



**Wonewoc-Center School  
District  
English Learner Handbook  
(EL)**

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## Procedure for Identifying Incoming EL Students

- Families complete the Enrollment Form, including the Home Language Survey (HLS).
- All Home Language Surveys are sent to the Title Coordinator.
- When a language other than English is indicated, the Title Coordinator sends the Home Language Survey to the Guidance Counselor. A hard copy will be filed in the cumulative folder when the identification process is complete. All other Home Language Surveys are sent to building secretaries to be filed in students' cumulative folders.
- The Title Coordinator researches the student's cumulative folder for EL information. (i.e. previous Home Language Surveys, previous placements or servicing, previous assessments, forms written in another language, the student's previous school is not in the USA)
- The Title Counselor consults previous assessments when questionable information is found.

If a Language Proficiency Level is found:	If a Language Proficiency Level is NOT found:
<ul style="list-style-type: none"> <li>• If a current ACCESS score of 1.0-4.9 does exist, the Title Coordinator will designate the student as requiring appropriate EL services, <i>and there are school records to support academic success, the EL coordinator will proceed with the manual reclassification process.</i></li> <li>• The Title Coordinator will contact parent/guardian to review language results and EL services.</li> <li>• The Title Coordinator places the original copy of Parent Approval Form or Refusal of Services Form in the student's cumulative folder.</li> <li>• The Title Coordinator will have the office staff update Skyward.</li> <li>• The Title Coordinator uses results from current ACCESS scores to write Language Development Plan (LDP) for appropriate services.</li> <li>• The Title Coordinator will update the building principal regularly of students identified for EL services and for those students not qualifying for services.</li> </ul>	<ul style="list-style-type: none"> <li>• The Title Coordinator contacts parents/guardians to discuss the student's educational and language background either before or after screener as appropriate.</li> <li>• If there is not a current ACCESS score, the Title Coordinator will conduct WIDA Screeners to determine the student's present English language proficiency level.</li> <li>• Parents or guardians will meet with the Title Coordinator to review language results and services.</li> <li>• The Title Coordinator will place the original copy of Parent Approval Form or Refusal of Services Form and screener in the student's cumulative folder.</li> <li>• The Title Coordinator will have the office staff update Skyward.</li> <li>• The Title Coordinator uses results from screeners or current ACCESS scores to write a Language Development Plan (LDP) for appropriate services.</li> <li>• The Title Coordinator will update the building principal regularly of students identified for EL services and for those students not qualifying for services.</li> </ul>

# EL Screening Process

All new registrants who are potentially English Learner and have no previous Language Proficiency identification will be screened. The School District of Wonewoc-Center utilizes the WIDA Screeners. Districts have 30 days from the start of the school year to notify parents of ELs enrolled prior to or at the start of the school year.<sup>1</sup> For students enrolling mid-year, districts have two weeks to notify parents once they have made an EL determination.

- Based on information gathered during the identification process, the Title Coordinator will screen potential EL students.
- The Title Coordinator will ensure the district has the necessary screening materials available.
- The most appropriate staff with language acquisition skills will be trained to administer screeners.
- The Title Coordinator will reference WIDA.us score calculator.
- After a score has been obtained, reference [Chapter 2 of the English Learner Policy Handbook](#).
- Upon completion of the screener, the Title Coordinator will forward the score to the main office personnel to enter into Skyward.

# EL Placement

## Age-Appropriate Placement

EL students will be placed in an age-appropriate setting. There is a normal age range when placing students at grade level. The following table shows that range.

Grade	Normal Age Range	Maximum Age Range
K	5-6	7
1	6-7	8
2	7-8	9
3	8-9	10
4	9-10	11
5	10-11	12
6	11-12	13
7	12-13	14
8	13-14	15
9	14-15	16
10	15-16	17
11	16-17	18
12	17-18	19-21

A student should not be retained if such retention will result in the student attaining an age above the stated maximum. Retention of students within normal age ranges should be based on developmental progress rather than language or academic achievement

“Retention of students in grade “solely based on language” is considered a civil rights violation by OCR (Office for Civil Rights, US ED) and runs counter to research on best practices for these students.”

# Referrals of EL Students to Other Programs

## School-based Programs and Extracurricular Activities

In the School District of Wonewoc-Center, students identified as English Learners (ELs) are full-fledged members of their respective school communities. ELs are provided equal access to the full range of district programs, including, but not limited to, special education, gifted and talented, Title 1, and all non-academic and extracurricular activities. The district encourages all students, including those identified as English Learners, to become involved in extracurricular and non-academic activities, such as sports, clubs, and organizations. None of these may discriminate based on language.

### Application Process for School-Based and Extra-Curricular Activities

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

### Special Education

The School District of Wonewoc-Center does not place any student in a special education program based on his/ her English proficiency. The guidelines for special education are the same for both EL and non-EL students in accordance with the Individuals with Disabilities Act. When necessary, arrangements may be made for interpretation/translation to assist with testing when it is determined that a special education evaluation is appropriate and the student's level of English proficiency would not yield reliable test results. English Learners identified as special education students will continue to receive EL services. EL modifications and accommodations would be made in the regular classroom by the regular classroom teacher. Special education services will be provided by appropriately qualified special education teachers.

 Chapter 11 - ELs With Disabilities

Enrollment beyond the age of 18.

 Chapter 13 - Unique Circumstances

<https://dpi.wi.gov/sped>

### Special Programs and Related Services

EL students will receive equal access to all district special opportunity programs. These programs include, but are not limited to Title I and at-risk programming, gifted and talented, paraprofessional classroom placement, speech and other forms of special education, vocational and technical courses, and all extracurricular and nonacademic activities available to other students. The district assures that the selection or application process for special opportunity programs will not rely solely on measures of English language proficiency. The School District of Wonewoc-Center will seek to provide assistance necessary for effective participation by EL students in these programs.

# Assessment

## Screeners

The WIDA screeners are tests used to determine the student’s English language proficiency level.

## ACCESS for ELLs 2.0

ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. It is given annually to monitor students’ progress in acquiring academic English.

The ACCESS test is administered during strict time parameters determined by the Wisconsin department of Public Instruction. Students’ in grades 1-12 complete the test in the online format, while the kindergarten and Alternate ACCESS for ELLs are completed in paper format.

ACCESS for ELLs 2.0 Online administration allows for students in multiple grade-level clusters and tiers to be within the same group for ease of administration. See below for exceptions to this.

