

# *Alternative Language Program Plan for English Language Learners*

*A Researched-Based Approach to  
English Language Acquisition*

*April 2010 updated*

## ACKNOWLEDGEMENTS

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## SETTING THE STAGE

A district audit conducted in the spring of 2008 indicated a significant achievement gap among all students including English language learners. The audit also found there was a lack of a consistency in the implementation of an English language acquisition service model across the district. In response to the findings, the district leadership initiated an aggressive plan focusing on academic achievement and literacy for all students. English language acquisition was of particular interest to the district community with the goal of developing a coherent and comprehensive plan to address the unique needs of English language learners. Dr. Frank Dávila and Lynda Franco were asked to come to our district to provide expertise in the development of the plan.

A Design Team was selected from a pool of applicants and work sessions were scheduled that included the following groups:

- Parents & Community
- Classroom teachers
- English language acquisition (ELL) teachers
- Principals
- District leadership

The purpose of these work sessions was to study the research, the audit findings, student data and demographics, available models, gather input from unique perspectives of the representative groups, and develop a set of frequently asked questions (FAQs), see Attachment I.

The following areas of focus are Assessment, Instruction, Instructional Materials, Professional Development, Parent/Community Involvement, Organizational Structures and Resources. A set of rubrics will be developed to gauge progress and guide conversations throughout the district

(Attachment 2). The process used to monitor the implementation will include:

- A team of experts to gather information and provide unique perspectives during site visits
- Observation of all school sites
- Site visit process includes:
  - Review of implementation of ELL plan with building leadership
  - Classroom walk-throughs
  - Shared observations
  - Summary of observations
- Continued meetings with groups of principals, ELL teachers, language literacy coaches, district leadership, parents, and members of the Board of Education, general education teachers, and students.

## Vision Statement

### Adams I4 English Language Acquisition Plan

All English language learners in Adams I4 will receive high-quality instruction to achieve English proficiency, while valuing the native language and culture to ensure multiple opportunities for life-long success in a global community.

## Defining the Ell Student

***When we conduct a deep assessment of the student, we will discover the authentic student by identifying their language and academic skills that will lead to high student academic success.***

Some students come to school with strong native language skills in reading and writing. The natural response of the instructional staff is to take advantage of those skills and help the



student access that knowledge and transfer that it into English. Other students come with gaps in their native language instruction and our task is to identify those gaps and help the student acquire new skills and use the new language for academic success. Some students in the district have spent five years or more learning English. These students have background knowledge but lack reading and writing skills. These students need content and literacy support and ongoing

assessment to identify learning barriers. The stages of language acquisition (see Attachment 3) provide additional information on how we define the ELL student.

In their 1992 book, *Closing the Achievement Gap*, Freeman and Freeman illustrate the distinctive characteristics associated with the various types of ELL students. The following matrix outlines these characteristics:

## Types of English Language Learners

Type of Learner	Characteristics
Newly Arrived and Adequate Schooling	<ul style="list-style-type: none"> <li>Recent arrival (less than five years in U.S. schools)</li> <li>Adequate schooling in native country</li> <li>Soon catches up academically</li> <li>May still score low on standardized tests given in English</li> </ul>
Newly Arrived with Limited Formal Schooling	<ul style="list-style-type: none"> <li>Recent arrival (less than five years in U.S. schools)</li> <li>Interrupted or limited schooling in native country</li> <li>Limited native-language literacy</li> <li>Below grade level in math</li> <li>Poor academic achievement</li> </ul>
Long-Term English Learner	<ul style="list-style-type: none"> <li>Seven or more years in U.S.</li> <li>May have been born in the U.S.</li> <li>Below grade level in reading and writing</li> <li>Adequate grades but low test scores</li> <li>ELL or bilingual instruction, but no consistent program</li> </ul>

Freeman and Freeman, 2002 adapted from Olsen and Jaramillo, 1999

## District Student Demographics\*

	2007	%	2008	%	2009	%
Total Student Population	6731		7058		7422	
Total ELL Population	3413	51%	3656	52%	3863	52%
ELL & Free & Reduced Lunch	2983	44%	3656	52%	3427	46%
ELL & Gifted/Talented	26	>1%	17	>1%	48	<1%
ELL & Migrant	160	2%	118	2%	114	1.5%
ELL & Special Education	252	4%	305	4%	372	5%
NEP (Non-English Proficient)	1446	17%	1660	23%	1654	22%
LEP (Limited English Proficient)	1612	24%	1481	21%	1750	24%
FEP (Fluent English Proficient)	676	10%	903	13%	901	12%

\*Percentages of total population including CLA

### *Languages Represented in Adams 14 School District - 2009*

Language	Number	%
English	3559	48.0
Spanish	3829	51.6
Amharic	2	-
Arabic	3	-
Bashkir	5	-
Farsi, Eastern	4	-
Fulfulde, Nige	1	-
German	2	-
Hindi	2	-
Korean	1	-
Mandinka	3	-
Mongolian	1	-
Navajo	3	-
Oromo, West CE	2	-
Romanian	1	-
Tagalog	1	-
Vietnamese	3	-

## No Child Left Behind (NCLB) Definitions of ELL Students

NCLB delineates a set of proficiency continuum categories as designated by a language proficiency assessment. These are:

### English Language Proficiency Levels

- **NEP** (Emergent) Individuals who have no or very limited English proficiency.
- **LEP** (Intermediate) A term used to refer to a student with restricted understanding or use of written and

spoken English; a learner who is still developing competence in using English.

- **FEP** (Fluent) A student who has moved through the NEP and LEP stages and has reached a fluent level of English but may still benefit from sheltered instruction or language support in tasks requiring high levels of academic vocabulary, reading and writing.

### Redesignation

- Has achieved a “fluent” category on a reliable and valid language proficiency assessment. (Colorado English Language Assessment CELA)
- Has achieved age and grade level academic achievement standards and proficiencies commensurate to the achievement of mainstream students at a partially proficient level. (PP or above on the CSAP)

### Monitor Year 1, Year 2 (L1X, L2X)

- A student who has achieved fluency as recorded through a valid and reliable language proficiency assessment and who is mainstreamed and monitored for two years. These students are eligible for Title III funding.

### Exited (L3X, EXT)

- A student who has successfully completed the two year monitoring period and is formally identified as no longer in need of services.

## SECTION 1: IDENTIFICATION, ASSESSMENT, AND PROGRAM PLACEMENT

### Students New to the District

Adams 14 procedures and processes for initially identifying, assessing, and placing ELL students new to the district into the appropriate instructional program adhere to the January 2010 guidelines provided by the Colorado Department of Education (CDE). This four step process has been adopted to ensure

*Step 1: Register and complete a Home Language Survey (HLS)*

*Step 2: Assess English Language Proficiency; record scores*

*Step 3: Notify parents of results and programs*

*Step 4: Place EL student in appropriate program*

consistency in enrollment procedures, including assessment, information given to parents concerning program options, and placement of students into appropriate program based on assessment and parental choice.

#### Step 1: Home Language Survey

Parents go to the school site to register for school. At the school, parents complete a Home Language Survey (HLS) ([EL-01 Home Language Survey Form](#)) as required by state law. This survey is completed the first time the parent enrolls the child in the district, and the results are maintained in the student's cumulative folder thereafter.

- If the answers to questions 1, 2, 3 and 4 are "English", the child is classified as English

Only (EO). The parent is notified and the child enters the mainstream classroom.

- If questions 1, 2, or 3 on this survey are answered with a language other than English, the child is identified as Primary or Home Language Other Than English (PHLOTE), and the child is tested for English proficiency (see step 2).
- If only question 4 on the HLS is answered with a language other than English, the school staff must determine whether to continue to assessment of English proficiency (Step 2) or to identify the student as English Only (EO) without language proficiency assessment. The student need not be assessed with the CELA, unless informal assessment and/or further discussion with parents indicate that the child might be an English Learner.

#### HLS Questions

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you most frequently use when speaking with your child?
4. What language is most often spoken by adults in the home?

## Step 2: English Language Proficiency Assessment

State regulations require students identified as PHLOTE to complete an English language proficiency assessment within 30 calendar days. In Adams 14, we expect the Colorado English Language Assessment (CELA) Placement to be administered as soon as possible, preferably within 5 days of registering. CELA place testing can be administered at each site by the ELD Liaison, ELD teachers, and those persons trained to administer the assessment. Every effort will be made to make the enrollment and initial assessment process as convenient as possible for parents and children.

CELA Place scores are recorded on the HLS. A copy of the HLS is sent to ESS office to the Director of Student Achievement for entry of data into Infinite Campus, the student information system. This allows for future use in monitoring of student progress and program evaluation. The original Home Language Survey is filed in the student's cumulative folder.

On the basis of the CELA Placement assessment, students are classified as Fluent English Proficient (FEP) or English learner (EL) at beginning, early intermediate, or intermediate/proficient proficiency level.

## Step 3: Parent Notification

Upon completion of the testing, parents are notified of the results and given a description of the ELD program and the benefits of the program to English language learners. This preliminary notification should take place in a face-to-face meeting if possible. Written notification ([EL-02 Initial Notification Letter](#)) of the placement must always occur prior to placing the child in the English Language Development program (CDE, 2010 p. 27).

Written notification must include: 1) the reasons for the identification of the student as

needing English instruction; 2) student's level of English proficiency and status of academic achievement; 3) how the English language instruction program will help the student acquire English and the specific exit criteria for the program; 4) the expected rate of transition from the language program; and 5) if a secondary student, the expected rate of graduation.

At this time the parent's right to waiver is explained. If a parent chooses to opt out of English Language Development instruction, a waiver of services ([EL-03 Parent Waiver Form](#)) is signed and placed in the student's cumulative folder. It is important to explain to the parent that the child may still receive some language support in the mainstream classroom through such services as 1) content instruction using SIOP strategies, 2) primary language support following district guidelines, and other appropriate services as available. Parents also need to be notified that the district will need to continue to annually assess the student for English language proficiency.

## Step 4: Program Placement

To identify the most appropriate ELD classroom for the EL student, the CELA placement results and academic status are reviewed. The CELA Placement assessment classifies students as Fluent English Proficient (FEP) or Limited English Proficient (LEP) at a beginning (1), early intermediate (2), or intermediate (3), proficient (4) English proficiency level.

Once the program has been explained to parents and parents agree to the program, the student is assigned to the appropriate ELD classroom based on proficiency level of the CELA place assessment results.

## Other Program Placement Considerations

### Transfers from within District

If the student is a transfer student from a school within our district, the receiving school will receive and review the student's cumulative folder and can view all results in the student information database (Infinite Campus, TAAT). These data include the student's English Learner assessment history—current scores, current placement, records of academic progress, and interventions. The site principal or counselor (secondary) at the receiving school is responsible for reviewing the student's records (including information in the district's database system) and ensuring that the student will be properly placed in the appropriate type of instructional program, as specified in the student's current records.

### Transfers from Other Colorado Schools

Students transferring into the district from another district within the state often have records of a Home Language Survey, scores on the mandated assessments including CELA and an initial language status (EO, FEP, LEP). These students do not need to go through the Adams 14 initial identification process. If the parent provides the student's records, staff will use this information to make an appropriate placement.

If not, staff will contact the former district in order to obtain information by fax or e-mail. Once records are obtained from the previous school/ district, the appropriate information is entered into the district's record keeping system.

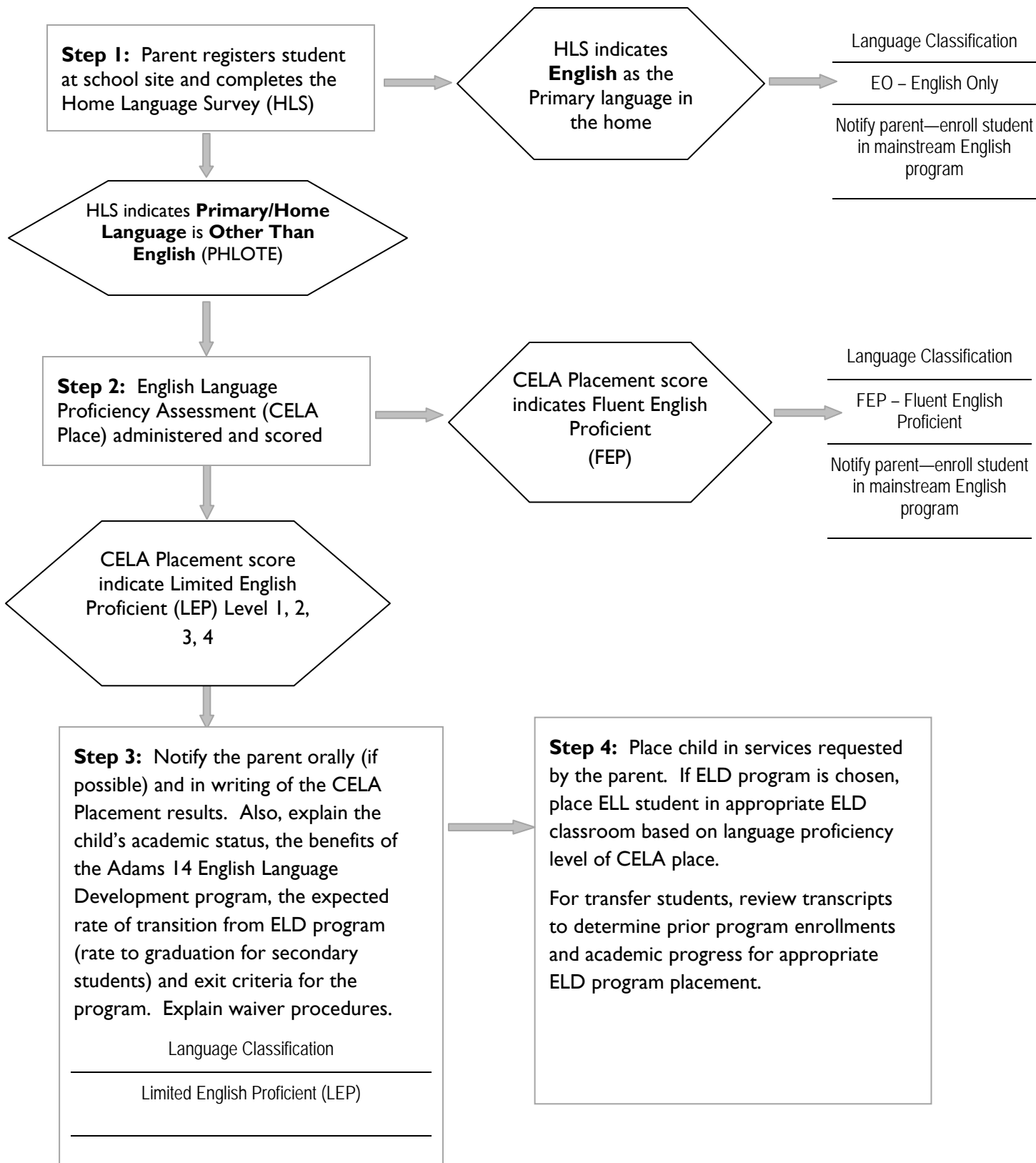
If these records cannot be acquired at the time of enrollment, the four step process described above takes place within the first 10 days of registration. The district of origin will be encouraged to expedite the process of sharing

information by faxing the records or by providing information by telephone.

### Transfer from other States/Countries

The four -step language assessment, classification and placement process described above and shown in Figure 1.1 will be followed for students entering the district who are new to the state or from another country. The student's district enrollment date is entered into the student's records and the student database system as the date the student first enrolled in a Colorado school and (when appropriate) the date the student first enrolled in a US school.

Figure 1.1 INITIAL IDENTIFICATION, ASSESSMENT, AND PROGRAM PLACEMENT



## SECTION 2: INSTRUCTIONAL PROGRAM

### Overview

The district provides services to ELLs to ensure they are acquiring English-language proficiency and to regain any academic deficits that may have been incurred in other areas of the core curriculum. Instructional programs for English language learners (ELLs) occupy a continuum with the bilingual model at one end and the English instruction model at the other. In between are many gradations, depending on the needs of the population and the resources available in the district.

The Adams 14 ELL Design team configured our Language Instruction Educational Program (LIEP) on theories of effective English language instruction for second language acquisition (Beebe, Seliger, Genessee, et al., 1988). The Adams 14 LIEP includes all instruction in English with limited primary language (LI) support. In addition to the mainstream curriculum, all ELLs receive daily instruction in English language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible. English Language Development (ELD)

- NEP:** Beginning NEP (1) and Early Intermediate (2) students will receive English Language Development (ELD) instruction with an emphasis on oral language.
- LEP:** Intermediate (3) and Proficient English speakers (4) will receive ELD instruction with an emphasis on language functions and forms.
- FEP:** Advanced (5) students are mainstreamed and monitored.

incorporates well-articulated, standards-based, differentiated English language instruction,

specifically designed for English Language Learners (Dutro and Moran, 2003).

Mainstream curriculum is provided to all students in Adams 14 using the district curriculum that is aligned with the state standards. Mainstream classes in English/Language Arts, math, science, and social studies are taught in English with some primary language support if feasible.

### English Language Development (ELD)

The teaching of English language in the program is based on the student's level of English proficiency. The purpose of the ELD component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) and a pathway leading to the English Language Arts (ELA) standards.

ELD instruction in Adams 14 begins in kindergarten, and should equip participants to participate effectively in mainstream English language instruction. It is our goal to expect English proficiency after 5-6 years in the Adams 14 ELD program.

ELD instruction occurs daily for all English Learners until reclassified to fluent English proficient (FEP). It is a systematic, explicit component of the English Learner's total educational program. There is no maximum amount of time that might be devoted to ELD. However, the following are the minimum daily ELD times, as recommended by Adams 14 ELL Design team:

- *Elementary school (K-5)* — minimum of 45 minutes per day;
- *Secondary school (6-12)* — minimum 1



periods per day for LEP 3 & 4 and minimum 2 periods period day for NEP 1 and 2.

ELD instruction is standards-driven, systematically planned, and follows a scope and sequence of language skills to ensure that students learn English within a reasonable amount of time. It is designed to teach English Learners at their proficiency levels as determined by English language assessments, thus ensuring that instruction is differentiated to meet student needs. Students are grouped by proficiency level for ELD. The specific plan for accomplishing this grouping includes a specified period for ELD instruction in every school's schedule. Principals work with the Director of Student Achievement to ensure that ample time is available for English language development instruction. Based on an analysis of the levels existing within the school's English Learner population, each school will determine ELD classes with no more than two adjoining levels of proficiency in a class. The goal is to bring all students to at least the next proficiency level by the end of the school year.

