclassified back into the EL program
- ☐ Continues to be monitored for the second year
- ☐ Other (specify): _____

	Name (printed)	Signature
ELL Teacher		
Administrator		
Student		

Monitor Year 2: **School year 20_____**

School Name: _____ **Grade:** _____

Complete the following for items in which the student participates:

NWEA		i-Ready		Grades	
Winter Reading Percentile _____	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Reading**	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**ELA**	
Winter Math Percentile _____	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Math**	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Math**	
Spring Reading Percentile _____	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Reading**	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Science**	
				Social Studies	
Spring Math Percentile _____	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level	**Math**	☐ Above Grade Level ☐ On Grade Level ☐ Below Grade Level		

Concerns after 1st semester: _____

_____

Concerns after 2nd semester: _____

_____

☐ After 1 year of monitoring, student is performing successfully in the mainstream classroom.

☐ After 1 year of monitoring, student is having difficulty in the following area(s): _____

_____

It is recommended that student:

☐ Is reclassified back into the EL program

☐ Other (specify): _____

	Name (printed)	Signature
EL Teacher		
Administrator		
Student		

(Original to Cumulative File, Copy to EL Program Director, Copy in EL File) **Revised 8/22**