Can administer together:	Exceptions (Must Administer Separately):
Same domain, different grade-level clusters and tiers Ex: During the Writing test session, students taking either Tier A and Tier B/C and/or students from Grade-level clusters 4-5 and 6-8 can be together.	Speaking Pre Tier A Administer separately from students taking the Tier A and Tier B/C Speaking tests.
Writing domain, students who keyboard and handwrite in booklets	Writing 1 and 2-3 <ul style="list-style-type: none"> <li>• Cannot be combined with Writing test sessions for Grades 4-5, 6-8, and 9-12.</li> <li>• Must be separated into test sessions by both grade-level cluster and tier (e.g. Grade 1 Tier A, Grade 1 Tier B/C, Grades 2-3 Tier A, and Grades 2-3 Tier B/C).</li> </ul>
	Kindergarten All individually administered.
<b>Test domains should not be combined into one test session. For example, the Listening test should be administered in a different test sessions than the Reading, Writing, or Speaking test.</b>	

The image below outlines the Tier Placement Protocol educators use in assigning tiers with ACCESS for ELLs 2.0. It is important to note that while the Tier Placement Protocol is defined by three tiers, within the Speaking domain you will only see two potential tiers: A and B/C. The

criteria below still encompass all relevant information regarding tier placement for the Speaking domain as well as the Listening, Reading, and Writing domains.

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<p><b>TIER A</b> is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> <li>• have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR</li> <li>• currently receive literacy instruction ONLY in their native language, OR</li> <li>• have recently tested at the lowest level of English language proficiency</li> </ul>					
<p><b>TIER B</b> is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> <li>• have social language proficiency and some, but not extensive, academic language proficiency in English, OR</li> <li>• have acquired some literacy in English though have not yet reached grade level literacy</li> </ul>					
<p><b>TIER C</b> is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> <li>• are approaching grade level in literacy and academic language proficiency in the core content areas, OR</li> <li>• will likely meet the state's exit criteria for support services by the end of the academic year</li> </ul>					



# EL Expectations and Teaching Suggestions by English Proficiency Level

## Level One Students (ENTERING):

- Have a few isolated English words and expressions
- Produce words, phrases, or chunks of language when presented with one-step commands, directions, wh- questions, or statements with visual graphic support
- Are in a silent period of infrequent verbal communication, during which they are working to make sense of a new language, culture, and educational setting
- Benefit from an accepting and encouraging environment
- Benefit from one or two same-sex buddies who can show them how to adjust to the new school environment
- Benefit from the use of visuals, pantomime, and hands-on activities, which will provide them ways to be active participants in class activities

## Level Two Students (BEGINNING):

- Function in conversational and academic English with hesitancy and difficulty
- Understand only parts of lessons and simple directions
- Produce phrases or short sentences
- Have pre-emergent or emergent skills in reading and writing English
- Are significantly below grade level in ability to function in English
- Understand only some spoken English that deals with subjects they are already familiar with
- May become frustrated with their own rate of English language acquisition and may appear to be uncooperative
- Benefit from an accepting and encouraging environment
- Benefit from much visual support in instruction (think stick figures)
- Benefit from teachers who model and encourage correct usage in a positive way
- Benefit from teachers who avoid the use of idiomatic language

## Level Three Students (DEVELOPING):

- Speak and understand “hallway” and academic English with decreasing hesitancy and difficulty
- Produce expanded sentences in oral interaction or written paragraphs
- Are developing reading and writing skills (which probably lag behind listening and speaking skills)
- Are often thought to have better comprehension than is the case
- May be reluctant to ask the questions they need to ask from a desire to fit in and not appear needy
- Still face a significant challenge when learning academic vocabulary
- Benefit from assistance when demonstrating academic knowledge in content areas
- Benefit from significant support to acquire knowledge in the content areas

#### Level Four Students (EXPANDING):

- Speak and understand conversational English without apparent difficulty
- Continue to acquire reading and writing skills in content areas
- Still need assistance to achieve grade level expectations in the reading and writing skills in many content areas
- Still have difficulty reading between the lines
- Are challenged by complex sentence structure and specialized vocabulary
- Will often have difficulty with usage variations and idiomatic language
- Benefit from continued support in acquiring the language skills and specialized vocabulary needed to succeed in the content areas
- Benefit from teachers who are sensitive to their desire to avoid the appearance of needing help

#### Level Five Students (BRIDGING):

- Understand and speak conversational English well
- Are nearly proficient in reading, writing, speaking, and content area skills needed to achieve grade-level expectations
- Are still refining writing skills and expanding vocabulary
- Still benefit from occasional support

#### Level Six Students (Formally EL):

Formerly EL/ Now Fully English Proficient

A note about new arrivals: Students who are newly arrived from their home country are not only dealing with a new language and school environment, but they are also coming to terms with the loss of friends, familiar surroundings, and food (think school cafeteria). Often, they have left an extended family support network behind. Our climate may be shocking and unbearable. They may be chronically unprepared for the weather and school activities. They can exhibit an initial enthusiasm toward learning English, which might be followed by a period of moodiness, withdrawal, and lack of cooperation. They have realized how difficult it will be to learn English. They may be reluctant to ask questions because it is inappropriate in their home culture. Communication patterns in the home culture between children and adults may lead to behavior considered rude or inappropriate in mainstream US culture. Teachers can focus on modeling the behavior they would like to elicit.

# Modifications & Accommodations for EL Students

The School District of Wonevot-Center will provide modifications and accommodations to identified English Learners in grades PreK-12 to assist them in achieving the overall goals of the district.

The WIDA Standards, in conjunction with the Common Core State Standards, will provide the foundation for English language acquisition and the academic development of identified ELs in the district. The school district is aware that English academic language proficiency may take between five and ten years. It is understood that this time frame can be impacted by the student's previous educational and social experiences.

A number of different modifications and accommodations will combine to provide a support that meets the needs of all identified English Learners in the district. The design of each Language Development Plan (LDP) will be flexible each year according to each student's proficiency levels and needs. These modifications and accommodations include, but are not limited to:

- Use graphic organizers
- Pre-teach vocabulary
- Provide background knowledge for cultural-related topics
- Prepare note pages
- Provide study guides to organize material
- Emphasize important information after lesson
- Give directions in writing
- Use cooperative learning groups
- Provide peer tutoring
- Provide mentor tutoring
- Teach study skills
- Teach basic note taking skills
- Allow access to computerized programs
- Allow bilingual/electronic translator dictionaries
- Provide bilingual picture dictionaries at appropriate grade level
- Highlight key concepts in textbooks and/or provide modified versions of text
- Provide digital copies of books
- Use adapted or modified textbooks
- Allow and use of computer/word processing for papers
- Allow copying from book
- Adapt class worksheets – modify or shorten assignments based on ELP level
- Provide extended time for assignments
- Do not deduct for spelling and grammar errors in writing assignments
- Allow assignments to be done in a different manner (ex. Speak rather than writing or write rather than speak)
- Allow students to answer test questions orally
- Provide word banks for fill-in-the-blank tests
- Provide matching activities

- Shorten test length
- Create an alternative assignment
- Extend time for tests
- Require only selected test items
- Read test to student
- Use portfolios (body of work) to assess
- Allow test corrections
- Other modifications/accommodations based on specific student need

# Transition from EL Services & Monitoring Performance

Students are exited (from the EL program) and monitored when they meet state and federal criteria.