English language learners at all four proficiency

levels receive ELD instruction from ELD certificated or LDE endorsed teachers, or highly qualified teachers who are pursuing their authorization. Each school site will have one LDE endorsed teacher designated as the ELL Liaison to collaborate and support ELD teachers in their planning and instruction.

### Instructional Grouping for Elementary Schools

The goal of instructional grouping is one language proficiency level per group. However, the span may be one level plus, for example, LEP 4s with high level LEP 3s. Elementary schools have implemented common time across grade levels for ELD instruction. The ELD groups are decided by the administrator and teachers at the site, using student performance on the CELA and ELD curriculum placement/progress assessments, including the placement test of the ELD materials, and curriculum-embedded assessments. Each elementary ELD teacher maintains records of student scores on these assessments in order to facilitate this process. Grouping is reconsidered quarterly, as new evidence of student progress becomes available.

### Elementary ELD Instructional Groupings and Language Focus by Proficiency Levels

NEP 1	NEP 2	LEP 3	LEP 4	FEP 5
Beginning English Speakers	Early Intermediate English Speakers	Intermediate English Speakers	Proficient English Speakers	Advanced Redesignated/ Monitor 2 yrs
ELD (45 min.) <ul style="list-style-type: none"> <li>• <b>Listening &amp; Speaking</b></li> <li>• <i>Vocabulary</i></li> </ul>	ELD (45 min.) <ul style="list-style-type: none"> <li>• Listening &amp; Speaking</li> <li>• Early Literacy Skills (i.e., <b>phonemic awareness, phonics</b>)</li> <li>• <i>Vocabulary</i></li> </ul>	ELD (45 min.) <ul style="list-style-type: none"> <li>• Listening &amp; Speaking</li> <li>• <b>Intermediate Literacy Skills</b></li> <li>• Emphasis on Writing</li> <li>• <i>Vocabulary</i></li> </ul>	ELD (45 min.) <ul style="list-style-type: none"> <li>• Listening &amp; Speaking</li> <li>• Intermediate High to Proficient Literacy Skills</li> <li>• <b>Emphasis on Writing</b></li> <li>• <i>Vocabulary</i></li> </ul>	AED (45 min.) Academic English Development – mainstream and/or enrichment class <i>Vocabulary</i>

### Instructional Grouping for Middle and High Schools

Students in the secondary schools receive a minimum of 45 to 90 minutes daily of ELD. Students testing at NEP 1 and NEP 2 on the CELA receive their ELD in two or more periods a day. All students with a LEP 3 or 4 designations receive ELD instruction during an elective/intervention class period.

### Secondary ELD Instructional Groupings and Language Focus by Proficiency Levels

NEP 1	NEP 2	LEP 3	LEP 4	FEP 5
Beginning English Speakers	Early Intermediate English Speakers	Intermediate English Speakers	Proficient English Speakers	Advanced Redesignated/ Monitor 2 yrs
ELD 90+ minutes  ~Oral Language Development	ELD 90+ minutes  ~Oral language development and beginning reading and writing	ELD – 45 minutes ~Instruction focusing on forms and functions of language in reading and writing	ELD 45 minutes ~Instruction focusing on functions of language in reading and writing	Mainstream Classes Monitor 1 Monitor 2

Student with low incidence language are served through our program as all ELs. Students at the secondary level can receive multiple periods of intensive ELD instruction from an LDE endorsed teacher. At the elementary level, in most cases students can be placed with a mainstream teacher who is LDE endorsed.

English language learners arriving at middle school and high school have diverse needs. They cannot be well-served by only a single program or a single approach. It is the intent of the district to frequently update our professional understanding of student strengths and needs and adapt the instructional program to meet the individual needs of students.

Students whose parents opt out of services receive our mainstream core instruction that includes limited primary language support if feasible. At the elementary level, students can also be placed with a mainstream teacher who is either LDE endorsed or SIOP trained in most schools. At the secondary level, students can be placed with teachers that have received and use sheltered techniques through SIOP. The school’s ELD liaison will also work with mainstream teachers to support the student receiving comprehensible content instruction.

## INSTRUCTIONAL PROGRAM

### ELEMENTARY & SECONDARY

The following ELL Instructional Model has been planned with its first consideration to increase student achievement. It also takes into account best practices, district capacity, along with the community and staff input. This section describes the English Speakers of Other Language (ESOL) Instruction; Push-In ESOL Coaching Model, and English Language Development (ELD) instruction. All students receive content and elective instruction through sheltered (ESOL strategies) instruction. All ELL students receive additional English Language Development (ELD) instruction until redesignated as fully English proficient (FEP).

Model	Description/Critical Components	Professional Development	Teacher Expertise
<p><b>ESOL Instruction</b></p>	<p>Grouping ELL students in general education classrooms. The general classroom teacher shares data with the Language/Literacy Coach in order to facilitate collaborative analysis.</p> <ul style="list-style-type: none"> <li>• At the elementary level, during literacy, content, and specials/electives, it is imperative that the number of like language learners grouped together does not outweigh the number of proficient English speaking models.</li> <li>• At the secondary level, every effort will be made so that the number of like language learners grouped together in content and elective classes does not outweigh the number of proficient English speaking models.</li> <li>• The following factors should be considered when grouping students:                             <ul style="list-style-type: none"> <li>~ Language proficiency level</li> <li>~ Literacy proficiency level</li> <li>~ Math proficiency level</li> <li>~ Previous school experience (preschool attendance, etc.)</li> <li>~ Additional needs such as SPED or GT</li> <li>~ Literacy proficiency levels in the native language</li> </ul> </li> <li>• Grouping can be used to facilitate scheduling of ESOL 'push-in' support and/or concept reinforcement instruction.</li> </ul>	<p>Professional development for <b>ALL</b> teachers at the site focuses on:</p> <ul style="list-style-type: none"> <li>▪ Language acquisition</li> <li>▪ Language proficiency assessments (CELA)</li> <li>▪ The Curriculum Framework and ELD standards</li> <li>▪ Sheltered Instruction</li> <li>▪ Oral language development across the curriculum</li> <li>▪ Delivering explicit ELD instruction</li> <li>▪ Planning and delivering standards-based integrated curriculum</li> <li>▪ Appropriate use of native language support (see Attachment 6)</li> </ul> <p>These professional development topics can be embedded in other professional development sessions, or be delivered as stand-alone sessions</p>	<ul style="list-style-type: none"> <li>▪ Implementation of this model may lead schools to rethink the assignment of their personnel.</li> </ul>

Model	Description/Critical Components	Professional Development	Teacher Expertise
<b>Push-In ESOL Coaching</b>	<ul style="list-style-type: none"> <li>The Language/Literacy Coach is a model for effective small group/whole group instruction for English language learners in the general education teacher’s classroom.</li> <li>The Language/Literacy Coach plans collaboratively and team-teaches with the general classroom teacher to provide standards-based sheltered instruction during literacy and/or content instruction.</li> </ul>	<p>Coaching is considered the most effective professional development model on a continuum of models</p>	<ul style="list-style-type: none"> <li>ESOL push-in requires the support of a CLD-endorsed or NCLB highly-qualified Language &amp; Literacy Coach</li> </ul>
	<ul style="list-style-type: none"> <li>Both the Language/Literacy Coach and general classroom teacher administer summative language proficiency assessments to collaboratively plan effective instruction and to monitor growth over time.</li> <li>Literacy groupings are flexible and student placement is evaluated on a quarterly basis. It is imperative that instruction in the classroom is tailored to fit the students’ increased language and literacy levels.</li> </ul>		<ul style="list-style-type: none"> <li>All teachers will receive coaching as part of the push-in ESOL model from the Language &amp; Literacy Coach</li> </ul>
<b>Sheltered ESOL Instruction</b>	<ul style="list-style-type: none"> <li>Sheltered instruction addresses the same state standards, grade level expectations and the essential components found in a mainstream content area classroom.</li> <li>General classroom teachers and/or specific content area teachers organize their instruction in a manner that helps ELL students fully understand standards-based content in the areas of social studies, science, math, and language arts.</li> <li>Teachers provide multiple opportunities for student-centered, hands-on experiences, and the use of realia or manipulatives.</li> <li>Grade Level Essential Targets (G.L.E.T.’s) are identified and posted for students in student friendly terms.</li> <li>Instruction is focused around content and language objectives. These objectives are articulated for each lesson and posted in student-friendly terms or graphics for easy student access.</li> <li>ELL students receive sheltered instruction in a heterogeneous or skills-based group for content and literacy instruction.</li> </ul>	<ul style="list-style-type: none"> <li>SIOP/ESOL training will be provided to all staff through push in coaching</li> <li>All staff will receive ongoing training in identifying literacy gaps and will collaborate with coaches in designing and delivering high level literacy instruction</li> <li>Training will also focus on academic vocabulary in all content areas</li> </ul>	<ul style="list-style-type: none"> <li>Skilled in applying sheltered instruction</li> </ul>
<b>Sheltered ESOL</b>	<ul style="list-style-type: none"> <li>Since it is not appropriate to have homogeneous, sheltered elective/special classes, it is imperative that ALL elective/specialist teachers utilize sheltered technique (ESOL strategies) in order to make their instruction comprehensible for a heterogeneous group of students. Students should have multiple opportunities for interaction with native English</li> </ul>	<ul style="list-style-type: none"> <li>SIOP/ESOL training will be provided to all staff through push in coaching</li> </ul>	<ul style="list-style-type: none"> <li>SIOP skilled and 2<sup>nd</sup> language instructional strategies</li> </ul>

Model	Description/Critical Components	Professional Development	Teacher Expertise
<b>Instruction</b>	speakers. <ul style="list-style-type: none"> <li>Secondary CELA 1 &amp; 2 students will receive their content instruction via sheltered classes while also participating in ELL classes.</li> <li>Secondary CELA 1 &amp; beginning 2 students will have the opportunity to take Spanish for Spanish speakers as an elective</li> </ul>	<ul style="list-style-type: none"> <li>SIOP/ESOL training will be provided to all staff through push in coaching</li> </ul>	<ul style="list-style-type: none"> <li>SIOP skilled and 2<sup>nd</sup> language instructional strategies</li> </ul>
<b>English Language Development (ELD) Instruction</b> <i>English Language Development (ELD) instruction is provided to students based on evaluation of English language proficiency (CELA or CELA Placer results) and literacy assessments</i>	Grouping for ELD Instruction <ul style="list-style-type: none"> <li>During elementary ELD instruction, ELL students will be grouped according to language fluency. Movement or placement out of ELD classrooms will occur on a quarterly basis based on data results and teacher recommendations.</li> <li>Secondary CELA 1 &amp; 2 students are placed in homogeneous ELD classrooms based on an evaluation of oral language and literacy assessments.</li> </ul>	District PD on analyzing and using CELA and ELD profile will occur by school and/or district PD resources	<ul style="list-style-type: none"> <li>ESOL classes (secondary) require the support of a CLD- endorsed or NCLB highly-qualified Language &amp; Literacy Coach</li> </ul>
	<ul style="list-style-type: none"> <li>The Curriculum Framework and ELD Standards drive instructional planning and monitoring. The ELD Curriculum and Progress Monitoring Tool (See attachment 5) specifically serves as a tool to plan and scaffold instruction aligned to state standards in the areas of reading and writing.</li> <li>ELD specific instruction focuses on the forms and functions of English is the content during English Language Development instruction</li> </ul>	Teachers will receive support /coaching and organization of ELD instruction from Language Literacy Coaches for ELD instruction.	<ul style="list-style-type: none"> <li>It is recommended that the language arts teachers teaching the language and literacy block are also CLD (Culturally and Linguistically Diverse) endorsed or are in the process of obtaining the endorsement.</li> </ul>
	<ul style="list-style-type: none"> <li>The goal for ELD instruction is English literacy development, as appropriate based on ELL student assessment data.</li> <li>Students are placed into homogeneous groups based on an evaluation of language proficiency and literacy assessments.</li> <li>These groups are flexible and student placement is evaluated on a quarterly/semester basis.</li> <li>The Curriculum Framework and ELD standards guide instructional planning and monitoring. The ELD Curriculum and Progress Monitoring Tool (See attachment 5) specifically serves as a tool to plan and scaffold instruction leading to attainment of state standards in the areas of reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>All staff will receive training on student data assessment analysis and grouping of students for best instructional support</li> <li>Training will also be provided in the Curriculum Framework and how these connect to the ELD Standards and literacy development</li> </ul>	<ul style="list-style-type: none"> <li>Student data analysis</li> <li>Knowledge of Curriculum Framework</li> </ul>

Model	Description/Critical Components	Professional Development	Teacher Expertise
	<ul style="list-style-type: none"> <li>• Students are provided the opportunity to participate in small group guided reading/writing, independent reading/writing, and to see reading/writing demonstrations on a daily basis.</li> <li>• The curriculum of the literacy block is unique from that of the ELD class allowing these groups or classes to be in addition to, instead of a repeat of core reading instruction.</li> </ul>		

### INSTRUCTIONAL DELIVERY: SECONDARY

Scheduled ELD classes are provided to NEP and struggling LEP students as described in this section.

Strategy	Description/Critical Components	Professional Development	Teacher Expertise
<p><b>Scheduled ELD Classes: Beginning and Intermediate</b></p>	<ul style="list-style-type: none"> <li>• The goal of the class is oral language development and opportunity to practice oral English skills in a non-threatening environment. The focus is on the development of basic interpersonal communication skills (BICS).</li> <li>• The most emergent ELLs (silent/receptive, early production) participate in an ELD class in addition to an extended language and literacy block or sheltered content classes.</li> <li>• The ELD standards drive planning and teaching and are used to monitor growth over time.</li> <li>• Daily instruction focuses on English development; the forms and functions of language; and listening, speaking, reading and writing skills</li> <li>• Students are given the skills necessary to transition from informal to formal literacy instruction.</li> <li>• Thematic units are used as a vehicle to develop students' oral language and conceptual reservoirs.</li> <li>• Small group, scaffolded instruction during the ELD class is used to support independence in the general education classroom.</li> <li>• Newcomers, CELA 1 &amp; 2 (as appropriate) are given the additional support necessary in this classroom.</li> <li>• The curriculum of the ELD class for silent receptive/early production speakers is unique from that of the curriculum for speech emergence/intermediate fluent students.</li> </ul>	<ul style="list-style-type: none"> <li>• Training will include background of BICS and second language acquisition stages</li> <li>• Instructional coaches will model how to scaffold instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Requires a teacher who is CLD endorsed</li> </ul>

## INSTRUCTIONAL STRATEGIES

*It is important to remember that “activities” are not the end; rather, they are the means to the end. The end we aim for, of course, is mastery by all students of language and district/state content standards.*

*(Vogt, Echevarria, 2005)*

It is our responsibility to learn to use a variety of instructional strategies in a purposeful, thoughtful, and careful manner in order to maximize student achievement. The chart that follows includes a list of teacher generated strategies and example activities that have been shown to benefit ALL students, but to be essential for English language learners to progress in both the acquisition of English as well as towards academic proficiency.

When teachers use these strategies consistently, systematically, and to a high degree, students will make linguistic and academic progress at an appropriate rate. As teachers **refine and implement these strategies and activities**, it will be important to note the necessity of modeling to students what is expected and not expected. It is generally agreed that they should be taught through explicit instruction, careful modeling, and scaffolding.

Teachers and students both need not only to know what is the strategy but also how it is used, along with when and why it is used. One possible format to follow when teaching and using these activities is the “I do, we do, you do” sequence, giving students ample opportunities to practice the strategies with support before being expected to do them correctly on their own. Teachers then will take the time either individually or collaboratively to monitor and adjust their own use of these instructional strategies.

*According to Muth and Alvermann (1999) there is a continuum of strategies that occurs during the teaching-learning process: from teacher-centered, teacher-assisted, peer-assisted, and student-centered. The ultimate goal is for students to develop independence in self-monitoring and self-regulation through practice with peer-assisted and student-centered activities. Teachers must scaffold instruction for ELLs by providing many opportunities for them to use a variety of strategies that have been found to be especially effective.*

## Sheltered Instructional Strategies

Purpose of Strategies	Activities	
Develop vocabulary	<ul style="list-style-type: none"> <li>• Frayer Model</li> <li>• Use realia</li> <li>• Label the room</li> <li>• Pre-teach key vocabulary</li> <li>• Connect Two</li> <li>• Word Sorts</li> <li>• Concept Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Read alouds</li> <li>• Picture dictionaries</li> <li>• Teach cognates (and false cognates)</li> <li>• Teach word morphology</li> <li>• Repetition and chants</li> <li>• Dramatize vocabulary</li> </ul>
Enrich content instruction with language	<ul style="list-style-type: none"> <li>• Visual aides in the classroom, including charts</li> <li>• Use manipulatives</li> <li>• Videos and other multimedia</li> <li>• Post key vocabulary</li> <li>• Provide structured response frames</li> </ul>	<ul style="list-style-type: none"> <li>• Models</li> <li>• Advance organizers</li> <li>• Establish a routine</li> <li>• Word walls</li> <li>• Graphic organizers</li> <li>• Post content and language objectives</li> </ul>
Build background knowledge	<ul style="list-style-type: none"> <li>• Pre-test</li> <li>• Anticipation guides</li> <li>• KWL charts</li> </ul>	<ul style="list-style-type: none"> <li>• Webbing</li> <li>• Predictions</li> <li>• Exclusion brain storming</li> </ul>
Provide comprehensible input	<ul style="list-style-type: none"> <li>• Preview-View-Review</li> <li>• Total Physical Response (TPR)</li> <li>• Use gestures</li> <li>• Cloze note taking</li> </ul>	<ul style="list-style-type: none"> <li>• Teach the text backwards</li> <li>• Story frames</li> <li>• Framed outlines</li> <li>• Use adapted texts</li> <li>• Graphic organizers</li> </ul>
Provide time for interaction	<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Inside-Outside circle</li> <li>• Rehearsal strategies</li> <li>• Numbered heads together</li> <li>• Role plays</li> </ul>	<ul style="list-style-type: none"> <li>• Line-ups</li> <li>• Gallery Walk</li> <li>• Simultaneous Round Table</li> <li>• Jigsaw</li> <li>• Four corners</li> </ul>
Enhance thinking skills	<ul style="list-style-type: none"> <li>• Cornell notes</li> <li>• Graphic organizers</li> <li>• Think alouds</li> <li>• Direct Reading-Thinking Activity (DRTA)</li> <li>• Mental Models</li> </ul>	<ul style="list-style-type: none"> <li>• Reciprocal teaching</li> <li>• Real life applications</li> <li>• Differentiate questions using Bloom's Taxonomy</li> <li>• T-Charts</li> </ul>

## INSTRUCTIONAL MATERIALS FOR ENGLISH LANGUAGE LEARNERS

Instructional materials need to support the English Language Learner's English language proficiency needs and also needs to be aligned with the Colorado content standards to ensure high quality instructional support that will yield grade level expectations. The following materials reflect the language and academic instructional needs of the ELL student.

RESOURCE TYPE	PUBLISHER	TITLE/SERIES NAME	GRADE LEVEL	SUPPORTIVE FEATURES	BOE ADOPTED?
<b>Core Program Materials for Reading</b>	Harcourt	<b><u>Storytown</u></b>	Elementary (PreK-5)	<ul style="list-style-type: none"> <li>➤ Five Components of Reading Addressed in every lesson</li> <li>➤ Storytown ELL Handbook</li> <li>➤ Vocabulary Leveled Readers</li> <li>➤ Language Support Leveled Readers</li> <li>➤ Routine Cards and Templates</li> </ul>	<b>Yes</b>
<b>Core Program Materials for Language Arts</b>	McDougal Littell		6-10		Yes
<b>Elementary English Language Development</b>	Hampton Brown	<b><u>Avenues</u></b>	K-5	<ul style="list-style-type: none"> <li>➤ Content-based instruction that builds academic language</li> <li>➤ Authentic literature</li> <li>➤ Instruction for newcomers</li> <li>➤ Units incorporate multi-level teaching strategies for all language levels</li> <li>➤ Teachers' guides</li> </ul>	<b>Yes</b>
<b>Middle School English Language Development</b>	Harcourt	<b><u>High Point</u></b>	6-12	<ul style="list-style-type: none"> <li>➤ High interest, multicultural reading selections</li> <li>➤ Learning to read strand</li> <li>➤ Expository text</li> <li>➤ Grammar instruction</li> <li>➤ Vocabulary development</li> <li>➤ Multi-level teaching strategies</li> <li>➤ Teachers' guides</li> <li>➤ Assessment handbook</li> <li>➤ Aligned with CO ELD standards</li> </ul>	<b>No</b>

RESOURCE TYPE	PUBLISHER	TITLE/SERIES NAME	GRADE LEVEL	SUPPORTIVE FEATURES	BOE ADOPTED?
<b>Secondary English Language Development and Literacy Programs</b>	Hampton Brown	<b><u>Side by Side</u></b>	9-12		<b>Yes</b>
	Hampton Brown/National Geographic	<b><u>Edge</u></b>			
<b>Oral Language Development Materials</b>	SRA	<b><u>Bilingual Dictionaries</u></b>	3-10	➤ Word-to-word dictionaries that can be used with standardized assessments	
<b>Intervention Materials</b>	Florida Reading & Research Center	<b><u>Literacy Centers Notebooks</u></b>	K-5	➤ Systematic instruction focuses on one skill at a time	
	Sopris West	<b><u>Language!</u></b>	3 <sup>rd</sup> -12 <sup>th</sup>	➤ High Interest ➤ Illustrations	
	SRA	<b><u>Horizons</u></b>	1 <sup>st</sup> – 3 <sup>rd</sup>	➤ Comprehensive Reading Program for five components of reading	
	Read Naturally	<b><u>Read Naturally</u></b>	Elementary	➤ Fluency Intervention program	
<b>PHONICS MATERIALS</b>	Lindamood Bell	<b><u>Zoo Phonics</u></b>	Pre-K	➤ Easily connected to already existing curriculum ➤ Components for each instructional purpose: skills, decoding, application ➤ Includes songs, chants, rhymes ➤ rhyme cards, ➤ Explicit instructions	➤
		<b><u>Seeing Stars</u></b>	K-5		

## SECTION 3: MONITORING OF STUDENT PROGRESS AND RECLASSIFICATION

### ASSESSING THE ELL STUDENT

***Effective instruction is a deliberate result of deep and authentic assessment.***

Accurate grade level and program placement of the ELL student will be based on multiple assessment results. Analysis of authentic assessments of academic and English language proficiency levels of ELL students informs the design of instruction that is appropriate and challenging.

ELL student data will be analyzed as part of the building's school improvement goals and expectations. Classroom teachers and coaches will collaboratively review formal and informal data sources to craft and implement effective instruction for all students within their building.

The following assessment matrix represents the broad range of assessments that can assist in diagnosing the instructional needs of the ELL student, in monitoring their progress over time, and in assessing their annual linguistic and academic growth. This comprehensive view aids in linking instruction to the specific assessment results of ELL students and also helps in assessing the district's progress towards meeting the Annual Measurable Achievement Objectives (AMAOs).

The Adams 14 English Language Development Profile for Progress Monitoring and Reporting (see Appendix F) provides a checklist for the speaking, listening, reading and writing domains to monitor the ELL student's progress towards fluency in English. Students will be grouped by fluency level for ELD time. All students will have their own ELD profile that is grade level specific based on Colorado ELD standards. This monitoring tool is helpful to both the general education and the ELA teacher as they co-plan and design the best instructional approach for the ELL students.

In addition to the ELD profile, teachers will have a class spreadsheet that focuses on the specific fluency level of the class. This spreadsheet will assist teachers in planning focused ELD instruction and in documenting student progress. At the end of each quarter, one data meeting can be used to transfer spreadsheet data to the student's individual ELD profile sheets. At this time the ELD teacher can conference with the literacy teacher (if not the same teacher) to collect other evidence of mastering reading and writing ELD standards. This collaboration and collection of data determine when and if a student is ready to move to the next level of fluency class.



## ELL ENTRY, MONITORING & EXIT CRITERIA

### Assessments, Progress Monitoring, Body of Evidence, Observations

Having precise information of why, when, and how we administer various assessments throughout the year will keep us better informed about the student's language and academic gaps so that our instruction will be targeted to the student's needs.

Assessment/ Observation	Description	Grade Levels	Entry	Monitor	Exit	Timeline
Home Language Survey	Pre-requisite to determine entry	Pk-12	X			within 10 days of registration
Pre-LAS	English language placement test to determine English proficiency level; screening	Pre-school	X			After registration – within 30 days
CELA Placer	English language placement test to determine English proficiency level; screening	K-12	X			After registration – within 30 days at beginning of year or 2 weeks mid-year
CELA Pro	Gauge growth in listening, speaking, reading and writing skills ; ELA classification/placement; diagnostic	K-12		X	X	Annually in January
CSAP	Reading, writing, mathematics, science outcomes	3-10		X	X	Annually in Spring
DIBELS	Monitor phonics, phonemic awareness, fluency & comprehension in English; diagnostic	K-5	X	X	X	3 X year Benchmark and Ongoing Progress monitoring
Core Phonics Screener	Screening, diagnostic starting	1-5	X	X	X	3 to 4 X year
Common Assessment	Body of evidence, progress monitoring, benchmark; district-wide standards tests	3-10		X	X	As scheduled by district
MAP	Reading, mathematics (benchmark, norm-referenced); monitor grade-level progress	2-10		X	X	Fall, Winter & Spring
Storytown Theme Tests	Body of evidence	k-5	X	X	X	Every 5-6 weeks
IDEL/EDL Flint Cooter IRI-Spanish	Baseline Spanish literacy – new to the district w/ previous instruction in Spanish or struggling reader	k-3 4-8	X			Upon registration
ELD Curriculum & Progress Monitoring Tool	Progress monitoring for English language development	k-12		X	X	Ongoing observation w/quarterly review

## SECTION 4: STAFFING AND PROFESSIONAL DEVELOPMENT

Coordinated, district-wide professional development is based on needs connected to educator roles. At the core of the plan is a “Push-In” model of professional development. Each school will be assigned a language literacy coach who will provide significant amounts of embedded professional development to all teachers at all grade levels. Coaches will rotate through the schedule of all teachers, working with each teacher for a block of time. Teachers and coaches will collaborate and co-plan by grade levels or departments to meet the needs of ELL students. Coaching and modeling will be tailored to meet the needs of individual teachers and their classrooms.

ELL student profiles will be housed on Infinite Campus. In this way all Adams 14 staff member will have access to ELL student profiles.

### Administrators, Learning Coordinators and Language/Literacy and Instructional Coaches

Seminar	Focus	Contact Hours	Materials
Language Acquisition & ESOL Strategies	Research-based methods and strategies for teaching ELL in content areas	TBD	*Enhancing English Language Learning in Elementary Classrooms *Enriching Content Classes for Secondary ELL Students
Literacy and the ELL	Understanding and integrating reading literacy skills for all students	TBD	*What’s Different About Teaching Reading to ELLS *Literacy Training (5 components)
Role of Language & Literacy Coaches	Push-In Coaching	TBD	Coaching Skills Literacy and ESOL Content
CORE - Elementary	Guiding and supporting effective instructional literacy practices	4 days	CORE Sourcebook
Coach for Success - Secondary	Coaching for Effective Teaching	2 days	WestEd

### Teachers

Seminar	Focus	Contact Hours	Materials
Language Acquisition & ESOL Strategies through building based-embedded Professional Development and Push In Coaching (Pk-12)	Research-based methods and strategies for teaching ELL in content areas, and strategic use of native language	6 weeks+	*Enhancing English Language Learning in Elementary Classrooms *Enriching Content Classes for Secondary ELL Students *Push In Coaching

Seminar	Focus	Contact Hours	Materials
Literacy and the ELL	Understanding and integrating reading literacy skills for all students	TBD	*What's Different About Teaching Reading to ELLS
Consortium on Excellence in Reading (CORE) Elementary	Apply research based reading practices to Storytown Reading Series	5 days	*Literacy Training (5 components)
Teach for Success - Secondary	Effective Teaching in Initial Instruction	4 + days	WestEd
SIOP	Purpose, process, and foundation of SIOP	15 hours	SIOP Handbook
Assessing the ELL	Using formal/informal methods of screening, progressing monitoring, formative and summative assessments and implication for ELL instruction	Varies by assessment	CELA, DIBELS, MAP, CSAP, ELD Profile
Supporting and engaging parents	ESL Instruction; Parent support; Family Literacy	TBD	Family Literacy Programs

### Paraprofessionals

Seminar	Focus	Contact Hours	Materials
Paraprofessionals supporting ELL achievement	Language Acquisition instructional strategies; collaboration and parent involvement	4- 3 hours sessions	ASPIRE
Supporting Parents	Appropriate communication protocols with parents Tips for engaging parents	1- 2 hours	

## SECTION 5: FAMILY AND COMMUNITY ENGAGEMENT

### ***The diverse backgrounds and skills of the parents present an opportunity to build on school diversity initiatives.***

Parents need to be engaged, prepared, involved and provided with consistent and meaningful communication to sustain their confidence and support. Feeder schools are encouraged to have combined activities, workshops, etc...).

Discussions with parents revealed that some supports are currently in place but availability and level of implementation is dependent on the school. The following are available at some schools:

- Parent involvement in the School Improvement Plan
- Parent-Teacher Organizations
- Parent Handbooks
- Leadership training for interested parents
- ESL Classes

Parent Involvement is critical to student success in developing English Literacy. School improvement plans (SIPs) will address specific site-based strategies for increasing the engagement of parents.

At Adams 14 we will form an active partnership between the schools, parents and community. We will create an environment that is welcoming, engaging and nurturing to ensure the academic and language success of our students. As a district we expect the following:

#### **Areas of Responsibility**

##### **District:**

- The Adams 14 NCLB Family Education Specialist is available to support school leadership teams to design plans and support structures for parents and families.
- Use multiple media to get out information in easy to understand language (radio, T.V., phone, paper)
- Outreach of communication by district personnel to identify neighborhood leaders.
- Provide training about current ELL model.
- Provide a menu of training activities and clear expectations of students learning.
- Provide cultural awareness training for all staff.
- Provide teachers with training on how to positively engage parents (how to positively communicate with parents, how to encourage them to volunteer, etc.)

##### **Individual Schools:**

- Value language and culture
- Parents should feel welcomed and greeted at all our schools.
  - Address at secretary training before school starts
- Bilingual signage
- Parents will be provided with assistance in helping their children
- Welcome letters in both languages
- Designated office hours for parents.
- Parent educational opportunities

- Bilingual personnel in main office
- Parent volunteers for greeters and welcoming
- Provide monthly workshops
- Develop a resource guide to be given to teachers and in parent resource room. This guide will have information of community resources such as clinics, etc.
- Parent resource center
  - Bilingual materials (books, activities, etc)
  - Access to computers
  - Bulletin board to advertise jobs etc.
  - Establish days/hours 2-3 days, before, during, and after school.

### **Individual Classrooms/Teachers**

- A personal connection with individual families.
- Positive open house environment.
- Occasions to celebrate
- Create opportunities for parents to be interested in sharing with class (cultural, read aloud, personal positive experiences).
- Time flexibility, make available times known.

### **Suggested Parent Engagement Activities and Timeline**

***Consider the following items to engage parents in social and formal learning opportunities....***

- Once a month have an out of uniform day and replace with a theme day (ex: sports, pj, dress up, etc).
- Community breakfasts on a Saturday twice a year
- Once every quarter have a doughnuts and coffee in individual classrooms to form and foster community.
- \*Provide ESL classes for parents
- \*Provide Spanish classes for teachers to communicate with the parents

### **August**

- Welcome BBQ
- Information session about ESOL model
  - How to maintain native language at home
- Open house at schools/meet with individual teachers (Back to School Night)
  - Homework policy
  - Office hours
  - Classroom expectations
  - School wide protocols – who to go to for help
- Introduce resource room
- Give parents a survey/information sheet to find out about volunteers

### **September**

- Open resource room/Celebration Fiesta
- Monthly workshop: “Rules and Attendance”
- Monthly workshop: “Making Homework Manageable”/ “Maintaining native language at home”
- Recruit and train parent volunteers

### **October**

- Monthly workshop: “Report cards/Expectations”
- Parent/student craft activities

### **November**

- Monthly workshop: “Reading To And With Our Children”

### **December**

- Parent/student craft activities

### **January**

- Monthly workshop: “Review of Rules and Attendance Policy”

### **February**

- Monthly workshop: “Preparing for CSAP: How to do your best on the test” (Assessments DIBELS, CELA, LAS, Storytown unit tests)
- Parent/student craft activities

### **March**

- Monthly workshop: “Advocating for yourself and your Child”
  - What’s working? What do we need to improve on? What would you like to see?
  - How to communicate with teachers and administrators.

### **April**

- Monthly workshop: “Keeping our kids safe”
  - Commerce City Police/Adams County Sheriff
  - Internet safety
  - Library, recreation center (Spring break activities)
- Parent/student craft activities

### **May**

- Monthly workshop: “Surviving the summer”
  - Maintaining literacy and math skills
  - Activities that you and your child can do together
- End of year celebration.

## SECTION 6: EVALUATION AND ACCOUNTABILITY

### Responsibility for Program Implementation

***Creating and sustaining a collaborative approach in support of the ELL student will increase the overall capacity to support all students.***

All district personnel are responsible for implementing this plan with fidelity. New behaviors and beliefs may be required at all levels of the organization. New skills and support structures will emerge as the plan unfolds.

District leadership will provide guidance and support through the district goals that are based on audit findings, and the district will leverage federal, state and local resources to meet the identified needs and expectations.

The building leadership will clear the way so that the success of all students is the responsibility of the combined staff. The student/building schedule will provide the structure for the implementation of the plan. The building's school improvement plan, decisions related to staff assignments, budget, curriculum, professional development and parent engagement will be of interest to all and supported by all.

Teachers, as part of building leadership, will collaborate with colleagues in designing and implementing instruction based on student need as determined by formative and summative assessments through discussions and decisions during data team meetings.

High expectations for student performance will be evident in classroom interactions and during the entire school day. Parents and families will support students through authentic opportunities for engagement and involvement with the schools that include leadership training and ongoing participation.

Strategic implementation support provided to the individual buildings will be differentiated based on their current level of initiating different aspects of the plan such as professional development, instructional materials, or other elements. Some buildings, based on previous efforts, will already be at a sustaining level or even at an advanced level of implementation while others may be at the initial phase.

Ongoing job embedded professional development, common collaborative teaming and coaching through district language/literacy coaches and principals will be an integral means of assuring implementation of this plan.

## ATTACHMENT 1: FAQ's

### Adams I4 ESOL Plan Frequently Asked Questions (FAQ's) June 2009

It is the intent of the district to provide complete and ongoing information related to the newly selected English to Speakers of Other Languages (ESOL) Program that will be implemented this year to support the English Language Learners (ELL) in their acquisition of academic English language and grade level content. To that end, the following questions and responses are categorized by various district and community groups.

#### District

**1. What prompted the review of the ELL program in Adams I4?**

The CADI report described the ELL program as a “hodge-podge” approach with little consistency and accountability across the district. It also highlighted the poor academic and language performance levels of ELL students. The report recommended a district wide instructional model that held the leadership, staff, students and parents accountable for ELL student achievement.

**2. Why did we choose the English for Speakers of Other Languages (ESOL) program model? Was a bilingual program model considered?**

The Design Team determined that a sustainable or effective district-wide dual language or early exit bilingual program was not attainable given the shortage of qualified personnel and financial constraints. The Design Team also examined the possibility of a PK-2 early exit bilingual program with ESOL for all other grades across the district however, insurmountable constraints precluded the implementation of this model. These constraints include:

- PK – the ½ day PK does not allow for enough flexibility to infuse a bilingual component and the itinerant staff required was not feasible given financial constraints as well.
- The PK program must be staffed with dual certified personnel in Special Education and Early Childhood Education. There is not a reliable candidate pool with these qualifications.
- The district would need to add at least 7 new FTE's to sustain a PK-2 bilingual model which is not currently financially possible.

This is not an “English-Only” model. It is a program designed to focus on acquisition of academic English language and grade level content. Students and parents are encouraged to practice their native language and sustain their cultural heritage. There are appropriate opportunities for the use of native language in the classroom (see attached handout on Appropriate Use of Student's Native Language in an ESOL Program).

**3. What process was used in the selection of this model?**

The Design Team investigated possible research-based programs during the course of seven days of meetings. Design Team members read over 10 articles published in education and peer reviewed journals that evaluated the efficacy of all programs being considered. The overall process included:

- Review of ELL student data trends
- Review of program models
- Review of current programs in place
- Review of feasibility in implementing and sustaining different program models
- Review of priorities focused on student academic and language needs
- Review of parent, community, and teacher input
- Discussion and input from team members
- Access to research and consultant input

#### **4. How does research support this model?**

Research supports two main types of ELL program models: bilingual and ESL. Any model selected needs to contain all essential elements to implement and sustain the specific program (Collier & Thomas, 1992). This includes:

- Overall district and community commitment
- Leadership advocacy and support
- Simple yet comprehensive program description
- Support with appropriate resources
- Adequately trained and available staff
- Highly effective instructional strategies and materials
- Consistent levels of implementation
- Ongoing evaluation and accountability

#### **5. How does ESOL “Push-In” work?**

The “Push-In” model in Adams 14 will include the classroom teacher and the Language and Literacy Coach planning together, co-teaching, and working together to set academic and language goals for the ELL students. Language and Literacy Coaches will cycle through grade-levels in six week increments. “Push-In” encourages shared accountability for all students because ELL students are no longer sent to another classroom for their language development, instead all teachers, with support from their Language and Literacy Coach, develop the knowledge, skills, and capacity to develop language for all students

#### **6. How does this approach move us forward?**

Adams 14 has chosen ESOL as a pathway to a more focused, consistent and integrated approach to providing academic English language and grade level content instruction to all students including the ELL student. This pathway includes renewed emphasis on professional development, leadership advocacy, instructional strategies and vertical and horizontal articulation, PK-12, will serve to bring more targeted support to all students with more depth and accountability.