In order to ensure success for all exited EL program students and meet legal requirements, the Coordinator will monitor a student's progress in the academic areas each semester for two years after being exited from the program. On a semester basis, the monitor form will be sent to classroom and content area teachers.

If a student is experiencing academic difficulties, the coordinator and general education teacher(s) will provide appropriate intervention(s). If the student is continuing to demonstrate academic difficulty based on language proficiency, then a reentry meeting will be set up with the student's parents. The parents will have to sign for permission in order to receive EL services.

# Appendix

## Transition Plan

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Time in Program: \_\_\_\_\_ Primary EL Contact: \_\_\_\_\_ IEP: Yes / No

Parent Liaison: \_\_\_\_\_ Parent Language: \_\_\_\_\_

Counselor: \_\_\_\_\_

### ACCESS Scores

Date	Speaking	Listening	Reading	Writing	Overall Composite	Eligible to Exit?*

\*Once eligible to exit, fill out the remainder of this form with information from the year of the qualifying ACCESS for ELLs score.

### Academic Assessment Profile

District Assessment (MAP, ORF, other)	Fall (Semester 1)	Winter (optional)	Spring (Semester 2)
Reading			
Math			
Science			
Other			

Home language (L1) proficiency assessment if available \_\_\_\_\_

L1 Subject (assessment)	Score

Comments/Notes \_\_\_\_\_

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Multiple Indicator Protocol Assessment (if applicable)

Type of MIP	(Student artifact portfolio, e.g.)
Overall English Proficiency Assessment	
Areas of Concern	
Recommendation to Reclassify	Yes / No

Student on-track: (Growth to target) based on starting ELP and grade-level: \_\_\_\_\_

Current Accommodation/Language Supports Used

Subject or Domain	Support
<i>Reading</i>	<i>E.g., in-class tutor provides L1 support in reading. Attends structured study hall.</i>

Two-Year Plan

Support	Change	Trigger
<i>Reading</i>		



Communication/Check-in Plan:

Middle School/High School

College and Career Planning (include: Global Education Achievement Certificate, Seal of Biliteracy, Career & Technical Education pathway options, etc.):

# EL Monitor Report

2 Years of Monitoring

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

**Please check the following information where appropriate.**

**1. Classroom Participation**

- Participates in class
- Asks questions
- Is prepare for class
- Asks for help
- Works independently

**2. Classroom Comprehension**

- Understands/follows verbal directions
- Understands written directions
- Understands reading assignments

**3. Class Work Performance**

- Completes assignments
- Missing work
- 

Late work

Incomplete work

**Based on what you know about the student, do you feel s/he is successful without EL services?**

Yes

No

**Comments:**

Please return by: \_\_\_\_\_

## Program Information Letter

Dear Families,

The school district of Wonewoc-Center must offer an effective language education program which will help your child learn English and meet the same academic standards as other children in their grade.

A school team has picked an English Learner program that we think will help your child the most. This team has a Title teacher, a counselor, and a teacher who teaches your child's grade. We have placed your child in the Sheltered ESL Instruction Program. Instruction that includes both language and content simultaneously. Primary focus is on academic content learning with the acquisition of English is part of the instructional outcomes. This could include any, or a combination of the following: Sheltered Instruction Observation Protocol (SIOP), Specially Designed Academic Instruction in English (SDAIE), or Guided Language Acquisition Design (GLAD).

Year of Expected Exit:

Year of Enrollment:

Contact us at 608-464-3165 ext. 122 if you have any questions. We will help you make changes. You may also choose not to have your child participate in any English Learner services at all. If you need help to choose what is best for your child, please let us know and we will help. We will give you the information you will need to make the best choice for your child.

If you have any questions, please contact me.

Sincerely,  
Title Coordinator  
Contact Info

### Your Permission for English Language programs

Check one box to indicate what you choose:

- I **understand** the English Language programs that are being offered and I **agree** with the choice in this letter.
- I **understand** the English Language programs that are being offered and I **do not agree** with the choice in this letter. Please contact me so that I can make another choice.
- I **would like more information** about these English Language programs before I make a decision for my child.

\_\_\_\_\_  
Parent Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Placement Letter

Date: \_\_\_ / \_\_\_ / \_\_\_\_\_

Wonewoc-Center

Dear Parent or Legal Guardian of \_\_\_\_\_,

This letter is about the language services that your child is eligible for. Do you need an interpreter? Please tell us by contacting the main office and we will get you an interpreter.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. The name of the English proficiency test your child took is:

- WIDA Model
- WIDA Screener

Your child's English Proficiency Level (ELP) is \_\_\_ based on this test. This means that \_\_\_\_\_ (explain what this proficiency level means)

Based on these test results, your child is eligible for English Learner Services. We looked at your child's score and how they use language in school to select the English Learner services that we think will help your child the most. Our English Learner program is designed to help your child learn English. It will also help your child meet the same academic standards as students their age, succeed in school, and graduate from high school.

**Year of Expected Exit:**

**Year of Enrollment:**

Your child will take the ACCESS for ELLs® test once each year until they are fully English proficient. This is required. This test gives teachers information about your child's English language skills. The results are used to help teach your child English.

This information is confidential and private, and we do not share it with people outside of the school system. If your child is in an English Learner program, they can participate in all of the same activities as other students. They can engage with their classmates, participate in extra school activities, be in our gifted and talented programs, and access special education services if they need them.

Sincerely,  
Title Coordinator

**Continuation Letter**

Date: \_\_\_/\_\_\_/\_\_\_\_\_

Wonewoc-Center

Dear Parent or Legal Guardian of \_\_\_\_\_,

This letter is about language services that your child is eligible for. Do you need an interpreter? Please tell us by contacting the school district office and we will make sure one is available.

Last winter your child took the ACCESS for ELLs English Language Proficiency (ELP) assessment. Your child received an ELP score of \_\_.\_\_. This means that your child is still eligible for English Language Services. When your child scores 4.5 or higher, they will be monitored to determine if they continue to be eligible for our English Language programs. Because your child is still eligible, we will still give them support to help them learn English, meet the same academic standards as children in their grade, and graduate high school.