#### **7. Why could we not offer ESOL at some schools and a bilingual program at others?**

Adams 14 chose an approach that implemented district-wide because:

- The CADI performance review noted that Adams 14 needed more systemic and consistent practices to be successful.
- Adopting multiple models could not be supported given the districts size and available resources.
- The mobility rate within the district is high enough that students need to be able to experience consistent approaches to language and content as they move from school to school.

**8. Will Adams I4 consider other ELL instructional models in the future?**

Yes. Adams I4 seeks to provide programs that are sustainable and student focused and yield achievement results. Adams I4 plans to evaluate both the implementation and the outcomes associated with this program. If the program is not showing results, then Adams I4 will review the approach and the alternatives.

**9. What are the advantages of this instructional program model for ELL students in Adams I4?**

- Access to a focused, consistent English language developmental approach
- Added student support through a higher level of collaboration between teachers and coaches.
- Increased targeted professional development for staff to improve the instructional support for students
- A higher degree of district level program evaluation and accountability to gauge impact of instruction
- Increased student performance

**10. How does this change the overall vision in regards to instruction of ELL students?**

The focus will now be on developing and accelerating the English skills of the ELL student while providing native language support to bridge content knowledge and skills. The respect and attention provided to the student's heritage language and culture will continue to be emphasized (see attached handout on Appropriate Use of Student's Native Language in an ESOL Program).

**11. What are the overall expectations of the teaching staff?**

The overall expectation is to engage in guiding practices focusing on sheltered instruction and to collaboratively share expertise and leverage all instructional skills and tools to support the ELL student on their English language development and grade level content. Staff is not required to be bilingual.

**12. Will there be a district person in charge of the implementation of this model?**

Yes, the Director of Student Achievement will be overseeing the implementation of the ESOL Program. This will help to blend and integrate the resources and accountability and channel all district level efforts to help all students succeed.

**13. How will new staff be supported?**

The induction program will incorporate ESOL related professional development and the Push-In Coaching process provides in-depth and targeted professional development based on ELL student data results.

**Teachers****14. Do we have the necessary instructional materials to support this model?**

The building and district leadership will use current materials that support the ESOL instructional approach and will be working to ensure all materials are in place across the district and that these materials support the Colorado ELD standards. Some resource materials in Spanish may be available for use by parents and families to support students at home.

**15. How do I work with data to build a body of evidence to place students in the proper instructional groups?**

This is already in place in many building sites through the Response to Intervention (Rtl) process and through student data review teams during professional learning communities. The emphasis

is on a collaborative review of a variety of student data (see ELL Plan assessment matrix) to determine instructional and learning gaps and to provide tailored instructional skills and intervention for all students. The placement of students in various groups will be fluid so that students can move to more challenging instructional groups based on student data. Support from instructional coaches and ELD staff will be critical to create viable and instructionally rich body of evidence for all students.

#### **16. How will my school and the district support me to meet the objectives of the ELL Plan?**

This will be a collaborative process in that many teachers have the leadership, expertise and the skills to offer their support and that will be an initial step: to identify and leverage current expertise. Some of the other ways teachers will be supported to meet the goals of the ELL plan include but are not limited to:

- An overview of the ESOL program model and the expectations
- Targeted, differentiated and embedded professional development
- Schedules and timelines to support NEP and LEP students
- Research based instructional strategies to accelerate academic and language instruction
- Ongoing support from instructional coaches and ELD teachers
- Opportunity to collaborate and learn from each other
- Training to enhance the support from paraprofessionals
- Opportunities for engaging in English and Spanish classes

#### **17. What will the “push-in” coaching look like and what can I expect?**

The “push-in” concept brings the expertise of the classroom teacher and the language literacy coach to view all student data, review student outcomes, co-plan instruction and to design best instructional support structures for all students. The push in coaching will facilitate this collaborative process and will help create and bring new ideas to the group. Language literacy coaches will provide intensive support to different grade levels on a rotating basis throughout the year during a concentrated range of time. The teachers can expect a more extensive array of instructional support and increased knowledge of student skills and gaps.

This differs from years past in that now ALL staff will be engaged in a more integrated and collaborative manner in designing and assuring all students receive successful and tailored instructional support. The language literacy coaches and building leadership will create pathways for this process through ongoing professional development to the staff.

#### **18. What professional development will be required to implement this model?**

Professional development will be required at various levels for different personnel. The professional development outlined in the ELL Plan supports an in-depth and wide range of training for all personnel as listed below:

- District leaders
- Principals
- Instructional coaches
- Language literacy coaches and ELD teachers
- Classroom teachers
- Paraprofessionals

The required and necessary professional development content (see page\_\_\_ of ELL Plan) will include:

- Program support structures such as scheduling, materials and goal setting
- Instructional strategies related to literacy and content areas

- Maximizing “Push-In” instruction
- Data analysis to determine growth patterns and designing instruction
- Second Language Acquisition
- SIOP training and practices will be infused in the professional development plan (connect skills and practices to successful plan implementation process)
- Other

Professional development completed in the past and that relate to the instructional strategies and ELD concepts to support the ELL student will be considered. Professional development will be differentiated to leverage the expertise of those who have already acquired the skills to be taught and to seek their support as trainers and leaders.

#### **19. What do I tell students who are speaking in Spanish?**

We need to distinguish between social and academic settings. In academic settings, students are expected to focus on learning and practicing their newly acquired English skills. In social settings (lunchroom, outdoor activities), students may use their native skills. Students should not be punished for using Spanish but redirected to learning and practicing English.

#### **20. Will I be able to teach in Spanish? When can I use Spanish?**

Academic instruction will be in English. Spanish can be used in appropriate situations (see attached handout on Appropriate Use of Student’s Native Language in an ESOL Program).

### **Paraprofessionals**

#### **21. How will my school and district support me to meet the objectives of the ELL Plan?**

The instructional coach, the classroom and ELD teacher will include you in the discussion and preparation of support for the ELL student. This will differ from the past in that you will have access to more information and training to support all students. In addition, you will receive:

- Guidance on use of materials
- Direction on how to support students with their academic and language development

#### **22. When can I use Spanish to support teachers and students?**

Academic English instruction and grade level content is the major focus of instruction. Emphasis will be on learning and practicing the English skills taught and learned. There will be occasions to use Spanish to support teachers and students. These opportunities are included in a handout on Appropriate Use of Student’s Native Language in an ESOL Program.

#### **23. What is my role in communicating with parents?**

Given our 14 languages and diverse cultures, your role in communicating with parents will be to use your language skills in English and/or Spanish to seek input from them and to provide them support. We want to sustain a high level of communication with parents and the community related to how we support them and their children.

### **Parents**

#### **24. Will my child be allowed to speak Spanish in school?**

There are opportunities for students to speak Spanish in school. The primary focus for academic learning however, will be in English. Students are encouraged to use their native language in social settings. Instructional staff may use native language during the school day to support students (see attached handout on Appropriate Use of Student’s Native Language in an

ESOL Program). Students will not be penalized for using their native language. This is not an “English-Only” program.

**25. How will I be able to help my child with homework if the work isn’t done in Spanish?**

Homework is an extension of the work taught and learned in the classroom. It should not require new learning but reinforcement of work taught and learned in the classroom. The role of the parent is to encourage their child to do the home work and to provide a suitable climate and time and space for the child to do the homework. If the child is struggling with homework, parents are encouraged to contact the classroom teacher for additional suggestions and support.

**26. I want my child to be bilingual. How does this plan support that?**

There is no formal instruction in the native language. The parents are encouraged to support their child’s native language development at home. There may be some school activities in some buildings to support native language and cultural activities to underscore the importance of bilingualism.

**27. How will this plan help my child succeed in school and life?**

All students will be provided with strong academic and English language skills and will be monitored and assessed on a regular basis and provided with guidance to succeed and to graduate and pursue additional training to develop life-long skills.

**28. What happens if my child doesn’t learn English at the expected pace? Will s/he fail?**

The ELL Plan calls for more collaboration between all staff so that all students are monitored regularly and are provided with immediate intervention in the academic area that he or she needs additional support. Students experiencing delays and problems in learning English will be further evaluated to determine the best instructional approach. The ELL program and the district goals are focused on student success!

**29. Will my school’s parent resource center be staffed by a Spanish speaker? What services will there be for parents?**

Every attempt will be made to provide a parent resource center with staff that have English and Spanish skills to oversee the resource center so we can support parents representing the 14 different languages in our district. The services provided at the resource center include some of the following and may be expanded based on needs:

- ESL classes
- Instruction for math and other content areas
- Leadership classes
- Parenting classes to better understand the developmental ages of the student
- Tips to encourage student academic achievement
- Opportunities to train as a volunteer
- Other as need is identified

**30. How will I continue to communicate with my child’s school?**

Schools are expected to identify and use all available resources to communicate with their parents who may represent multiple languages and heritage. Communication will continue to be sent home in English and in Spanish. The NCLB Family Education Specialist is also available to assist parents and schools to promote and support parent engagement leading to student academic and language success.

## ATTACHMENT 2: EVALUATION TOOL

# ***Evaluating and Monitoring Implementation of the Literacy Development Plan for English Language Learners (ELL)***

Frank S. Dávila, Ph.D.  
Fall 2009

The following ELL Monitoring Tool is designed to gauge and help guide the ongoing implementation of the Adams 14 School District *Literacy Development Plan for English Language Learners* that was written by an Adams 14 ELL Design Team. The implementation process is aligned and integrated with the district's Strategic Plan. The outcome for this plan is to make a positive improvement in the academic and language achievement levels of the English language learner (ELL).

To determine the effectiveness level of the *Literacy Development Plan for English Language Learners*, various contributing factors need to be considered. These include the reference points that clearly articulate the level of attainment of specific goals, the timeline associated with the attainment of these goals, the evaluation and monitoring tools that will substantiate the results ("look-fors"), the well trained individuals who will evaluate and monitor the plan, student performance on CELA, CSAP, DIBELS, and other progress monitoring tools and the expected follow-up by the building leaders to ensure the findings and recommendations related to the various elements of the ELL Plan are understood and used in adjusting the implementation efforts.

The effective use of time and energy of the building leadership team and support personnel is critical in implementing an integrated and seamless approach to sustaining efficacy of the *Literacy Development Plan for English Language Learners*. From the beginning, the Plan underscored collaboration across disciplines to bring service support elements such as professional development, budget, parent involvement, assessment, instruction, curriculum, materials, among others, as a combined resource that seeks and nurtures experts in a conscious and deliberate manner to offer the best teaching and learning opportunities to our students, staff, parents and community.

The major components of the *Literacy Development Plan for English Language Learners* to be fully evaluated and monitored in a differentiated approach at the building level, during the 2009-2010 academic year (Year 1), include the following:

- Assessment
- Instruction
- Parent and Community Involvement
- Professional Development

The School Monitoring Rubric on the following pages include Program Components that will be evaluated and monitored to gauge their effectiveness based on a continuum that includes Planning, Implementing, Transforming, and Sustaining phases. The awareness level of the rubrics will have more clarity and relevancy as the schools use this tool to gauge the level of implementation. This document will be reviewed annually to improve it and make it even more robust and relevant as a helpful tool to the schools. Year 2 will give us another opportunity to have a deeper awareness of how the plan is helping and subsequently, to make further adjustments to the implementation steps so that schools will engage in the Transformational phase leading to the Sustaining phase as we continue to promote increased student achievement.

Table I below describes the four distinct phases: Planning, Implementing, Transforming and Sustaining. You will discover that each building is at different implementation phases in each of the various elements of the plan and within each building as well.

**Table I**  
**School Monitoring Tool: A Continuum of ELL Support Services (Look-Fors)**

Planning “Let’s plan for Change”	Implementing “Let’s do it”	Transforming “I understand why”	Sustaining “I see positive results”
<b>Develop plan leading towards increased student achievement with input from experts who will provide research, help set goals, expectations, data points and a time frame to attain stated goals.</b>	<b>Implement plan based on research, building resources, expertise, funding levels, and effort.</b>	<b>Analyze effectiveness of plan based on how it is understood, accepted, and implemented identifying any challenges such as habits and mindsets focused on adult actions</b>	<b>Apply elements of plan that are yielding positive results and reinvest in structural designs to sustain the growth process with creative and supportive adjustments that include the students, parents and community.</b>
<ul style="list-style-type: none"> <li>• Set outcomes &amp; goals - SIP</li> <li>• Review budget support level</li> <li>• Identify &amp; blend overall resources</li> <li>• Embed PD activities</li> <li>• Analyze &amp; share student data</li> <li>• Coordinate lesson plans</li> <li>• Share progress results</li> <li>• Seek support from experts &amp; coaches</li> <li>• Provide teaching &amp; learning body of evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust teaching assignments</li> <li>• Redesign student schedules</li> <li>• Align instruction to literacy and ELL expectations</li> <li>• Design relevant &amp; timely PD</li> <li>• Align building efforts with district initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a proactive climate</li> <li>• Apply the plan with vigor &amp; intensity</li> <li>• Review plan to target the identified essential needs</li> <li>• Engage the community</li> <li>• Build a cultural environment that promotes learning, student engagement, &amp; focused instruction</li> <li>• Provide answers</li> <li>• Seek new pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct an ongoing review</li> <li>• Adjust plan accordingly</li> <li>• Continue to integrate the plan with other initiatives</li> <li>• Continue to nurture the staff &amp; students</li> <li>• Monitor attainment level</li> <li>• Sustain a robust process</li> <li>• Make it challenging</li> <li>• Ensure relevancy</li> <li>• Sustain parent connection</li> </ul>

**Table II**

## Literacy Development Plan for ELLs School Monitoring Tool: Assessment\*

Program Component	Planning “Let’s plan for Change”	Implementing “Let’s do it”	Transforming “I understand why”	Sustaining “I see positive results”
	Develop plan leading towards increased student achievement with input from experts who set goals, expectations, data points and time frame to attain goal.	Implement plan based on building resources, expertise, funding levels, and effort.	Analyze effectiveness of plan based on how it is understood, accepted, and implemented identifying any challenges such as habits and mindsets focused on adult actions	Apply elements of plan that are yielding positive results and reinvest in structural designs to sustain the growth process with creative and supportive adjustments.
<b>Data Analysis</b>	Analyze student data & place students appropriately as part of building assessment review process  LF: Goals, data, list of students by program area, lesson plans	Student schedules & teacher assignments are reviewed & modified to meet student needs  LF: Student schedules, staff schedule, data summary	Formal and diagnostic analysis of multiple data helps staff value & support combining resources to maximize impact on student learning  LF: Co-planning activities, budget, cut scores, combined resources	All support services are targeted to all students aligning student needs and staff expertise in a proactive manner  LF: SIP, goals, staff schedules
<b>Academic &amp; Language Growth Patterns</b>	Set AMAO and academic growth targets by language domain, grade level and content areas  LF: AMAO targets, lesson plans, data results	Instructional models, materials, training is based on meeting growth targets for each student via ELL observation tool  LF: Instructional models & observation tools, data results, materials, lesson plans	Growth progress is reviewed and instructional content and time frame is adapted to meet needs of all students  LF: Data results, AMAO targets, staff schedules, lesson plans, materials	Staff is familiar with AMAO targets & school provides a planned instructional process based on data results  LF: PD, budget, SIP, goals
<b>CELA/CSAP</b>	CELA/CSAP results identify NEP, LEP, & FEP language proficiency levels to guide student placement  LF: CELA/CSAP results, list of student placement	Use CELA/CSAP results to place ELL students in language & academic content classes  LF: Staff & student schedules, AMAO targets	CELA/CSAP viewed as an asset to plan for instruction, PD, selection of materials, budget, & blended services  LF: PD schedule, budget, co-planning activities,	Decisions on PD, budget, instruction are based in part on results of CELA & CSAP, in a proactive manner  LF: Short/long term plans based on data Results. SIP, budget
<b>Student Placement</b>	Use data to place students in ESL and general classroom  LF: CELA/CSAP results, list of student placements, teacher recommendation	Cluster students by language domain needs and academic proficiency levels based on monitoring tool for English & language development  LF: Staff & student schedules, AMAO targets	Monitor student growth patterns in light of placement and instructional needs & staff expertise & district initiatives & multiple data points  LF: MAP/CELA results, classroom observations, co-planning activities	Sustain flexible scheduling by leveraging instructional expertise, student needs & time frame  LF: Evaluate results based on student Schedules & teacher expertise

\* See Assessment matrix, Literacy Development Plan for ELLs  
LF: “Look-fors” (Body of Evidence)

## Literacy Development Plan for ELLs School Monitoring Tool: Instruction\*

<b>Program Component</b>	<b>Planning “Let’s plan for Change”</b>	<b>Implementing “Let’s do it”</b>	<b>Transforming “I understand why”</b>	<b>Sustaining “I see positive results”</b>
	<b>Develop plan leading towards increased student achievement with input from experts who set goals, expectations, data points and time frame to attain goal.</b>	<b>Implement plan based on building resources, expertise, funding levels, and effort.</b>	<b>Analyze effectiveness of plan based on how it is understood, accepted, and implemented identifying any challenges such as habits and mindsets focused on adult actions</b>	<b>Apply elements of plan that are yielding positive results and reinvest in structural designs to sustain the growth process with creative and supportive adjustments.</b>
<b>Collaboration</b>	Set detailed co-responsibilities of staff assigned to ELL students & structure time for co-planning  <b>LF: Staff responsibilities, schedules, lesson plans</b>	Understand how to best use state & federal resource to blend student services for ALL students to enhance collaboration  <b>LF: State &amp; federal requirements, daily schedules</b>	Discuss/review/ analyze value of co-planning; highlight benefits & challenges & modify as needed to enhance advocacy effort for students in GT & advanced placement  <b>LF: Agenda, minutes, benefits, Challenges, team planning</b>	Ongoing scheduled plan time among cross-disciplines, programs and grade levels is part of SIP & staff expectations  <b>LF: SIP, building-wide schedules, data results</b>
<b>Lesson Plans</b>	Review & align ELL classroom lesson plans to maximize instruction through co-planning  <b>LF: Lesson plans, ELD Continuum, Co-planning activities</b>	General/ELL staff co-plan lesson plans and coordinate schedules, responsibilities, and materials  <b>LF: Lesson plans, staff schedules</b>	Shift from focus on target group lesson plans to entire group where combined expertise is fully utilized & addresses diverse cultural & language needs  <b>LF: Staff assignments &amp; schedules, coaches’ role, lesson plans</b>	Lesson plans apply to all students with alignment of all building resources in support of all students & honor unique student assets (Rtl)  <b>LF: SIP, budget, data results, PD, parent involvement</b>
<b>Instructional Models</b>	SIOP, Enriched ESL, etc., models are part of building instructional repertoire & PD  <b>LF: List of models selected, PD Schedule, resources</b>	Staff implement appropriate instructional models aligned to ELD standards & Continua & district initiatives  <b>LF: List of models used across grade levels &amp; content</b>	Effectiveness of Instructional models is co-evaluated based on English literacy, language needs & SIOP is reflected in instructional design  <b>LF: SIP, results of effectiveness of Models</b>	All students receive instruction using best suited instructional models, building-wide, regardless of status or label  <b>LF: SIP, list of models selected and why, data results,</b>
<b>Instructional Materials</b>	Determine specific student need, identify appropriate support resources & select & purchase instructional materials  <b>LF: List of materials by grade level &amp; content, identified needs</b>	Provide training for use of materials in appropriate grades and ELL language levels  <b>LF: Review sample materials, PD Plan, agenda, hand-outs</b>	Materials are reviewed & adapted to classroom use for all students in a comprehensive and seamless process  <b>LF: Summary of evaluation, purpose &amp; Expected outcomes</b>	Materials are integrated across grade levels, curriculum, and ELL language groups based on data results in a proactive manner  <b>LF: Data results, list of materials by Grade levels, content, &amp; language</b>
<b>Student Engagement &amp; Success</b>	Design instruction based on data results, student expectations, background knowledge, accrued credits & student’s affective needs  <b>LF: Data results, student achievement Goals,</b>	Use cut scores and related data to schedule & assign staff to support student’s achievement progress & provide English role models  <b>LF: Staff assignments, data results, Student achievement</b>	Staff examines lesson plans, PD, & models, materials, & planning in light of a wide range of student assessment results  <b>LF: Lesson plans, PD, models, materials, Data results</b>	Integrate program components that are rigorous & robust & use resources based on student data results, SIP & student’s affective needs  <b>LF: SIP, PD, program goals, student Results</b>

\* See Instructional Plans and Models, Literacy Development Plan for ELLs

LK: “Look-Fors” (Body of Evidence)

## Literacy Development Plan for ELLs School Monitoring Tool: **Instruction - Con't.\***

Program Component	Planning “Let’s plan for Change”	Implementing “Let’s do it”	Transforming “I understand why”	Sustaining “I see positive results”
	Develop plan leading towards increased student achievement with input from experts who set goals, expectations, data points and time frame to attain goal.	Implement plan based on building resources, expertise, funding levels, and effort.	Analyze effectiveness of plan based on how it is understood, accepted, and implemented identifying any challenges such as habits and mindsets focused on adult actions.	Apply elements of plan that are yielding positive results and reinvest in structural designs to sustain the growth process with creative and supportive adjustments.
<b>ELD Continuum</b> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>	Distribute to and train all staff on ELD Continuum content & implementation process  LF: PD, agenda, ELD Continuum,	ELL staff supports & collaborates w/ classroom teachers to include ELD Continuum in lesson plans to provide ongoing English literacy opportunities to ELL students LF: Lesson plans, co-planning Activities, support resources	All staff understand link between ELD Continuum, 2 <sup>nd</sup> language acquisition stages, instruction, assessment, and learning & correlate oral language development for NEP students LF: Agenda, minutes, input, grade level Meetings	ELD Continuum is incorporated across disciplines and grade levels in daily lesson plans with focus on English literacy  LF: SIP, data results, grade level activities
<b>Academic Content</b> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Science</li> <li>• Social Studies</li> </ul>	Plan comprehensible instruction & activities that correspond with grade level content and language levels LF: Grade & language instructional Goals & activities, lesson plans	Integrate content related concepts via themes for oral, reading, & writing support using visual & tactile & background knowledge LF: Thematic units, instructional strategies	Staff has a deep understanding that English language development & content instruction is a dual process that promotes overall learning & pursues this with efficacy LF: ELD continuum, thematic units	Academic content is sustained as ELL students learn English & both are accepted & supported as opportunities to learn academic content & English through embedded & formal PD LF: PD, SIP, AMAO,
<b>Special Classes</b> <ul style="list-style-type: none"> <li>• Art</li> <li>• Music</li> <li>• PE</li> </ul> <b>Electives</b> <b>Exploratory</b>	Plan comprehensible instruction & activities for ELL students to discover their talents & instructional gaps & provide opportunities to learn English via these classes  LF: Schedules, lesson plans	Coordinate lesson plans among ELL staff, classroom teacher & special classes or electives or exploratory teacher to provide increased support for ELL student LF: Schedules, lesson plans, data results	Staff understands that “learning is a process” & seeks cross-discipline integration of lesson plans & student outcomes  LF: Lesson plans, goals, instructional Activities	Special classes, electives and exploratory classes are accepted & supported as opportunities to learn academic content, English literacy, & skills  LF: PD, SIP, Lesson plans
<b>Special Programs</b> <ul style="list-style-type: none"> <li>• G/T</li> <li>• SPED</li> <li>• Intervention</li> </ul>	Integrate local, state, & federal guidelines with content and ESL instruction to maximize learning, funding, scheduling & PD  LF: Schedules, PD, budget, guidelines	ESL & content support is co-planned & implemented for all students with special needs to access best instructional support  LF: Schedules, assignments, PD, budget,	Programs (Title I, III, SPED) include language & academic needs of students & experts are assigned appropriately for interventions  LF: Schedules, assignments, budget, PD	Special classes are accepted & supported as opportunities to learn academic content, English literacy, & special skills in an integrated manner  LF: Guidelines, PD, SIP, lesson plans, PD

\* See Instructional Plans and Models, Literacy Development Plan for ELLs  
LF: “Look-fors” (Body of Evidence)

## Literacy Development Plan for ELLs Monitoring Tool:

### Parent and Community Involvement (EPIC Model)\*

Program Component	Planning “Let’s plan for Change”	Implementing “Let’s do it”	Transforming “I understand why”	Sustaining “I see positive results”
	Develop plan leading towards increased student achievement with input from experts who set goals, expectations, data points and time frame to attain goal.	Implement plan based on building resources, expertise, funding levels, and effort.	Analyze effectiveness of plan based on how it is understood, accepted, and implemented identifying any challenges such as habits and mindsets focused on adult actions.	Apply elements of plan that are yielding positive results and reinvest in structural designs to sustain the growth process with creative and supportive adjustments.
<b>Engaging</b>	Develop comprehensive plan with input from parent group in setting goals, expectations & identifying resources  <b>LF: Welcome letters, agendas &amp; minutes of meetings, goals</b>	Present plan to parents, gather input, adjust plan, ensure relevancy, timeliness & align it w/appropriate resources such as: supervised homework, support home/school connection with quiet study place, outreach, back-to-school <b>LF: Agendas/minutes, refined goals</b>	Survey parents, staff and students, & conduct home visits to evaluate effectiveness of plan and to gain parent commitment regarding instruction, graduation, attendance, discipline, & other related factors  <b>LF: Survey results, parent input</b>	Parents are active and visible school leaders providing input and guidance regarding SIP goals, school activities, suggestions on how to engage parents at school, at home, at sports events, booster club & other school activities  <b>LF: SIP, parent leaders, roles and responsibilities</b>
<b>Preparing</b>	Outline differentiated PD plan for parents based on goals & assigned leadership roles  <b>LF: PD plan, SIP, Parent Involvement goals</b>	Provide ongoing professional development, ESL classes, family literacy, & identify parent skills  <b>LF: List of PD activities, survey Results</b>	Parents participate in designing & delivering professional development activities and assume leadership roles  <b>LF: Parent leaders, PD agenda,</b>	Parents engage & prepare other parents for leadership roles & help design SIP  <b>LF: List of parent activities, goals, SIP</b>
<b>Involving</b>	Match parents’ skills and interests with school needs based on survey results  <b>LF: Survey results, list of parents involved,</b>	Train parent leaders in specific skill areas to increase their expertise and confidence level by honoring their input  <b>LF: List of PD activities, survey Results</b>	Mentor parent volunteers & clear the way so that parents become authentic stakeholders. Access Title I Parent Liaison & parent training modules  <b>LF: List of parent leaders &amp; mentors</b>	Parents seek & provide added opportunities to support students & staff on a short/long term basis  <b>LF: Parent initiated activities, SIP, goals</b>
<b>Communicating</b>	Provide support staff who can communicate with parents & translate high priority documents & provide interpreters as needed  <b>LF: List of staff &amp; parents support Group, translated documents</b>	Parents assist in updating parent handbook & other documents to ensure they are meaningful & relevant & use interpreting equip.  <b>LF: Agenda, minutes, newsletters, letters, handbook: Eng/SPAN</b>	Share assessment results & academic & linguistic goals in a comprehensible manner & select parents who can assist in this assessment review role  <b>LF: List of parents as presenters</b>	Parents serve as spokespersons in sharing the school goals & in honoring language & heritage of parents and students  <b>LF: List of parents as leaders</b>

\* See EPIC Model (Dávila, 2007), Literacy Development Plan for ELLs  
LF: “Look-fors” (Body of Evidence)

## Literacy Development Plan for ELLs Monitoring Tool: **Professional Development (PD)\***

Program Component	Planning “Let’s plan for Change”	Implementing “Let’s do it”	Transforming “I understand why”	Sustaining “I see positive results”
	Develop plan leading towards increased student achievement with input from experts who set goals, expectations, data points and time frame to attain goal.	Implement plan based on building resources, expertise, funding levels, and effort.	Analyze effectiveness of plan based on how it is understood, accepted, and implemented identifying any challenges such as habits and mindsets focused on adult actions.	Apply elements of plan that are yielding positive results and reinvest in structural designs to sustain the growth process with creative and supportive adjustments.
<b>Integrated Standards Based PD</b>	Determine how to integrate standards-based PD to relate purpose, expectations & challenges  LF: PD goals & activities,	Program representatives meet regularly to plan & ensure training meets identified needs & to access experts & coaches on literacy  LF: Training schedule, list of experts	PD is viewed as a comprehensive building based generated process incorporating combined expertise to improve student achievement LF: Schedule, budget, combined Resources	PD is designed as a combined effort by all program elements to secure most appropriate training opportunities, year-round LF: Data results, SIP, budget, agenda, Minutes, goals, data results
<b>Job Embedded Training &amp; Coaching</b>	Identify PD needs, experts, coaches, videos & training topics to provide differentiated embedded training, & follow-up during school day  LF: List of experts & coaches, PD Needs,	Prioritize PD training initiatives & develop & coordinate schedules & begin training & coaching initiatives that are data driven & evidenced via instructional practices LF: Training schedule, list of experts & type of expertise, content,	Staff celebrates & seeks variety of expertise to create a coherent plan based on student & teacher needs. PD is differentiated. Accesses demonstration sites. LF: List of experts, type of expertise, agenda, minutes,	Coaches & experts provide job-embedded training on a continuous basis as a building-wide goal based on data results that is challenging & impacts student learning year-round  LF: SIP, PD priorities, data results
<b>District ELL Endorsements</b>	Identify ELL training needs & university (IHE) training opportunities  LF: List of training needs, IHE Course listings,	Provide IHE training schedules, funding sources, expectations and outcomes  LF: IHE schedules, required training, List of other training needs	Discuss cross-training of staff & coaches from various program areas to promote co-planning & expertise  LF: Agenda, lesson plans, list of cross Training opportunities,	School seeks guidance from district to access IHE endorsement & other training on a short/long term basis  LF: SIP, data results, budget, list of IHE Training, identified needs
<b>Understanding &amp; Using Data</b>	Gather & review data sets & seek guidance on how to interpret data  LF: List of assessments, SIP goals	Provide differentiated training for leaders & staff on how data impacts instruction (LAS Links Benchmarks, CELA, AMAO, Monitoring Tool)  LF: Training schedules, data analysis	Hold discussions & review impact of data on instruction and how it can be more fully utilized  LF: Instructional goals, district wide data analysis, agenda & minutes	Data is an integral part of instructional decisions & building ensures it is accessed prior to designing instruction, schedules, & use of funds LF: List of assessments, SIP, training Schedules
<b>SIOP</b>	Initiate SIOP PD and review how it can be implemented to benefit all students  LF: Training schedule, agenda, Hand-outs	Provide protocols, training materials, goals, & expectations for those who have been trained  LF: SIOP materials, lesson plans, Goals	All staff understands how SIOP connects with language & academic content & training  LF: Agenda, minutes, lesson plans, SIOP Goals	Differentiated SIOP instructional approach is part of the daily classroom instruction for all students  LF: SIP, lesson plans, data results, SIOP Goals

## Literacy Development Plan for ELLs Monitoring Tool: Leadership and Coaching\*

Program Component	Planning “Let’s plan for Change”	Implementing “Let’s do it”	Transforming “I understand why”	Sustaining “I see positive results”
	Develop plan leading towards increased student achievement with input from experts who set goals, expectations, data points and time frame to attain goal.	Implement plan based on building resources, expertise, funding levels, and effort.	Analyze effectiveness of plan based on how it is understood, accepted, and implemented identifying any challenges such as habits and mindset focused on adult actions.	Apply elements of plan that are yielding positive results and reinvest in structural designs to sustain the growth process with creative and supportive adjustments.
<b>School Improvement Plan (SIP)</b>	Gather input from school & community leaders to develop SIP  <b>LF: SIP, agenda, minutes</b>	SIP is widely shared and goals are explained to gain understanding & support  <b>LF: SIP, agenda, minutes</b>	SIP serves as a tool to guide the school in a comprehensive effort to improve instruction via differentiated structures to include K-8  <b>LF: SIP, data results, activities, goals</b>	SIP is reviewed continuously & modified to meet student needs accessing horizontal & vertical opportunities for learning  <b>LF: SIP, data results</b>
<b>Funding</b>	Review local, state, & federal funding sources to support ELL students  <b>LF: Budget, funding sources, SIP</b>	Begin to blend funding sources to support all students  <b>LF: Budget, goals, priorities, SIP</b>	Blend funding sources to determine flexibility thresholds of each restricted funding source  <b>LF: Goals, SIP, budget, guidelines</b>	Funds become a single source of support for all students  <b>LF: SIP, budget, guidelines</b>
<b>Teacher Assignments</b>	Review student language, content needs, data results & align personnel resources to meet student needs  <b>LF: Schedules, assignments, goals</b>	Assign staff based on latest data results and staff expertise  <b>LF: Assignments, data results</b>	Staff conducts audit of student needs in light of their collective expertise & aligns schedules, PD, budget, & other resources to meet student needs  <b>LF: Agenda, minutes, data results, PD,, schedules, budget</b>	Staff assignments are flexible given dynamic changes in student’s academic and language needs  <b>LF: Assignments, SIP, data results</b>
<b>School Climate</b>	Students, staff & community review current school climate & determine desired school climate  <b>LF: Agenda, minutes, goals</b>	Review goals & assign leadership responsibilities to attain stated goals & to enroll in Spanish classes for leaders  <b>LF: SIP, goals</b>	Conduct parent & community survey regarding school climate acceptance level & review results in light of stated goals & data results  <b>LF: Data results, survey results, school climate goals</b>	Community perceives a consistently open, welcoming, school climate that honors language & heritage of all students & is reflected through activities in the school and community  <b>LF: SIP, school activities, surveys, data results, programs</b>
<b>Coaching</b>	Articulate purpose, coaching activities, outcomes & time frame  <b>LF: Schedules, assignments</b>	Coaches assist with data collection & analysis regrouping students to provide embedded PD  <b>LF: SIP, Agendas, Minutes</b>	Coaching accepted as integral factor to improve student achievement & gain & share knowledge & skills  <b>LF: PD, SIP</b>	Coaching is an expectation in planning for PD & promoting student academic & language growth  <b>LF: SIP, Data results</b>

\* See Professional Development, Literacy Development Plan for ELLs

LF: “Look-fors” (Body of Evidence) Revised: 8/15/09

### ATTACHMENT 3: LANGUAGE ACQUISITION AND LITERACY DEVELOPMENT

	<b>Beginning English Speakers (NEP)</b>	<b>High Beginning English Speakers (NEP/LEP)</b>	<b>Intermediate English Speakers (LEP)</b>	<b>Intermediate English Speakers (LEP/FEP)</b>
<b>Also called:</b>	<b>STAGE I (Preproduction)</b>	<b>STAGE II (Early Production)</b>	<b>STAGE III (Speech Emergence)</b>	<b>STAGE IV (Intermediate Fluency)</b>
<b>Relative Timeline</b>	<b>2 weeks to 2 months</b>	<b>2 to 4 months</b>	<b>1 to 2 years</b>	<b>3 to 5 years</b>
<b>Listening and Speaking Characteristics</b>	<p><b>Up to 500 receptive-word vocabulary</b>                      Physical response only                      No/little speech production                      Minimal comprehension                      Comprehends key words only                      Depends heavily on context</p>	<p><b>Up to 1000 receptive/active-word vocabulary</b>                      One- or two-word responses                      Disconnected speech                      Very limited comprehension                      Produces words in isolation                      Depends heavily on context                      Verbalizes key words "heard"                      Mispronounces words</p>	<p><b>Up to 3000 receptive/active-word vocabulary</b>                      Simple-sentence stage                      Connected speech                      Fairly good comprehension                      Functions on a social level                      Hears smaller elements of speech                      Makes basic grammatical errors</p>	<p><b>Beyond 3000 receptive/active-word vocabulary</b>                      Simple/complex sentence responses                      Increased comprehension</p>
<b>Appropriate Reading Instruction for students not literate in first language OR literate in a first language which does not share basic alphabetic principles with English</b>	<p><b>Pre-reading Activities</b>                      Comprehension of meaning should always be focus of instruction which includes:</p> <ul style="list-style-type: none"> <li>• Oral/Aural Development</li> <li>• Phonemic Awareness</li> <li>• Concepts of Print</li> <li>• Letter Name/Sound Correspondence (beginning phonics)</li> <li>• Vocabulary Development</li> </ul>	<p><b>Pre-reading Activities</b>                      Comprehension of meaning should always be focus of instruction which includes:</p> <ul style="list-style-type: none"> <li>• Oral/Aural Development</li> <li>• Phonemic Awareness</li> <li>• Concepts of Print</li> <li>• Letter Name/ Sound Correspondence (beginning phonics)</li> <li>• Vocabulary Development</li> </ul>	<p><b>Formal Reading Instruction*</b> (with modifications which put <i>comprehension</i> as a focus of instruction)</p> <ul style="list-style-type: none"> <li>• Word Recognition (sight words, patterns/families)</li> <li>• Cueing systems</li> <li>• Comprehension of Syntax</li> <li>• Vocabulary Development</li> <li>• Fluency</li> </ul>	<p><b>Formal Reading Instruction*</b> (with modifications which put <i>comprehension</i> as a focus of instruction)</p> <ul style="list-style-type: none"> <li>• Word Recognition (sight words, patterns/families)</li> <li>• Cueing systems</li> <li>• Comprehension of Syntax</li> <li>• Vocabulary Development</li> <li>• Fluency</li> </ul>