Your child will take the ACCESS for ELLs® test once each year until they are fully English proficient. This is required. This test gives teachers information about your child’s English language skills. The results are used to help teach your child English.

This information is confidential and private, and we do not share it with people outside of the school system. If your child is in an English Learner program, they can participate in all of the same activities as other students. They can engage with their classmates, participate in extra school activities, be in our gifted and talented programs, and access special education services if they need them.

Sincerely,  
Title Coordinator

Year of enrollment: \_\_\_\_\_  
Year of expected exit: \_\_\_\_\_

## Exit Process

School: \_\_\_\_\_ Student: \_\_\_\_\_  
Student ID: \_\_\_\_\_ Grade: \_\_\_\_\_ Current ELP Level: \_\_\_\_\_

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

- ACCESS for ELLs Score (required) \_\_\_\_\_
- MIP Evaluation results (if applicable) \_\_\_\_\_
- Year of enrollment \_\_\_\_\_
- Year of Expected Exit \_\_\_\_\_

Based on the criteria listed above, the student study team (pertinent school staff) agrees that this student should be reclassified as fully English proficient and exited from the ELD support program beginning \_\_\_\_\_.

The two-year monitoring period will run from \_\_\_\_\_ until \_\_\_\_\_.

### Members of student support team:

Title Coordinator \_\_\_\_\_  
School psychologist/counselor/social worker: \_\_\_\_\_  
School administrator: \_\_\_\_\_  
Content teacher: \_\_\_\_\_  
Other staff (if applicable) \_\_\_\_\_

(Other staff based on student's needs or important adults in her/his world (special education, speech/language, OT/PT, staff member the student has a connection to, such as a homeroom teacher, librarian, music teacher, bilingual resource specialist, etc.)

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

\_\_\_\_\_

Describe monitoring process during this time period:

For example:

- Who is responsible for monitoring student's academic and social-emotional progress?
- How often will this happen? (Semester? Quarterly?)
- What metric(s) will make the student study team reconvene to discuss lack of progress?
- Who will reconvene a meeting with the student study team?

Signatures:

Title Coordinator: \_\_\_\_\_  
Classroom/Content Teacher: \_\_\_\_\_  
Counselor/Principal/Coordinator: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_

Date: / /

Consultation conducted via: \_\_\_ conference \_\_\_ phone call \_\_\_ email

## Parental Communication

Strong relationships between families and schools can be established and nurtured in numerous ways to create a welcoming school community. The cornerstone of this relationship is honoring the linguistic needs of parents. It is a parent's right to be offered communication about any program, service or activity that is offered to parents who are proficient in English, to the extent practicable, in a language that they can understand.

This includes, but is not limited to:

- registration and enrollment in school and school programs (including medical and immunization forms)
- lunch/meals, including free or reduced-price school meals forms
- grievance procedures and notices of nondiscrimination
- language assistance programs
- parent handbooks
- report cards
- gifted and talented programs
- student discipline policies and procedures
- magnet and charter schools
- parent-teacher conferences
- federal and state title reporting and notices
- other forms relevant to student success and equal access to curricular and extracurricular activities, including field trip, sports, art, after school and summer engagement opportunities, transportation
- special education and related services (Individual Education Plan forms) and meetings to discuss special education

## Effective and Regular Parent Meetings

One of the changes to the ESEA under ESSA is that districts are required to conduct effective outreach to parents of English Learners, including having regular meetings. Districts can view this requirement as a catalyst to consider their parent engagement strategies as a whole, and to create a plan that clearly documents and explains the ways they communicate with parents and how they measure the effectiveness of these communications.

## Parental Notification of EL Services

The U.S. Department of Education has additional requirements for notification to parents of ELs. Districts must provide parents resources that communicate:

- the purpose of the Home Language Survey (HLS) and what it can and cannot be used for
- how to complete the HLS
- the steps in the identification process
- that the HLS is not used to determine legal nor immigration status
- parents' rights to translators and interpreters
  - translation and interpreting services should be posted clearly in both English and the most commonly used languages within the district
  - if oral interpretation is used, the interpreter should be trained and competent
- types of services and programming options available to a qualifying student within the district
- that if a child is eligible for services, a parent/guardian has the right to accept or deny EL services at any time
- the rights of ELs with disabilities, including the right to special education and EL support as appropriate
- notification of the annual English proficiency assessment

## Engaging Parents as Equal Partners

While a cornerstone of creating a partnership with parents is translation and interpretation, there are many other ways to engage parents and ensure that they feel a strong bond with the school and are invested in their child's education. Some examples of these outreach activities include inviting families to volunteer in the school and encouraging families to help children integrate their cultural and linguistic traditions into school assignments and other curricular and extracurricular activities.

### **Scheduled Parent Meetings**

- Open House-August Agenda-What does the community have to offer for support services.
- 1st Quarter-November Agenda-Preparing for the ACCESS test and What Does That Mean?
- 2nd Quarter-January Agenda-Meeting the Needs of the students and parents.
- 3rd Quarter-March Agenda-Where do we go from here, planning for the future.
- End of the year-May Agenda-Individual Learning PI

### **2021-2022**

Wonewoc-Center School District's graduation rate of students who had previously identified as EL is 100%.

Wonewoc-Center's percentage of students who are identified as EL and also classified as a student with a disability is 0%.



## Misclassification

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

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

Schools are not legally allowed to remove EL status from students who qualify. Parents have the right to ask about the language education services available including evidence for how these services will help their child develop their English proficiency and success academically. Parents may refuse EL services for their child at any time, but this does not remove their child's EL status. This also does not remove the student's protections under the law or the district's responsibility to educate the student and assist them in reaching full English proficiency.

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

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

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

## Parental Consent

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

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

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

Parent Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# 2022-23 Individual Language Plan

Student Name:

School:

Grade:

## **STUDENT PROFILE**

Student Strengths:

Family history and cultural background:

Educational background:

Funds of Knowledge: (example: Classroom interest survey)

Home Languages:

Applicable Student Scores:

## **Family Engagement**

What is the best way to communicate with the family? Phone calls, home visits

Home language:

Translator needed?

- Yes
- No

Family Concerns:

Importance of Home Language Parent Information in

- English
- Spanish
- Arabic
- Chinese
- Russian
- Other: \_\_\_\_\_

## **ACCESS Data**

Year of Expected Exit:

Year of Enrollment:

On Track:

- Y
- N

Overall Composite Score:

Previous Year Language Domain Scores:

Listening:

Reading:

Speaking:

Writing:

**OTHER ASSESSMENT DATA**

(MAPs, ASPIRE, PALS, ACT, Oral Reading Fluency)

School Year:

Overall Goal:

Was the goal met?

Yes

No

If not, what were the barriers?