*Adams 14, in partnership with the community, will*

*\*In circumstances where students*

*\*In circumstances where students*

	<b>Beginning English Speakers (NEP)</b>	<b>High Beginning English Speakers (NEP/LEP)</b>	<b>Intermediate English Speakers (LEP)</b>	<b>Intermediate English Speakers (LEP/FEP)</b>
<b>Also called:</b>	<b>STAGE I (Preproduction)</b>	<b>STAGE II (Early Production)</b>	<b>STAGE III (Speech Emergence)</b>	<b>STAGE IV (Intermediate Fluency)</b>
<b>Relative Timeline</b>	<b>2 weeks to 2 months</b>	<b>2 to 4 months</b>	<b>1 to 2 years</b>	<b>3 to 5 years</b>
			<i>have not mastered pre-reading skills, instruction must include the development of those skills.</i>	<i>have not mastered pre-reading skills, instruction must include the development of those skills.</i>
<b>Appropriate Reading Instruction for students literate in a first language which shares basic alphabetic principles with English</b>	<p><b>Pre-reading Activities</b></p> <p>Comprehension of meaning should always be focus of instruction which includes:</p> <ul style="list-style-type: none"> <li>• Oral/Aural Development</li> <li>• Phonemic Awareness</li> <li>• Letter Name/Sound Correspondence (beginning phonics)</li> <li>• Vocabulary Development</li> </ul> <p><b>Formal Reading Instruction</b></p> <p>Decoding (ONLY of vocabulary and syntax comprehensible to reader)</p>	<p><b>Pre-reading Activities</b></p> <p>Comprehension of meaning should always be focus of instruction which includes:</p> <ul style="list-style-type: none"> <li>• Oral/Aural Development</li> <li>• Phonemic Awareness</li> <li>• Letter Name/Sound Correspondence (beginning phonics)</li> <li>• Vocabulary Development</li> </ul> <p><b>Formal Reading Instruction</b></p> <p>Decoding (ONLY of vocabulary and syntax comprehensible to reader)</p>	<p><b>Formal Reading Instruction</b></p> <p>(with modifications which put <i>comprehension</i> as a focus of instruction)</p> <ul style="list-style-type: none"> <li>• Word Recognition (sight words, patterns/families)</li> <li>• Cueing systems</li> <li>• Comprehension of Syntax</li> <li>• Vocabulary Development</li> <li>• Fluency</li> </ul>	<p><b>Formal Reading Instruction</b></p> <p>(with modifications which put <i>comprehension</i> as a focus of instruction)</p> <ul style="list-style-type: none"> <li>• Word Recognition (sight words, patterns/families)</li> <li>• Cueing systems</li> <li>• Comprehension of Syntax</li> <li>• Vocabulary Development</li> <li>• Fluency</li> </ul>
<b>Appropriate Writing Instruction for students not literate in first language OR literate in a first language which</b>	<p><b>Pre-writing Activities</b></p> <ul style="list-style-type: none"> <li>• Letter formation</li> <li>• Concepts of print</li> <li>• Approximates words known to writer</li> </ul>	<p><b>Pre-writing Activities</b></p> <ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Approximates words known to writer</li> <li>• Reproduces print seen in the environment</li> <li>• Writes some familiar words correctly</li> <li>• Uses spelling</li> </ul>	<p><b>Formal Writing Instruction</b></p> <ul style="list-style-type: none"> <li>• Writes simple, structurally-correct sentences</li> <li>• Spells high-frequency words correctly</li> <li>• Uses capitals and punctuation correctly</li> </ul>	<p><b>Formal Writing Instruction</b></p> <ul style="list-style-type: none"> <li>• Writes a variety of simple, structurally-correct sentences (within syntax and vocabulary known to writer)</li> <li>• Begins to edit final</li> </ul>

	<b>Beginning English Speakers (NEP)</b>	<b>High Beginning English Speakers (NEP/LEP)</b>	<b>Intermediate English Speakers (LEP)</b>	<b>Intermediate English Speakers (LEP/FEP)</b>
<b>Also called:</b>	<b>STAGE I (Preproduction)</b>	<b>STAGE II (Early Production)</b>	<b>STAGE III (Speech Emergence)</b>	<b>STAGE IV (Intermediate Fluency)</b>
<b>Relative Timeline</b>	<b>2 weeks to 2 months</b>	<b>2 to 4 months</b>	<b>1 to 2 years</b>	<b>3 to 5 years</b>
<b>does not share basic alphabetic principles with English</b>		approximations to write phrases known to writer		pieces for spelling, capitalization, punctuation and sentence structure <ul style="list-style-type: none"> <li>Writes a simple story with a beginning, middle, and end</li> <li>Writes a simple story with well-developed topic sentence and related detail sentences</li> </ul>
<b>Appropriate Writing Instruction for students literate in a first language which shares basic alphabetic principles with English</b>	<b>Pre-writing Activities</b> <ul style="list-style-type: none"> <li>Approximates words known to writer</li> <li>Writes some familiar words correctly</li> </ul>	<b>Pre-writing Activities</b> <ul style="list-style-type: none"> <li>Uses spelling approximations to write phrases known to writer</li> <li>Writes phrases known to writer</li> </ul>	<b>Formal Writing Instruction</b> <ul style="list-style-type: none"> <li>Writes simple, structurally-correct sentences</li> <li>Spells high-frequency words correctly</li> <li>Uses capitals and punctuation correctly</li> </ul>	<b>Formal Writing Instruction</b> <ul style="list-style-type: none"> <li>Writes a variety of simple, structurally-correct sentences (within syntax and vocabulary known to writer)</li> <li>Begins to edit final pieces for spelling, capitalization, punctuation and sentence structure</li> <li>Takes simple class notes</li> </ul>

## ATTACHMENT 4: HOME LANGUAGE SURVEY

Adams 14, in partnership with the community, will

**inspire, educate and empower**

every student to succeed in the 21st Century.



# ATTACHEMENT 5: ELD CURRICULUM & PROGRESS MONITORING TOOL

Instructional Delivery: Elementary and Secondary

Adams 14 Literacy and Content Development Plan for English Language Learners

## Kindergarten-2nd

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ ELA Proficiency: \_\_\_\_\_ ELD Teacher: \_\_\_\_\_

The purpose of the English Language Development Curriculum and Progress Monitoring Tool is to identify a student's level of English proficiency in the areas of listening and understanding, speaking, reading, and writing. The ELD Profile lists several behaviors that help identify a student's proficiency as beginning, intermediate, or advanced. The ELD Profile is a classroom tool included in a student's body of evidence which drives instruction for each student.

Beginning		
	#of Boxes	% Beg.
L	___/8	L ___
S	___/7	S ___
R	___/11	R ___
W	___/10	W ___
<b>% Overall</b>		<b>Beginning Level</b>
#	___/36	% ___

Intermediate		
	#of Boxes	% Interm.
L	___/5	L ___
S	___/7	S ___
R	___/12	R ___
W	___/11	W ___
<b>% Overall</b>		<b>Intermediate</b>
#	___/35	% ___

Advanced		
	#of Boxes	% Interm.
L	___/6	L ___
S	___/5	S ___
R	___/9	R ___
W	___/9	W ___
<b>% Overall</b>		<b>Advanced</b>
#	___/29	___%

Teachers check the standards mastered as an ongoing classroom evaluation of an individual student's strengths and progress towards English language proficiency.

Beginning		
	#of Boxes	% Beg.
L	___/8	L ___
S	___/7	S ___
R	___/11	R ___
W	___/10	W ___
<b>% Overall</b>		<b>Beginning Level</b>
#	___/36	% ___

Intermediate		
	#of Boxes	% Interm.
L	___/5	L ___
S	___/7	S ___
R	___/12	R ___
W	___/11	W ___
<b>% Overall</b>		<b>Intermediate</b>
#	___/35	% ___

Advanced		
	#of Boxes	% Interm.
L	___/6	L ___
S	___/5	S ___
R	___/9	R ___
W	___/9	W ___
<b>% Overall</b>		<b>Advanced</b>
#	___/29	___%

Benchmark Date: \_\_\_\_\_

Progress Monitoring: \_\_\_\_\_

Progress Monitoring: \_\_\_\_\_

Benchmark Date: \_\_\_\_\_

Progress Monitoring: \_\_\_\_\_

Progress Monitoring: \_\_\_\_\_

Benchmark Date: \_\_\_\_\_

Beginning		
	#of Boxes	% Beg.
L	___/8	L ___
S	___/7	S ___
R	___/11	R ___
W	___/10	W ___
<b>% Overall</b>		<b>Beginning Level</b>
#	___/36	% ___

Intermediate		
	#of Boxes	% Interm.
L	___/5	L ___
S	___/7	S ___
R	___/12	R ___
W	___/11	W ___
<b>% Overall</b>		<b>Intermediate</b>
#	___/35	% ___

Advanced		
	#of Boxes	% Interm.
L	___/6	L ___
S	___/5	S ___
R	___/9	R ___
W	___/9	W ___
<b>% Overall</b>		<b>Advanced</b>
#	___/29	___%

Beginning		
	#of Boxes	% Beg.
L	___/8	L ___
S	___/7	S ___
R	___/11	R ___
W	___/10	W ___
<b>% Overall</b>		<b>Beginning Level</b>
#	___/36	% ___

Intermediate		
	#of Boxes	% Interm.
L	___/5	L ___
S	___/7	S ___
R	___/12	R ___
W	___/11	W ___
<b>% Overall</b>		<b>Intermediate</b>
#	___/35	% ___

Advanced		
	#of Boxes	% Interm.
L	___/6	L ___
S	___/5	S ___
R	___/9	R ___
W	___/9	W ___
<b>% Overall</b>		<b>Advanced</b>
#	___/29	___%

Kindergarten – 2 <sup>nd</sup> Grade Beginning English Language Development Standards - Student Inventory of Proficiencies				
Beginning	Listening	Speaking	Reading	Writing
	<input type="checkbox"/> Follow clear one-step directions in 1:1 situations.	<input type="checkbox"/> Use gestures, single words, and simple phrases in greetings, routine conversations, and to communicate needs.	<input type="checkbox"/> Recognize print carries meaning.	<input type="checkbox"/> Show awareness of directionality.
	<input type="checkbox"/> Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 situations.	<input type="checkbox"/> Use both social and academic learned vocabulary in context.	<input type="checkbox"/> Recognize own name in print.	<input type="checkbox"/> Reproduce upper and lower case letters legibly.
	<input type="checkbox"/> Respond to simple questions with one or two words in 1:1 situations, e.g.: yes/no, personal information, either/or.	<input type="checkbox"/> State basic personal information, e.g.: age, name, family members.	<input type="checkbox"/> Demonstrate understanding of sound-symbol relationships appropriate to grade level.	<input type="checkbox"/> Write own name.
	<input type="checkbox"/> Demonstrate comprehension of stories and information by responding nonverbally, e.g.: listening, pointing, moving, matching, drawing, and gesturing or with simple word responses.	<input type="checkbox"/> Participate in classroom group activities, e.g.: chants, songs, choral readings.	<input type="checkbox"/> Use illustrations and background knowledge to create meaning from read aloud stories.	<input type="checkbox"/> Recognize that oral language can be written.
	<input type="checkbox"/> Understand key words and familiar phrases.	<input type="checkbox"/> Retell simple stories and personal experiences using key words and phrases.	<input type="checkbox"/> Respond to simple stories read aloud using physical actions and other means of non-verbal communication, e.g.: matching objects, pointing, drawing, etc.	<input type="checkbox"/> Reproduce print seen in the environment.
	<input type="checkbox"/> Recognize patterns of sound in oral language, e.g.: rhyming.	<input type="checkbox"/> Respond to simple questions related to immediate context with single words, e.g.: yes/open, either/or, basic personal information.	<input type="checkbox"/> Point out text features, e.g.: front and back cover, title, and author.	<input type="checkbox"/> Communicate prior knowledge through drawings, picture stories, and captions.
	<input type="checkbox"/> Listen for specific purposes and main ideas.	<input type="checkbox"/> Approximate pronunciation of a number of phonemes representing sounds particular to the English language and to single words.	<input type="checkbox"/> Show awareness of directionality.	<input type="checkbox"/> Label familiar objects and pictures, including key parts of content area objects.
	<input type="checkbox"/> Hear and discriminate among a number of phonemes representing sounds specific to the English language		<input type="checkbox"/> Recognize English phonemes that students are already able to hear and produce.	<input type="checkbox"/> Write about personal experiences using pictures, letters, and numbers.
			<input type="checkbox"/> Recognize patterns in written, e.g.: rhyming, word families.	<input type="checkbox"/> Write pattern sentences with assistance.
		<input type="checkbox"/> Recognize the difference between letters and numbers.	<input type="checkbox"/> Use familiar words presented and emphasized in content, e.g.: literature, math, and science area lessons.	
		<input type="checkbox"/> Demonstrate an understanding of prediction and sequence using key words and physical actions, e.g.: arranging a series of pictures into sequence.		

Kindergarten – 2 <sup>nd</sup> Grade Intermediate English Language Development Standards - Student Inventory of Proficiencies				
Intermediate	Listening	Speaking	Reading	Writing
	<input type="checkbox"/> Follow clear two/three-step directions in 1:1 situations.	<input type="checkbox"/> Imitate appropriate language in formal and informal setting.	<input type="checkbox"/> Read patterned language and familiar stories at appropriate grade level.	<input type="checkbox"/> Demonstrate knowledge of directionality, space between words and upper/lower case letters.
	<input type="checkbox"/> Respond to familiar social language.	<input type="checkbox"/> Use vocabulary learned in content area lessons.	<input type="checkbox"/> Has command of sound/symbol relationship and basic rules in word formation.	<input type="checkbox"/> Supply missing words in familiar or framed patterns.
	<input type="checkbox"/> Respond to simple and some complex questions with words and phrases, e.g.: either/or, who/how).	<input type="checkbox"/> Use simple sentences to express needs and ideas about familiar topics in social and academic contexts..	<input type="checkbox"/> Show command of left/right directionality.	<input type="checkbox"/> Dictate and copy a simple sentence about a picture or experience.
	<input type="checkbox"/> Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.	<input type="checkbox"/> Retell familiar stories and experiences using simple sentences.	<input type="checkbox"/> Recognize sight words, which have been taught in context.	<input type="checkbox"/> Write a phrase or simple sentence about an event or character from a predictable text read aloud.
	<input type="checkbox"/> Identify characters and sequence in a story.	<input type="checkbox"/> Initiate conversation in social and academic settings using simple sentences.	<input type="checkbox"/> Use illustrations and background knowledge in combination with more complex vocabulary to create meaning and predict text.	<input type="checkbox"/> Write simple phrases/sentences about group of shared activity with assistance.
		<input type="checkbox"/> Contribute to classroom and small group discussions by responding to and asking simple questions.	<input type="checkbox"/> Read and understand the meaning of words, phrases, and short sentences with familiar vocabulary and text independently.	<input type="checkbox"/> Write simple sentences with spelling approximations and accurate end punctuation.
		<input type="checkbox"/> Approximate pronunciation, rhythm, stress, and intonation of English.	<input type="checkbox"/> Respond to simple stories read aloud using simple sentences.	<input type="checkbox"/> Incorporate background knowledge into writing.
			<input type="checkbox"/> Describe text features, e.g.: front and back cover, title, and author.	<input type="checkbox"/> Use some sight words and familiar words correctly in writing.
			<input type="checkbox"/> Demonstrate an understanding of prediction, main idea, and sequence using key words and simple sentences.	<input type="checkbox"/> Write a simple narrative with beginning, middle, and end including sequencing words, e.g.: next, then with guidance.
		<input type="checkbox"/> Demonstrate knowledge of grade-appropriate syntax by correcting some errors when reading aloud.	<input type="checkbox"/> Write a simple descriptive sentence based on observation and learned vocabulary related to content area.	
		<input type="checkbox"/> Comprehend key concepts of grade-appropriate content area text supported within an instructional unit.	<input type="checkbox"/> Use pre-writing strategies, e.g.: timelines, web, maps, pictures with assistance.	
		<input type="checkbox"/> Follow simple written directions.		

Kindergarten – 2 <sup>nd</sup> Grade Advanced English Language Development Standards - Student Inventory of Proficiencies				
	Listening	Speaking	Reading	Writing
<b>A d v a n c e d</b>	<input type="checkbox"/> Follow multiple-step directions.	<input type="checkbox"/> Communicate information and feelings clearly in conversations.	<input type="checkbox"/> Use basic reading strategies to make text comprehensible and meaningful, e.g.: prior knowledge, previewing, reviewing, asking questions, predicting, and self correction.	<input type="checkbox"/> Write stories about a series of pictures sequentially and with details.
	<input type="checkbox"/> Follow meaning when working in pairs, small group, or whole class discussions on personal, social, or grade-level academic topics.	<input type="checkbox"/> Contribute to classroom discussions by asking/answering questions, giving opinions, disagreeing and sharing experiences.	<input type="checkbox"/> Has command of sound/symbol relationship and basic rules of word formation in phrases, simple sentences, and simple texts.	<input type="checkbox"/> Proofread own writing.
	<input type="checkbox"/> Demonstrate comprehension of read-aloud stories, content area information, and oral presentations with contextual support by paraphrasing, explaining, expressing opinions, etc.	<input type="checkbox"/> Retell, narrate, and paraphrase stories with descriptive detail including characters and setting.	<input type="checkbox"/> Use knowledge of print conventions to construct meaning, e.g.: capitalization, commas, periods, question marks.	<input type="checkbox"/> Write a variety of sentences, e.g.: interrogative, declarative, and exclamatory.
	<input type="checkbox"/> Respond to complex and content-related questions about newly learned information, e.g.: compare and contrast.	<input type="checkbox"/> Use both formal and informal language, e.g.: interviewing, persuasive speech, with attention to grammar, vocabulary, intonation, and pronunciation.	<input type="checkbox"/> Demonstrate ability to comprehend text and use new information to respond appropriately.	<input type="checkbox"/> Write simple sentences and short paragraphs to demonstrate content area learning.
	<input type="checkbox"/> Identify main idea and details in a story.	<input type="checkbox"/> Use expanded and descriptive vocabulary related to content area.	<input type="checkbox"/> Respond appropriately to questions about main idea and story elements.	<input type="checkbox"/> Write short narrative stories that include the elements of setting, characters, and events.
	<input type="checkbox"/> Demonstrate understanding of some idiomatic expressions by responding appropriately to such expressions as "hit the road."		<input type="checkbox"/> Answer questions about inferences, cause, effect, and problem solving.	<input type="checkbox"/> Demonstrate effective use of organizational structures and transitional words.
			<input type="checkbox"/> Summarize the essential elements of a story in logically connected sentences.	<input type="checkbox"/> Write expository compositions based on classroom and experiences, e.g.: science experiments, field trips.
			<input type="checkbox"/> Demonstrate grade-appropriate syntax by correcting errors more consistently when reading.	<input type="checkbox"/> Communicate in writing using a variety of genre, e.g.: expository, descriptive, letters, poetry, autobiography.
			<input type="checkbox"/> Follow written directions.	<input type="checkbox"/> Use conventional spelling, capitalization, punctuation, grammar, and sentence structure.

3rd-5th

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ ELA Proficiency: \_\_\_\_\_ ELD Teacher: \_\_\_\_\_

The purpose of the English Language Development Curriculum and Progress Monitoring Tool is to identify a student's level of English proficiency in the areas of listening and understanding, speaking, reading, and writing. The ELD Profile lists several behaviors that help identify a student's proficiency as beginning, intermediate, or advanced. The ELD Profile is a classroom tool included in a student's body of evidence which drives instruction for each student.

Teachers check the standards mastered as an ongoing classroom evaluation of an individual student's strengths and progress towards English language proficiency.

Benchmark Date: \_\_\_\_\_

Progress Monitoring: \_\_\_\_\_

Progress Monitoring: \_\_\_\_\_

Benchmark Date: \_\_\_\_\_

Progress Monitoring: \_\_\_\_\_

Progress Monitoring: \_\_\_\_\_

Benchmark Date: \_\_\_\_\_

Beginning		
	#of Boxes	% Beg.
L	___/8	L ___
S	___/7	S ___
R	___/8	R ___
W	___/9	W ___
<b>% Overall</b>		<b>Beginning</b>
Level	___/31	% ___

Intermediate		
	#of Boxes	% Interm.
L	___/5	L ___
S	___/9	S ___
R	___/10	R ___
W	___/12	W ___
<b>% Overall</b>		<b>Intermediate</b>
Level	___/36	% ___

Advanced		
	#of Boxes	% Advanced
L	___/6	L ___
S	___/7	S ___
R	___/9	R ___
W	___/10	W ___
<b>% Overall</b>		<b>Advanced</b>
Level	___/32	% ___

Beginning		
	#of Boxes	% Beg.
L	___/8	L ___
S	___/7	S ___
R	___/8	R ___
W	___/9	W ___
<b>% Overall</b>		<b>Beginning</b>
Level	___/31	% ___

Intermediate		
	#of Boxes	% Interm.
L	___/5	L ___
S	___/9	S ___
R	___/10	R ___
W	___/12	W ___
<b>% Overall</b>		<b>Intermediate</b>
Level	___/36	% ___

Advanced		
	#of Boxes	% Advanced
L	___/6	L ___
S	___/7	S ___
R	___/9	R ___
W	___/10	W ___
<b>% Overall</b>		<b>Advanced</b>
Level	___/32	% ___

Beginning		
	#of Boxes	% Beg.
L	___/8	L ___
S	___/7	S ___
R	___/8	R ___
W	___/9	W ___
<b>% Overall</b>		<b>Beginning</b>
Level	___/31	% ___

Intermediate		
	#of Boxes	% Interm.
L	___/5	L ___
S	___/9	S ___
R	___/10	R ___
W	___/12	W ___
<b>% Overall</b>		<b>Intermediate</b>
Level	___/36	% ___

Advanced		
	#of Boxes	% Advanced
L	___/6	L ___
S	___/7	S ___
R	___/9	R ___
W	___/10	W ___
<b>% Overall</b>		<b>Advanced</b>
Level	___/32	% ___

Beginning		
	#of Boxes	% Beg.
L	___/8	L ___
S	___/7	S ___
R	___/8	R ___
W	___/9	W ___
<b>% Overall</b>		<b>Beginning</b>
Level	___/31	% ___

Intermediate		
	#of Boxes	% Interm.
L	___/5	L ___
S	___/9	S ___
R	___/10	R ___
W	___/12	W ___
<b>% Overall</b>		<b>Intermediate</b>
Level	___/36	% ___

Advanced		
	#of Boxes	% Advanced
L	___/6	L ___
S	___/7	S ___
R	___/9	R ___
W	___/10	W ___
<b>% Overall</b>		<b>Advanced</b>
Level	___/32	% ___

3 <sup>rd</sup> – 5 <sup>th</sup> Grade Beginning English Language Development Standards - Student Inventory of Proficiencies				
	Listening	Speaking	Reading	Writing
<b>B e g i n n i n g</b>	<input type="checkbox"/> Follow clear one-step directions in 1:1 situations.	<input type="checkbox"/> Use gestures, single words, and simple phrases in greetings, routine conversations, and to communicate needs.	<input type="checkbox"/> Demonstrates understanding of sound-symbol relationship in context and in own reading.	<input type="checkbox"/> Write the English alphabet legibly.
	<input type="checkbox"/> Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 situations.	<input type="checkbox"/> Use both social and academic learned vocabulary in context.	<input type="checkbox"/> Uses illustrations and background knowledge to create meaning from read aloud stories.	<input type="checkbox"/> Write basic personal information.
	<input type="checkbox"/> Respond to simple questions with one or two words in 1:1 situations, e.g.: yes/no, open/ended, personal information, either/or.	<input type="checkbox"/> State basic personal information, e.g.: age, name, family members.	<input type="checkbox"/> Recognizes simple words, familiar phrases, and simple sentences.	<input type="checkbox"/> Label familiar objects and pictures including key parts of content area objects.
	<input type="checkbox"/> Demonstrate comprehension of stories, information, and academic content by responding nonverbally, e.g.: listening, pointing, moving, matching, drawing, and gesturing.	<input type="checkbox"/> Participate in classroom activities, e.g.: chants, songs, choral readings.	<input type="checkbox"/> Retells simple stories read aloud using non-verbal communication and one- or two word responses, e.g.: matching objects, pointing, drawing, etc.	<input type="checkbox"/> Use print seen in the environment.
	<input type="checkbox"/> Understand key words and familiar phrases.	<input type="checkbox"/> Retell predictable and familiar stories using single words and phrases.	<input type="checkbox"/> Recognizes sight words and content area vocabulary that have been taught in context.	<input type="checkbox"/> Communicate prior knowledge through drawing, picture stories, and captions.
	<input type="checkbox"/> Recognize patterns of sound in oral language, e.g.: rhyming.	<input type="checkbox"/> Respond to simple questions related to immediate context with single words, e.g.: yes/open, either/or, basic personal information.	<input type="checkbox"/> Identifies the basic sequence of events and understands prediction in stories and information read aloud by using key words or pictures.	<input type="checkbox"/> Write pattern sentences with assistance.
	<input type="checkbox"/> Listen for specific purposes and main ideas.	<input type="checkbox"/> Approximate pronunciation of a number of phonemes and single words.	<input type="checkbox"/> Follows one-step written directions; schedules, calendars.	<input type="checkbox"/> Write about personal experiences with support and using illustrations and simple phrases.
	<input type="checkbox"/> Hear and discriminate among a number of phonemes representing sounds specific to the English language.		<input type="checkbox"/> Answers in one or two-word phrases literal questions about text.	<input type="checkbox"/> Use familiar words presented and emphasized in content, e.g.: literature, math, and science area lessons.
				<input type="checkbox"/> Plan writing using webs, maps, and pictures.

3 <sup>rd</sup> – 5 <sup>th</sup> Grade Intermediate English Language Development Standards - Student Inventory of Proficiencies				
	Listening	Speaking	Reading	Writing
Intermediate	<input type="checkbox"/> Follow clear multiple-step directions in 1:1 situations.	<input type="checkbox"/> Use formal and informal register.	<input type="checkbox"/> Has command of sound-symbol relationship and basic rules of word formation in own	<input type="checkbox"/> Respond to visual or written prompts using phrases and simple sentences.
	<input type="checkbox"/> Respond to familiar social language.	<input type="checkbox"/> Use key content and descriptive vocabulary.	<input type="checkbox"/> Understand the meaning of words, phrases, and short sentences with familiar vocabulary	<input type="checkbox"/> Write simple sentences about an event or character from a predictable text.
	<input type="checkbox"/> Respond to simple and some complex questions with words and phrases, e.g.: open/ended, either/or, who/how).	<input type="checkbox"/> Communicate ideas using simple sentences in social and academic settings.	<input type="checkbox"/> Retell and respond to stories/text using simple sentences.	<input type="checkbox"/> Use standard word order and conventional spelling, punctuation, and capitalization in basic sentence patterns with support.
	<input type="checkbox"/> Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.	<input type="checkbox"/> Retell familiar stories and identifies main idea and some details using phrases and sentences.	<input type="checkbox"/> Recognize some common root words, prefixes, and suffixes when they are attached to known vocabulary.	<input type="checkbox"/> Use sight words correctly in writing.
	<input type="checkbox"/> Identify characters, setting, and sequence in a story.	<input type="checkbox"/> Initiate conversation in social and academic settings.	<input type="checkbox"/> Identify basic story elements and make predictions in stories and information using simple sentences.	<input type="checkbox"/> Incorporate key content area vocabulary in writing.
		<input type="checkbox"/> Contribute to classroom and small group discussions by responding to and asking simple questions.	<input type="checkbox"/> Use a variety of reading strategies to interpret the meaning of unfamiliar words and gain information from text, print and media resources, e.g.: illustrations, decoding, word attack skills, and background knowledge.	<input type="checkbox"/> Write short descriptive and expository paragraphs for academic communication.
		<input type="checkbox"/> Contribute to content area discussions in small groups by summarizing, defining, and explaining using simple sentences.	<input type="checkbox"/> Demonstrate knowledge of grade-appropriate syntax by correcting some errors when reading aloud.	<input type="checkbox"/> Write short narrative stories that connect to personal background knowledge and include the elements of setting, characters, and events.
		<input type="checkbox"/> Use some humor.	<input type="checkbox"/> Summarize and discusses text.	<input type="checkbox"/> Use transition words to organize writing, e.g.: first, after that, in the beginning, later.
		<input type="checkbox"/> Approximate pronunciation, rhythm, stress, and intonation of English.	<input type="checkbox"/> Comprehend key concepts of grade-appropriate content area text supported within an instructional unit.	<input type="checkbox"/> Use pre-writing strategies, e.g.: timelines, web, maps, pictures.
			<input type="checkbox"/> Follow multi-step written directions.	<input type="checkbox"/> Write to express preferences and opinions.
				<input type="checkbox"/> Proofread and edit own writing.
				<input type="checkbox"/> Access classroom resources including electronic media to support independent writing.

3 <sup>rd</sup> – 5 <sup>th</sup> Grade Advanced English Language Development Standards - Student Inventory of Proficiencies				
	Listening	Speaking	Reading	Writing
<b>A d v a n c e d</b>	<input type="checkbox"/> Follow multiple-step directions.	<input type="checkbox"/> Communicate information, observations, and ideas, and expresses feelings clearly in conversations.	<input type="checkbox"/> Apply reading strategies to understand more complex text and unfamiliar words, e.g.: decoding, previewing, skimming/scanning, problem solving, word attack skills, and prior knowledge.	<input type="checkbox"/> Use print for social communication, e.g.: notes, invitations, e-mail, diary entries.
	<input type="checkbox"/> Follow meaning when working in pairs, small group, or whole class discussions on personal, social, or grade-level academic topics.	<input type="checkbox"/> Engage in collaborative activities through a variety of student groupings to respond to literature and to share experiences, ideas, information, and opinions.	<input type="checkbox"/> Comprehend grade-appropriate content area text with support.	<input type="checkbox"/> Respond appropriately to a prompt using narrative, expository, or persuasive writing.
	<input type="checkbox"/> Demonstrate comprehension of read-aloud stories, content area information, and oral presentations with contextual support by paraphrasing, explaining, expressing opinions,	<input type="checkbox"/> Contribute to classroom discussions by asking/answering questions, giving opinions, disagreeing.	<input type="checkbox"/> Make inferences about information and ideas with reference to features in text.	<input type="checkbox"/> Use a variety of sentence patterns with appropriate tenses and conventions.
	<input type="checkbox"/> Respond to complex and content-related questions about newly learned information, e.g.: compare and contrast, describe.	<input type="checkbox"/> Retell, narrate, and paraphrase stories with descriptive detail including characters, setting, plot, summary, and analysis.	<input type="checkbox"/> Respond to stories/text by analyzing, summarizing, giving opinions, evaluation, justifying, examining, and explaining.	<input type="checkbox"/> Utilize topic sentences, supporting details, transitions, and conclusions when writing paragraphs.
	<input type="checkbox"/> Identify main idea and details in a story.	<input type="checkbox"/> Use both formal and informal language, e.g.: interviewing, persuasive speech, with attention to grammar, vocabulary, intonation, and pronunciation.	<input type="checkbox"/> Recognize common root words, prefixes, and suffixes.	<input type="checkbox"/> Create multi-paragraphed narrative and expository compositions with a clear focus.
	<input type="checkbox"/> Demonstrate understanding of some idiomatic expressions by responding appropriately to such expressions as "hit the road."	<input type="checkbox"/> Use figurative language, e.g.: metaphors, similes, hyperbole.	<input type="checkbox"/> Gather, read, organize, and interpret information related to academic content areas from various sources, e.g.: glossaries, indexes, reference books, magazines, textbooks, internet media presentations, charts, maps, graphs, and diagrams.	<input type="checkbox"/> Use informational writing in content areas, e.g.: recording a math problem-solving process, summarizing a social studies concept.
		<input type="checkbox"/> Use technical, expanded, and descriptive vocabulary related to content areas.	<input type="checkbox"/> Read aloud with confidence, accuracy, and fluency.	<input type="checkbox"/> Write descriptions and comparisons, including the use of figurative language.
			<input type="checkbox"/> Follow multi-step written directions to complete assigned tasks independently.	<input type="checkbox"/> Use conventional spelling, capitalization, punctuation, grammar, and sentence structure.
			<input type="checkbox"/> Show awareness of language subtleties, e.g.: humor, common idioms, slang, and riddles.	<input type="checkbox"/> Edit for conventions of writing and revise for appropriate word choice and organization.
				<input type="checkbox"/> Gather and organize information related to academic content areas from various sources in written reports.

6th-8th

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ ELA Proficiency: \_\_\_\_\_ ELD Teacher: \_\_\_\_\_

The purpose of the English Language Development Curriculum and Progress Monitoring Tool is to identify a student's level of English proficiency in the areas of listening and understanding, speaking, reading, and writing. The ELD Profile lists several behaviors that help identify a student's proficiency as beginning, intermediate, or advanced. The ELD Profile is a classroom tool included in a student's body of evidence which drives instruction for each student.

Teachers check the standards mastered as an ongoing classroom evaluation of an individual student's strengths and progress towards English language proficiency.

Benchmark Date: \_\_\_\_\_

Progress Monitoring: \_\_\_\_\_

Progress Monitoring: \_\_\_\_\_

Benchmark Date: \_\_\_\_\_

Progress Monitoring: \_\_\_\_\_

Progress Monitoring: \_\_\_\_\_

Benchmark Date: \_\_\_\_\_

Beginning		
	#of Boxes	% Beg.
L	___/8	L ___
S	___/8	S ___
R	___/6	R ___
W	___/8	W ___
<b>% Overall</b>		<b>Beginning</b>
Level	___/30	% ___

Intermediate		
	#of Boxes	% Intern.
L	___/5	L ___
S	___/10	S ___
R	___/8	R ___
W	___/11	W ___
<b>% Overall</b>		<b>Intermediate</b>
	___/34	% ___

Advanced		
	#of Boxes	% Advanced
L	___/6	L ___
S	___/7	S ___
R	___/9	R ___
W	___/11	W ___
<b>% Overall</b>		<b>Advanced</b>
	___/33	% ___

Beginning		
	#of Boxes	% Beg.
L	___/8	L ___
S	___/8	S ___
R	___/8	R ___
W	___/8	W ___
<b>% Overall</b>		<b>Beginning</b>
Level	___/30	% ___

Intermediate		
	#of Boxes	% Intern.
L	___/5	L ___
S	___/10	S ___
R	___/8	R ___
W	___/11	W ___
<b>% Overall</b>		<b>Intermediate</b>
	___/34	% ___

Advanced		
	#of Boxes	% Advanced
L	___/6	L ___
S	___/7	S ___
R	___/9	R ___
W	___/11	W ___
<b>% Overall</b>		<b>Advanced</b>
	___/33	% ___

Beginning		
	#of Boxes	% Beg.
L	___/8	L ___
S	___/8	S ___
R	___/8	R ___
W	___/8	W ___
<b>% Overall</b>		<b>Beginning</b>
Level	___/30	% ___

Intermediate		
	#of Boxes	% Intern.
L	___/5	L ___
S	___/10	S ___
R	___/8	R ___
W	___/11	W ___
<b>% Overall</b>		<b>Intermediate</b>
	___/34	% ___

Advanced		
	#of Boxes	% Advanced
L	___/6	L ___
S	___/7	S ___
R	___/9	R ___
W	___/11	W ___
<b>% Overall</b>		<b>Advanced</b>
	___/33	% ___

Beginning		
	#of Boxes	% Beg.
L	___/8	L ___
S	___/8	S ___
R	___/8	R ___
W	___/8	W ___
<b>% Overall</b>		<b>Beginning</b>
Level	___/30	% ___

Intermediate		
	#of Boxes	% Intern.
L	___/5	L ___
S	___/10	S ___
R	___/8	R ___
W	___/11	W ___
<b>% Overall</b>		<b>Intermediate</b>
	___/34	% ___

Advanced		
	#of Boxes	% Advanced
L	___/6	L ___
S	___/7	S ___
R	___/9	R ___
W	___/11	W ___
<b>% Overall</b>		<b>Advanced</b>
	___/33	% ___