Language Goal(s):

Were the goals met?

Yes

No

If not, what were the barriers?

First Steps:

Language Goal(s):

**Supports Needed to Meet the Goal and Access to the Content Area**

(Reference pages 9 and 10 of this handbook or

 Chapter 09 - EL Supports and Accommodations if needed.)

**Action Steps**

**Assessment Scaffolds**

Classroom:

Standardized testing:

Language of assessment  
(per assessment):

## **Language Instruction Educational Program**

### **Language Instruction Educational Program Crosswalk 22.2.2 docx**

Currently Wonewoc-Center offers the Sheltered ESL Instruction Program:

Description:

Instruction that includes both language and content simultaneously. Primary focus is on academic content learning with the acquisition of English being part of the instructional outcomes. This could include any, or a combination of the following: Sheltered Instruction Observation Protocol (SIOP), Specially Designed Academic Instruction in English (SDAIE), or Guided Language Acquisition Design (GLAD).

Language(s) of Instruction: English

Learners: English learners only or English learners (ELP in regular education classroom settings integrated with non-ELs).

Serving EL/ELP<5

#### **Standards:**

- Grade Level Academic Content Standards.
- English Language Development Standards: Language Proficiency descriptors for productive and receptive language used to target and assess language proficiency across content.

Outcomes:

Academic Achievement, English Language Proficiency Development

Meeting date:

Signatures

Caregiver:

EL Teacher:

Principal:

Teacher:

Teacher:

**Resources:**

**English Language Proficiency Standards**

[WIDA English Language Development Standards Framework, 2020 Edition Kindergarten - Grade 12](#)

**Language Instruction Programs**

[Language Instruction Educational Program Crosswalk 22.2.2 docx](#)

### **Language Artifact MIP**

The Language artifact portfolio MIP is designed to assess an individual student's holistic English use on grade-level, age appropriate classroom activities over a period of time. Collection of a portfolio of artifacts allows for a deeper view into a student's English use than the Classroom Observation MIP, and allows the scorer to evaluate the student's use of English without the student needing to be present.

The Language artifact portfolio MIP can be used to supplement an ELP Screener or as part of a reclassification determination. A minimum of one unique artifact should be collected for each domain scored. Artifacts should be examples of the student's authentic, realistic and independent use of English on grade-level curriculum. Care should be taken to ensure that artifacts represent the student's use of original and non-scaffolded or modeled use of language. They should be of sufficient scope to allow the scorer to view the student's holistic use of English while taking into account language use at the word, sentence and discourse levels.

Any artifact collected should include sufficient context to allow the scorer to evaluate the English within. A description of the project, writing prompt, and other instructions or framing should be provided along with the artifact.

1. Version C is for use in K-3 settings
2. Version D is for use in grades 4-12

Form 1:

Portfolio Result

This form summarizes the entire portfolio and records the final determination of the student's English proficiency, stemming from the summary information on Form 3: Portfolio Summary Sheet.

This form must be kept in the student's academic record.

Form 2:

Portfolio Cover  
Sheet

This form captures the student's demographics and information about the portfolio. This form must

be maintained as part of the student's academic record for a minimum of 2 years, and may be included as part of the student's ILP or Monitoring/Transition Plan.

Form 3:

Portfolio  
Summary Sheet

This form provides a summary of the results determined using Forms 4 & 5: Portfolio Scoring



Rubrics. This form must be maintained as part of the student's academic record for a minimum of 2 years, and may be included as part of the student's ILP or Monitoring/Transition Plan.

Forms 4 & 5:

Portfolio Scoring

Rubrics

These forms are used for collating evidence of student language use. Once a final determination of the student's English proficiency has been made and captured on Form 1: Portfolio Results, these

forms may be securely destroyed at any time. They do not need to be kept as part of the student's academic record.

# Form C1: Grade K-3 Classroom Observation Result

This form captures the result of the *Language Artifact MIP* and should be kept in the student's academic record along with forms C2 and C3.

Language Artifact MIP EL Determination														
Student Name		Date	Grade											
School		Student ID												
Current ACCESS or Screener Score:		Previous Assessment or Screener Score:												
Current Test Year		Previous Test Year												
Scorer		Date Completed												
<p>Mark the result of Form A3 below.</p> <p style="text-align: center;">Student demonstrates English Proficiency</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="padding: 2px 5px;">yes</td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td style="padding: 2px 5px;">no</td> </tr> </table> <p style="text-align: center;">Classroom MIP used for (mark 1 only)</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="padding: 2px 5px;">Initial EL determination</td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td style="padding: 2px 5px;">Exiting EL designation</td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td style="padding: 2px 5px;">Re-designation/evaluation</td> </tr> </table>						yes		no		Initial EL determination		Exiting EL designation		Re-designation/evaluation
	yes													
	no													
	Initial EL determination													
	Exiting EL designation													
	Re-designation/evaluation													

**Form C2: Grade K-3 Language Artifact Cover Sheet**

The Language artifact portfolio MIP is designed to capture supplemental information on a student's language use to aid in EL classification. The most recent completed copy of this Cover Sheet should be kept in the student's record for a minimum of 2 years. This supplements the results of an ELP assessment, but cannot serve as the sole measure of English proficiency.

Section 1: Demographic Information							
<b>Student Name</b>				<b>Date</b>			
<b>School</b>				<b>Student ID</b>			
<b>Age</b>		<b>L1</b>		<b>Class</b>			
<b>Current Grade</b>		<b>ACCESS/ Screener Score</b>		<b>IEP</b>		<b>Yes</b>	<b>No</b>
<b>Observer's Name</b>				<b>Position</b>			

Section 2: Artifacts (Minimum of one per domain to be scored)															
<b>Subject:</b> <b>Learning Environment:</b> <b>Artifact:</b> <b>Context:</b> <b>Domains Represented:</b>						<b>Subject:</b> <b>Learning Environment:</b> <b>Artifact:</b> <b>Context:</b> <b>Domains Represented:</b>									
<b>Reading</b>		<b>Listening</b>		<b>Speaking</b>		<b>Writing</b>		<b>Reading</b>		<b>Listening</b>		<b>Speaking</b>		<b>Writing</b>	
<b>Subject:</b> <b>Learning Environment:</b> <b>Artifact:</b> <b>Context:</b> <b>Domains Represented:</b>						<b>Subject:</b> <b>Learning Environment:</b> <b>Artifact:</b> <b>Context:</b> <b>Domains Represented:</b>									
<b>Reading</b>		<b>Listening</b>		<b>Speaking</b>		<b>Writing</b>		<b>Reading</b>		<b>Listening</b>		<b>Speaking</b>		<b>Writing</b>	
<b>Subject:</b> <b>Learning Environment:</b> <b>Artifact:</b> <b>Context:</b> <b>Domains Represented:</b>						<b>Subject:</b> <b>Learning Environment:</b> <b>Artifact:</b> <b>Context:</b> <b>Domains Represented:</b>									
<b>Reading</b>		<b>Listening</b>		<b>Speaking</b>		<b>Writing</b>		<b>Reading</b>		<b>Listening</b>		<b>Speaking</b>		<b>Writing</b>	

## Form C3: Grades K-3 Portfolio Summary Sheet

<u>Student Name</u>		<u>Grade</u>		<u>ID</u>	
<u>Observer's Name</u>				<u>Date</u>	

### Grades K-3 Portfolio Summary Scoring Sheet

Key Language Use Category	Student Demonstrates Proficiency	
Listening		Yes
		Further Language Support Needed
Speaking		Yes
		Further Language Support Needed
Reading		Yes
		Further Language Support Needed

**The student must be evaluated in at least 3 of the categories listed above.\* If the student scores Yes for proficiency in all of the Key Language Use Categories evaluated, the student has demonstrated full English proficiency. If the student does not score Yes in all of the categories evaluated, they have not shown evidence of English proficiency. Mark the result below and transfer to form C1.**

**Student demonstrates English proficiency**

	Yes/No
--	--------

**\*Key Language Use Categories for first semester Kindergarten screening are Interaction, Speaking and Listening.**

# Form C4: Three Domain Scoring Rubric Scoring Rubric

List the evidence seen in the student portfolio which demonstrates the student's command of each Language Use Area. When complete, make a determination whether or not sufficient evidence exists to demonstrate fluency in that area. If sufficient evidence exists, check the "Evident?" box for that activity. Transfer information from this form to Form 3: Portfolio Summary Sheet.

<b>Student Name</b>		<b>Grade</b>		<b>ID</b>	
<b>Observer's Name</b>				<b>Date</b>	

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

<b>Reasoning States opinions with contextualized reasons given for support.</b>			
<b>Gives extended reasons or explanations for reactions, opinions, or plans.</b>			
<b>Speaking Scoring: Student is proficient if they show evidence of proficiency in 3 of 4 Language Use Activities above.</b>			<b>Overall Speaking Proficiency</b>
			Yes
			<b>Additional language supports needed</b>

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

Additional language supports needed

\*Rubric adapted from CCSSO's Discerning- and Fostering – What English Learners Can Do With Language

Language Use Activity	Evidence Observed	?	Notes
<b>Key Language Use: Writing</b>			
Demonstrates familiarity with how to use writing tools such as learning logs, response journals, reports, and responses to prompts; and writing in realistic forms for authentic purposes.			
Uses a sufficiently accurate repertoire of frequently used grammatical patterns associated with predictable situations. Uses a variety of sentence structures.			
Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.			
Maintains a degree of grammatical accuracy relative to the grade-level; errors are consistent for grade-level and purpose, (e.g. on-demand writing) and sometimes corrected when they occur.			
Can strategically select language to express him/herself clearly on a range of academic and familiar topics without having to restrict what he/she wants to communicate.			
Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive,			

causal, sequential, comparative, or conditional).		
Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre or purpose. Uses language effectively to draw in the reader.		
Interaction Scoring: Student is proficient if they show evidence of proficiency in language use in five of seven Language Use Categories above.		Overall Writing Proficiency
		Yes
		Additional language supports needed



# Form D1: Grade 4-12 Classroom Observation Result

This form captures the result of the *Language Artifact* MIP and should be kept in the student's academic record along with forms D2 and D3.

Language Artifact MIP EL Determination														
Student Name		Date	Grade											
School		Student ID												
Current ACCESS or Screener Score:		Previous Assessment or Screener Score:												
Current Test Year		Previous Test Year												
Scorer		Date Completed												
<p>Mark the result of Form A3 below.</p> <p style="text-align: center;">Student demonstrates English Proficiency</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="padding: 2px 5px;">yes</td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td style="padding: 2px 5px;">no</td> </tr> </table> <p style="text-align: center;">Classroom MIP used for (mark 1 only)</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="padding: 2px 5px;">Initial EL determination</td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td style="padding: 2px 5px;">Exiting EL designation</td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td style="padding: 2px 5px;">Re-designation/evaluation</td> </tr> </table>						yes		no		Initial EL determination		Exiting EL designation		Re-designation/evaluation
	yes													
	no													
	Initial EL determination													
	Exiting EL designation													
	Re-designation/evaluation													

# Form D2: Grade 4-12 Language Artifact Cover Sheet

The Language artifact portfolio MIP is designed to capture supplemental information on a student's language use to aid in EL classification. The most recent completed copy of this Cover Sheet should be kept in the student's record for a minimum of 2 years. This supplements the results of an ELP assessment, but cannot serve as the sole measure of English proficiency.

Section 1: Demographic Information						
Student Name				Date		
School				Student ID		
Age	L1			Class		
Current Grade	ACCESS/ Screener Score	IEP		Yes		No
Observer's Name				Position		

Section 2: Artifacts (Minimum of one per domain to be scored)									
Subject: Learning Environment: Artifact: Context: Domains Represented:					Subject: Learning Environment: Artifact: Context: Domains Represented:				
Reading	Listening	Speaking	Writing		Reading	Listening	Speaking	Writing	
Subject: Learning Environment: Artifact: Context: Domains Represented:					Subject: Learning Environment: Artifact: Context: Domains Represented:				
Reading	Listening	Speaking	Writing		Reading	Listening	Speaking	Writing	
Subject: Learning Environment: Artifact: Context: Domains Represented:					Subject: Learning Environment: Artifact: Context: Domains Represented:				

Reading	Listening	Speaking	Writing	Reading	Listening	Speaking	Writing
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### Form D3: Grades 4-12 Portfolio Summary Sheet

Student Name	Grade	ID
Observer's Name	Date	

Grades 4-12 Portfolio Summary Scoring Sheet	
Key Language Use Category	Student Demonstrates Proficiency
Listening	Yes
	Further Language Support Needed
Speaking	Yes
	Further Language Support Needed
Reading	Yes
	Further Language Support Needed

The student must be evaluated in at least 3 of the categories listed above.\* If the student scores Yes for proficiency in all of the Key Language Use Categories evaluated, the student has demonstrated full English proficiency. If the student does not score Yes in all of the categories evaluated, they have not shown evidence of English proficiency. Mark the result below and transfer to form C1.

Student demonstrates English proficiency

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

\*Key Language Use Categories for first semester Kindergarten screening are Interaction, Speaking and Listening.

## Form D4: Three Domain Scoring Rubric Scoring Rubric

List the evidence seen in the student portfolio which demonstrates the student's command of each Language Use Area. When complete, make a determination whether or not sufficient evidence exists to demonstrate fluency in that area. If sufficient evidence exists, check the "Evident?" box for that activity. Transfer information from this form to Form 3: Portfolio Summary Sheet.

Student Name		Grade		ID	
Observer's Name				Date	

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

Reasoning States opinions with contextualized reasons given for support.			
Gives extended reasons or explanations for reactions, opinions, or plans.			
Speaking Scoring: Student is proficient if they show evidence of proficiency in 3 of 4 Language Use Activities above.			Overall Speaking Proficiency
			Yes
			Additional language supports needed

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

Additional language supports needed

\*Rubric adapted from CCSSO's Discerning- and Fostering – What English Learners Can Do With Language

Language Use Activity	Evidence Observed	?	Notes
<b>Key Language Use: Writing</b>			
Demonstrates familiarity with how to use writing tools such as learning logs, response journals, essays, lab reports, and responses to prompts; and writing in realistic forms for authentic purposes.			
Uses a repertoire of frequently used grammatical patterns and a variety of sentence structures.			
Strategically selects language to express him/herself clearly on a range of academic and familiar topics without having to restrict what he/she wants to communicate.			
Maintains a degree of grammatical accuracy relative to the grade-level, errors are consistent for grade-level and purpose, (e.g. on-demand writing) and sometimes corrected when they occur.			
Can present arguments or opinions, and express feelings in clear, well-structured text that may include counter argumentation. Can support arguments or opinions at some length with subsidiary points, reasons, and relevant examples.			
Links simple and discrete elements into a connected, linear sequence of points. Effectively uses language to describe different relationships between ideas (such as additive,			

causal, sequential, comparative, or conditional).		
Puts forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre or purpose. Uses language effectively to draw in the reader and convey meaning.		
Interaction Scoring: Student is proficient if they show evidence of proficiency in language use in five of seven Language Use Categories above.		Overall Writing Proficiency
		Yes
		Additional language supports needed

## **Classroom Observation MIP**

The Classroom Observation MIP is designed to assess an individual student's holistic English use while engaged in classroom activities. Students' use of English should be observed in a typical classroom under typical conditions to ensure an authentic expression of their English abilities. Observations should not be completed in specialized language settings such as ESL pullout or sheltered instruction classes. While the observation should be structured as described below, the students being observed should be engaged in organic, unscripted use of English with their teacher and peers.

There are two versions of the Classroom Observation MIP: Version A is for use in K-3 settings, and Version B is for use in grades 4-12. There are four largely identical forms for both grade bands. Form 4: Classroom Observation Scoring Rubric differs due to the language expectation increases as students reach higher grades.

More than one observation may be chosen to capture a student's classroom language use. When making this decision, it is important to ensure that the student being observed has had an adequate opportunity to use receptive and productive English.

The Classroom Observation MIP can be used a maximum of one time annually for screening or as part of a reclassification determination.



# Form A1: Grade K-3 Classroom Observation Result

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

Classroom Observation MIP EL Determination														
Student Name		Date		Grade										
School		Student ID												
ACCESS/Screenener Score														
Observer's Name		Date Completed												
<p>Mark the result of Form A3 below.</p> <p style="text-align: center;">Student demonstrates English Proficiency</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><input type="checkbox"/></td> <td>yes</td> </tr> <tr> <td><input type="checkbox"/></td> <td>no</td> </tr> </table> <p style="text-align: center;">Classroom MIP used for (mark 1 only)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><input type="checkbox"/></td> <td>Initial EL determination</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Exiting EL designation</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Re-designation/evaluation</td> </tr> </table>					<input type="checkbox"/>	yes	<input type="checkbox"/>	no	<input type="checkbox"/>	Initial EL determination	<input type="checkbox"/>	Exiting EL designation	<input type="checkbox"/>	Re-designation/evaluation
<input type="checkbox"/>	yes													
<input type="checkbox"/>	no													
<input type="checkbox"/>	Initial EL determination													
<input type="checkbox"/>	Exiting EL designation													
<input type="checkbox"/>	Re-designation/evaluation													

## Form A2: Grade K-3 Classroom Observation Cover Sheet

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

Section 1: Demographic Information										
Student Name						Date				
School						Student ID				
Age		L1				Class				
Current Grade		ACCESS/ Screener Score			IEP		Yes		No	
Observer's Name						Position				
Section 2: Language Learning Environment										
Subject										
Learning Goal										
Topic										
Linguistic Environment (mark one in each row)										
	Teacher-directed interaction (such as modeling, debriefing)					Student-directed interaction (such as presentation, debate)				
	Students working independently		Students working together		Students working together, facilitated by the teacher in large group or small group					
Learning Environmental Notes*:										
*Are there any unique circumstances or potential distractions (fire drill, disruption, special event)										

### Form A3: Grades K-3 Classroom Observation Summary Sheet

Student Name		Grade		ID	
Observer's Name				Date	

## Grades K-3 Classroom Observation Summary Scoring Sheet

Key Language Use Category	Student Demonstrates Proficiency	
Interaction		Yes
		Further Language Support Needed
Listening		Yes
		Further Language Support Needed
Speaking		Yes
		Further Language Support Needed
Reading		Yes
		Further Language Support Needed

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

Student demonstrates English proficiency

<input style="width: 90%; height: 20px;" type="checkbox"/>	Yes/No
--	--------

\*Key Language Use Categories for first semester Kindergarten screening are Interaction, Speaking and Listening.

# Form A4: Grades K-3 Classroom Observation Scoring Rubric

Observe the student as they engage in a typical classroom activity. Make a mark in each cell for Evidence Observed when the student is observed engaging in proficient English in a Language Use Activity. Resolve any question marks (?) prior to completing the observation. After completing the observation, complete the scoring section for each category. Transfer these summary scores to Form A3: Classroom Observation Summary Sheet.

Student Name		Grade		ID	
Observer's Name				Date	

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

Language Use Activity	Evidence Observed	?	Notes		
<b>Key Language Use: Listening</b>					
<b>Main Idea</b> Understands the main points in structured speech on familiar topics in discussions with the teacher or other students.					
Understands extended speech even when it is not clearly structured and when main idea and relationship connections are only implied and not signaled explicitly.					
Understands common words and phrases and shows a moderate understanding of contextualized academic vocabulary.					
Is able to derive understanding of uncommon phrases or academic vocabulary using context.					
<b>Listening Scoring:</b> Student is proficient if they show evidence of proficiency in 3 of 4 Language Use Activities above.			<b>Overall Listening Proficiency</b>  <table border="1" data-bbox="1068 961 1435 1157"> <tr> <td data-bbox="1068 961 1435 1031">Yes</td> </tr> <tr> <td data-bbox="1068 1031 1435 1157">Additional language supports needed</td> </tr> </table>	Yes	Additional language supports needed
Yes					
Additional language supports needed					
<b>Key Language Use: Speaking</b>					
<b>Syntax</b> Uses short, simple sentences or phrases to talk in simple terms and connects phrases to talk about familiar topics using simple sentences.					
Presents clear, detailed descriptions of complex topics using some variation in text structures and patterns appropriate for the grade level.					
<b>Reasoning</b> States opinions with contextualized reasons given for support.					
Gives extended reasons or explanations for reactions, opinions, or plans.					
<b>Speaking Scoring:</b> Student is proficient if they show evidence of proficiency in 3 of 4 Language Use Activities above.			<b>Overall Speaking Proficiency</b>  <table border="1" data-bbox="1068 1864 1435 1921"> <tr> <td data-bbox="1068 1864 1435 1921">Yes</td> </tr> </table>	Yes	
Yes					

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

\*Rubric adapted from CCSSO's Discerning- and Fostering – What English Learners Can Do With Language

# Form B1: Grade 4-12 Classroom Observation Result

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

Classroom Observation MIP EL Determination														
Student Name		Date	Grade											
School		Student ID												
ACCESS/Screenener Score														
Observer's Name		Date Completed												
<p>Mark the result of Form B3 below.</p> <p style="text-align: center;">Student demonstrates English Proficiency</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td>yes</td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td>no</td> </tr> </table> <p style="text-align: center;">Classroom MIP used for (mark 1 only)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td>Initial EL determination</td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td>Exiting EL designation</td> </tr> <tr> <td style="width: 20px; height: 20px;"></td> <td>Re-designation/evaluation</td> </tr> </table>						yes		no		Initial EL determination		Exiting EL designation		Re-designation/evaluation
	yes													
	no													
	Initial EL determination													
	Exiting EL designation													
	Re-designation/evaluation													

# Form B2: Grade 4-12 Classroom Observation Cover Sheet

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

Section 1: Demographic Information							
Student Name					Date		
School					Student ID		
Age		L1			Class		
Grade		ACCESS/Screener Score		IEP		Yes	No
Observer's Name					Position		
Section 2: Language Learning Environment							
Subject							
Learning Goal							
Topic							
Linguistic Environment (mark one in each row)							
	Teacher-directed interaction (such as modeling, debriefing)				Student-directed interaction (such as presentation, debate)		
	Students working independently		Students working together (no or intermittent teacher facilitation)		Students working together, facilitated by the teacher in large group or small group		
Learning Environmental Notes*:							

\*Are there any unique circumstances or potential distractions (fire drill, disruption, special event)



# **Form B3: Grades 4-12 Classroom Observation**

## **Summary Sheet**

Student Name		Grade		ID	
Observer's Name				Date	

### Grades 4-12 Classroom Observation Summary Scoring Sheet

Key Language Use Category	Student Demonstrates Proficiency	
Interaction		Yes
		Further Language Support Needed
Listening		Yes
		Further Language Support Needed
Speaking		Yes
		Further Language Support Needed
Reading		Yes
		Further Language Support Needed

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

Student demonstrates English proficiency

	yes/no
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# Form B4: Grades 4-12 Classroom Observation

## Scoring Rubric

Observe the student as they engage in a typical classroom activity. Make a mark in each cell for Evidence Observed when the student is observed engaging in proficient English in a Language Use Activity. Resolve any question marks (?) prior to completing the observation. After completing the observation, complete the scoring section for each category. Transfer these summary scores to Form B3: Classroom Observation Summary Sheet.

Student Name		Grade		ID	
Observer's Name				Date	

Language Use Activity	Evidence Observed	?	Notes
Key Language Use: Interaction			
Engages in shorter social exchanges with peers, and sustains conversations with little or no structured support.			
Uses cues and existing language frames to model responses and to further conversations that are familiar, of personal interest, or connected to everyday life.			
Initiates social conversations and exchanges, or demonstrates that they can enter into and sustain a social conversation without prompting.			
Independently formulates ideas and opinions with precision and relates contributions skillfully to those of other speakers.			
Uses language spontaneously, flexibly, and effectively for social and academic purposes, even when engaging on unfamiliar topics.			

Interaction Scoring: Student is proficient if they show evidence of proficiency in 3 of 5 Language Use Activities above.	Overall Interaction Proficiency	
	Yes	
	Additional language supports needed	

Language Use Activity	Evidence Observed	?	Notes
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**Key Language Use: Listening**

Main Idea Understands the main points in structured speech on familiar topics in discussions with the teacher or other students, or in presentations, educational videos.			
Understands extended speech even when it is not clearly structured and when main idea and relationship connections are only implied and not signaled explicitly.			
Understands common words and phrases, shows a moderate understanding of contextualized academic vocabulary.			
Is able to derive understanding of uncommon phrases or academic vocabulary using context.			

Listening Scoring: Student is proficient if they show evidence of proficiency in 3 of 4 Language Use Activities above.	Overall Listening Proficiency	
	Yes	
	Additional language supports needed	

**Key Language Use: Speaking**

Syntax Uses short, simple sentences or phrases to talk in simple terms and connects phrases to talk about familiar topics using complex sentences.			
Presents clear, detailed descriptions of complex topics using some variation in text structures and patterns appropriate for the grade level.			

Reasoning States opinions with contextualized reasons given for support for reactions, opinions, and plans.			
Gives extended reasons or clear, detailed explanations integrating subject matter to support specific points. Wraps up topic or includes appropriate conclusions.			
Speaking Scoring: Student is proficient if they show evidence of proficiency in 3 of 4 Language Use Activities above.	Overall Speaking Proficiency		
	Yes		
	Additional language supports needed		

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

\*Rubric adapted from CCSSO's Discerning- and Fostering – What English Learners Can Do With Language

## **Wonewoc-Center School District Plan**

The Wonewoc Center School District plans to build the capacity of the staff/administration to understand the English Learner standards, procedures, and policy.

- With support from CESA 4 and CESA 2 Wonewoc-Center will conference with other small rural schools to develop plans and procedures that support the EL students.
- Wonewoc-Center will engage in SIOP training.
- The team will consist of two teachers (who currently have EL students), Dean of Students, Guidance Counselor, and Title I Coordinator. (2022-2023)
- EL handbook has been developed.(living document reviewed yearly)
- EL identification process and protocol is developed. (review protocol yearly)
- Updated forms (2022-2023)

Year 2

Professional Development with additional staff/administrators.

Update EL Handbook.