6 <sup>th</sup> – 8 <sup>th</sup> Grade Beginning English Language Development Standards - Student Inventory of Proficiencies				
	Listening	Speaking	Reading	Writing
<b>B e g i n n i n g</b>	<input type="checkbox"/> Follow clear one-step directions in 1:1 situations and group situations.	<input type="checkbox"/> Use gestures, single words, and simple phrases during basic conversations and to communicate needs in social and academic settings.	<input type="checkbox"/> Demonstrates knowledge of sound-symbol relationship in context and in own reading.	<input type="checkbox"/> Write basic personal information.
	<input type="checkbox"/> Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 situations and group situations.	<input type="checkbox"/> Use both social and academic learned vocabulary in context.	<input type="checkbox"/> Recognize, decode, and pronounce high frequency sight words, while reading aloud.	<input type="checkbox"/> Label objects and illustrations presented in content area lessons.
	<input type="checkbox"/> Respond to simple questions with one or two words in 1:1 situations, e.g.: yes/no, open/ended, personal information, either/or.	<input type="checkbox"/> State basic personal information and preferences.	<input type="checkbox"/> Recognizes simple words, familiar phrases, and simple sentences.	<input type="checkbox"/> Write simple sentences and phrases using a model.
	<input type="checkbox"/> Demonstrate comprehension of stories, information, and academic content by responding nonverbally, e.g.: listening, pointing, moving, matching, drawing, and gesturing.	<input type="checkbox"/> Make simple presentations in small groups using single words and phrases and visual support.	<input type="checkbox"/> Identify and use beginning reading strategies to make text comprehensible and meaningful, e.g.: illustrations, graphic organizers, text features, pacing, word attack skills, and picture/bilingual dictionaries.	<input type="checkbox"/> Format basic written work appropriately, e.g.: margins, dates, and indenting.
	<input type="checkbox"/> Understand key words, phrases and simple sentences.	<input type="checkbox"/> Retell predictable and familiar stories using single words and phrases.	<input type="checkbox"/> Identify main ideas, details, and sequence of events from modified/visually-supported texts based upon purpose for reading, using non-verbal or one- or two-word phrases.	<input type="checkbox"/> Write about personal and group experiences using illustrations, words, and phrases.
	<input type="checkbox"/> Recognize patterns of sound in oral language, e.g.: rhyming and alliteration.	<input type="checkbox"/> Respond to simple questions related to immediate context with single words, phrases, e.g.: yes/no, either/or, basic personal information.	<input type="checkbox"/> Follow one-step written directions, schedules, calendars.	<input type="checkbox"/> Use key words presented and emphasized in content, e.g.: literature, math, and science area lessons.
	<input type="checkbox"/> Listen for specific purposes, main ideas, and details.	<input type="checkbox"/> Ask questions to obtain and clarify information using single words and phrases.		<input type="checkbox"/> Spell frequently used words and some sight words correctly in the context of writing.
	<input type="checkbox"/> Hear and discriminate among a number of phonemes representing sounds specific to the English language.	<input type="checkbox"/> Approximate pronunciation of a number of phonemes and single words.		<input type="checkbox"/> Plan writing using webs, maps, and pictures.

6 <sup>th</sup> – 8 <sup>th</sup> Grade Intermediate English Language Development Standards - Student Inventory of Proficiencies				
Intermediate	Listening	Speaking	Reading	Writing
	<input type="checkbox"/> Follow clear multiple-step directions in group situations.	<input type="checkbox"/> Use appropriate language in a variety of settings.	<input type="checkbox"/> Recognize, decode, and pronounce new vocabulary in context.	<input type="checkbox"/> Use basic sentence patterns with conventional spelling, capitalization, and punctuation.
	<input type="checkbox"/> Respond to social and familiar academic language.	<input type="checkbox"/> Use key content and descriptive vocabulary.	<input type="checkbox"/> Comprehend key concepts of grade-appropriate content area text with support.	<input type="checkbox"/> Use print for social communication, e.g.: notes, invitations, and diary entries.
	<input type="checkbox"/> Respond to simple and some complex questions with words and phrases, e.g.: open/ended, either/or, who/how.	<input type="checkbox"/> Communicate ideas about a wide range of topics, both social and academic, using simple sentences.	<input type="checkbox"/> Apply reading skills to comprehend various print/media sources in a variety of genre.	<input type="checkbox"/> Describe characters and settings and summarizes events in a literature selections.
	<input type="checkbox"/> Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.	<input type="checkbox"/> Restate information and identify main idea and some details using sentences, e.g.: oral presentations, texts, media, etc.	<input type="checkbox"/> Identify and use reading strategies to gain information and make text comprehensible and meaningful, e.g.: predicting, questioning, summarizing, self-correcting, evaluating.	<input type="checkbox"/> Use vocabulary related to key concepts in content areas.
	<input type="checkbox"/> Identify story elements, e.g.: characters, setting plot.	<input type="checkbox"/> Initiate and maintains conversation in social and academic settings about familiar topics.	<input type="checkbox"/> Identify elements of a story, main ideas, details, and sequence of events from modified/visually-supported texts based upon purpose for reading using simple sentences	<input type="checkbox"/> Record and organize classroom procedures, "how-to" pieces, e.g. science experiments, math problem solving, and directions.
		<input type="checkbox"/> Contribute to classroom and small group discussions by asking and responding to questions to obtain, clarify, and extend information.	<input type="checkbox"/> Use grade-appropriate syntax/contextual clues to gain meaning from new vocabulary.	<input type="checkbox"/> Write narrative stories with a strong story line that connect to personal background knowledge and include the elements of setting and characters.
		<input type="checkbox"/> Contribute to content area discussions in small groups by summarizing, defining, and explaining using simple sentences.	<input type="checkbox"/> Respond to stories and text using simple sentences and paragraphs.	<input type="checkbox"/> Write paragraphs and short expository compositions on content area topics, e.g.: compare/contrast, cause/effect, problem/solution that include an introductory statement, supporting details and conclusion.
		<input type="checkbox"/> Deliver short presentations on content area concepts in small groups using visual aids.	<input type="checkbox"/> Follow multi-step written directions.	<input type="checkbox"/> Use figurative language, e.g.: simile, metaphor.
		<input type="checkbox"/> Use some humor.		<input type="checkbox"/> Communicate in writing using a variety of genre, e.g.: narrative, content area reports, letter writing, poetry, autobiography.
	<input type="checkbox"/> Approximate pronunciation, rhythm, stress, and intonation of English.		<input type="checkbox"/> Edit for basic conventions of writing and revise for appropriate word choice and organization.	
			<input type="checkbox"/> Incorporate resource materials into writing, e.g.: maps, Internet sites, and encyclopedias.	

6 <sup>th</sup> – 8 <sup>th</sup> Grade Advanced English Language Development Standards - Student Inventory of Proficiencies				
	Listening	Speaking	Reading	Writing
<b>A d v a n c e d</b>	<input type="checkbox"/> Follow complex directions involving multiple options and choices.	<input type="checkbox"/> Communicate information, observations, and ideas, and express feelings clearly in conversations.	<input type="checkbox"/> Use a variety of reading strategies to understand more complex text and unfamiliar words from print and media resources, e.g.: paraphrasing, skimming/scanning, problem solving, summarizing, compare/contrast, and	<input type="checkbox"/> Respond appropriately to a prompt using narrative, expository, or persuasive writing.
	<input type="checkbox"/> Follow meaning when working in small group or whole class discussions on personal, social, or grade-level academic topics.	<input type="checkbox"/> Engage in collaborative activities through a variety of student groupings to gather, share, express, and interpret opinions, organize and present information.	<input type="checkbox"/> Comprehend grade-appropriate content area text with support.	<input type="checkbox"/> Provide written responses such as identifying main idea, supporting details, plot, and characterization.
	<input type="checkbox"/> Analyze and evaluate conversations and orally presented stories and content.	<input type="checkbox"/> Contribute to content area discussions by asking and responding to questions, paraphrasing, and justifying, examining, and defending point of view.	<input type="checkbox"/> Identify elements of a story, main ideas, details, and sequence of events of near or at grade-level text.	<input type="checkbox"/> Analyze literature including connections to personal experience.
	<input type="checkbox"/> Comprehend stories and content area concepts at or near grade level with contextual support, e.g.: graphic organizers, posters, diagrams, and charts.	<input type="checkbox"/> Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, transitions, and conclusions.	<input type="checkbox"/> Gather, organize, read, analyze, and interpret information related to academic content areas from various sources, e.g.: reference books, magazines, textbooks, internet media	<input type="checkbox"/> Plan, draft, revise, and proofread own writing.
	<input type="checkbox"/> Respond to complex and content-related questions about newly learned information, e.g.: inference, comparison, summarization, point of view, disagreeing.	<input type="checkbox"/> Use both formal and informal language, e.g.: interviewing, persuasive speech with attention to grammar, vocabulary, intonation, and pronunciation.	<input type="checkbox"/> Use multiple resources at grad-level to draw inferences, conclusions, and generalizations, e.g.: glossaries, indexes, graphs, illustrations, headings, subheadings, key vocabulary.	<input type="checkbox"/> Use complex sentence structures with grade-appropriate vocabulary, appropriate syntax, and conventions, e.g.: spelling, capitalization, punctuation.
	<input type="checkbox"/> Demonstrate understanding of some oral language subtleties, e.g.: figurative language, humor, sarcasm, common idioms, and slang.	<input type="checkbox"/> Use figurative language, e.g.: metaphors, similes, hyperbole.	<input type="checkbox"/> Respond to near or at grade-level text by defending, justifying, supporting, inferences, and evaluating.	<input type="checkbox"/> Use strategies of note taking, outlining, and summarizing in content areas.
		<input type="checkbox"/> Use technical, expanded, and descriptive vocabulary related to content areas.	<input type="checkbox"/> Read aloud with confidence, accuracy intonation, and fluency.	<input type="checkbox"/> Develop a clear thesis and support it, e.g.: analogies, quotations, facts, statistics, and comparisons.
			<input type="checkbox"/> Follow multi-step written directions to complete grade-level tasks independently.	<input type="checkbox"/> Use and cite various resources including electronic media in content area reports.
			<input type="checkbox"/> Demonstrate understanding of some language subtleties, e.g.: common idioms, dialect, humor, figurative language.	<input type="checkbox"/> Create coherent, multi-paragraph compositions through effective transitions, accurate grammar, and syntax.
				<input type="checkbox"/> Write clear and accurate descriptions and comparisons, including the use of figurative language.
			<input type="checkbox"/> Select a focus and a point of view for written presentations and justifies this selection.	

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ ELA Proficiency: \_\_\_\_\_ ELD Teacher: \_\_\_\_\_

The purpose of the English Language Development Curriculum and Progress Monitoring Tool is to identify a student's level of English proficiency in the areas of listening and understanding, speaking, reading, and writing. The ELD Profile lists several behaviors that help identify a student's proficiency as beginning, intermediate, or advanced. The ELD Profile is a classroom tool included in a student's body of evidence which drives instruction for each student.

Teachers check the standards mastered as an ongoing classroom evaluation of an individual student's strengths and progress towards English language proficiency.

Benchmark Date: \_\_\_\_\_

Progress Monitoring: \_\_\_\_\_

Progress Monitoring: \_\_\_\_\_

Benchmark Date: \_\_\_\_\_

Progress Monitoring: \_\_\_\_\_

Progress Monitoring: \_\_\_\_\_

Benchmark Date: \_\_\_\_\_

Beginning	
#of Boxes	% Beg.
L ____/8	L ____
S ____/8	S ____
R ____/6	R ____
W ____/8	W ____
<b>% Overall Beginning</b>	
Level ____/29	% ____

Intermediate	
#of Boxes	%
L ____/5	L ____
S ____/10	S ____
R ____/9	R ____
W ____/13	W ____
<b>% Overall Intermediate</b>	
____/34	% ____

Advanced	
#of Boxes	% Advanced
L ____/6	L ____
S ____/7	S ____
R ____/6	R ____
W ____/14	W ____
<b>% Overall Advanced</b>	
____/31	____%

Beginning	
#of Boxes	% Beg.
L ____/8	L ____
S ____/8	S ____
R ____/6	R ____
W ____/8	W ____
<b>% Overall Beginning</b>	
Level ____/29	% ____

Intermediate	
#of Boxes	%
L ____/5	L ____
S ____/10	S ____
R ____/9	R ____
W ____/13	W ____
<b>% Overall Intermediate</b>	
____/34	% ____

Advanced	
#of Boxes	% Advanced
L ____/6	L ____
S ____/7	S ____
R ____/6	R ____
W ____/14	W ____
<b>% Overall Advanced</b>	
____/31	____%

Beginning	
#of Boxes	% Beg.
L ____/8	L ____
S ____/8	S ____
R ____/6	R ____
W ____/8	W ____
<b>% Overall Beginning</b>	
Level ____/29	% ____

Intermediate	
#of Boxes	%
L ____/5	L ____
S ____/10	S ____
R ____/9	R ____
W ____/13	W ____
<b>% Overall Intermediate</b>	
____/34	% ____

Advanced	
#of Boxes	% Advanced
L ____/6	L ____
S ____/7	S ____
R ____/6	R ____
W ____/14	W ____
<b>% Overall Advanced</b>	
____/31	____%

Beginning	
#of Boxes	% Beg.
L ____/8	L ____
S ____/8	S ____
R ____/6	R ____
W ____/8	W ____
<b>% Overall Beginning</b>	
Level ____/29	% ____

Intermediate	
#of Boxes	%
L ____/5	L ____
S ____/10	S ____
R ____/9	R ____
W ____/13	W ____
<b>% Overall Intermediate</b>	
____/34	% ____

Advanced	
#of Boxes	% Advanced
L ____/6	L ____
S ____/7	S ____
R ____/6	R ____
W ____/14	W ____
<b>% Overall Advanced</b>	
____/31	____%

9 <sup>th</sup> – 12 <sup>th</sup> Grade Beginning English Language Development Standards - Student Inventory of Proficiencies				
	Listening	Speaking	Reading	Writing
<b>B e g i n n i n g</b>	<input type="checkbox"/> Follow clear one-step directions in 1:1 situations and group situations.	<input type="checkbox"/> Use gestures, single words, and simple phrases during basic conversations and to communicate needs in social and academic settings.	<input type="checkbox"/> Recognize, decode, and pronounce high frequency words.	<input type="checkbox"/> Write simple sentences and phrases using a model.
	<input type="checkbox"/> Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 situations and group situations.	<input type="checkbox"/> Use both social and academic learned vocabulary in context.	<input type="checkbox"/> Apply reading skills from first language to recognize and comprehend various text structures and print conventions from multiple sources.	<input type="checkbox"/> Format written work appropriately, e.g.: margins, dates, and indenting.
	<input type="checkbox"/> Respond to simple questions with one or two words in 1:1 situations, e.g.: yes/no, open/ended, personal information, either/or.	<input type="checkbox"/> State basic personal information and preferences.	<input type="checkbox"/> Identify and use reading strategies to make text comprehensible and meaningful, e.g.: illustrations, graphic organizers, text features, pacing, word attack skills, and resource materials.	<input type="checkbox"/> Use key words presented and emphasized in content, e.g.: literature, math, and science area lessons.
	<input type="checkbox"/> Demonstrate comprehension of stories, information, and academic content by responding nonverbally, e.g.: listening, pointing, moving, matching, drawing, and gesturing.	<input type="checkbox"/> Make simple presentations in small groups using single words and phrases and visual support.	<input type="checkbox"/> Recognize and interpret information from academic content sources, e.g.: graphs, maps, graphic organizers, and diagrams.	<input type="checkbox"/> Write a short personal narrative using simple sentences.
	<input type="checkbox"/> Understand key words, phrases and simple sentences.	<input type="checkbox"/> Restate information from social and academic settings using single words and phrases.	<input type="checkbox"/> Identifies elements of story, main ideas, details, and sequence of events from modified/visually-supported text using non-verbal or one- or two- word phrases,	<input type="checkbox"/> Spell frequently used words correctly in the context of writing.
	<input type="checkbox"/> Recognize patterns of sound in oral language, e.g.: rhyming and alliteration.	<input type="checkbox"/> Respond to simple questions related to immediate context with single words, phrases, e.g.: yes/open, either/or, basic personal information.	<input type="checkbox"/> Follows simple written directions in context; schedules, and calendars.	<input type="checkbox"/> Record and organize content area information using graphic organizers.
	<input type="checkbox"/> Listen for specific purposes, main ideas, and details.	<input type="checkbox"/> Ask questions to obtain and clarify information using single words and phrases.		<input type="checkbox"/> Complete forms such as job applications by providing basic personal information with assistance.
	<input type="checkbox"/> Hear and discriminate among a number of phonemes representing sounds specific to the English language.	<input type="checkbox"/> Approximate pronunciation of single words.		<input type="checkbox"/> Plan writing using outlines, class and research notes, maps, and timeline.

9 <sup>th</sup> – 12 <sup>th</sup> Grade Intermediate English Language Development Standards - Student Inventory of Proficiencies				
	Listening	Speaking	Reading	Writing
<b>I n t e r m e d i a t e</b>	<input type="checkbox"/> Follow specific multiple-step directions in group situations.	<input type="checkbox"/> Use appropriate language in a variety of settings..	<input type="checkbox"/> Recognize, decode, and pronounce high frequency vocabulary with ease and comprehension.	<input type="checkbox"/> Use print for social communication, e.g.: thank you letters, e-mail, diary entries.
	<input type="checkbox"/> Respond to social and familiar academic language.	<input type="checkbox"/> Use key content and descriptive vocabulary.	<input type="checkbox"/> Comprehend key concepts of grade-appropriate content area text with support.	<input type="checkbox"/> Summarize the main ideas, details, and sequence of events in a literature selection with support.
	<input type="checkbox"/> Respond to simple and some complex questions with words and phrases, e.g.: open/ended, either/or, who/how.	<input type="checkbox"/> Communicate ideas about a wide range of topics, both social and academic using simple sentences.	<input type="checkbox"/> Apply and expand reading skills to comprehend various print and media resources.	<input type="checkbox"/> Use varied sentence patterns with conventional spelling, capitalization, and punctuation.
	<input type="checkbox"/> Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.	<input type="checkbox"/> Restate information and identify main idea and some details using sentences, e.g.: oral presentations, texts, media, etc.	<input type="checkbox"/> Identify and use reading strategies to gain information and make text comprehensible and meaningful, e.g.: previewing/reviewing, skimming, and identifying related topics and main ideas, print and media resources.	<input type="checkbox"/> Use technical vocabulary related to key concepts in content areas. <input type="checkbox"/> Use descriptive language to identify and compare characters and settings in literature.
	<input type="checkbox"/> Identify story elements, e.g.: characters, setting plot, and theme.	<input type="checkbox"/> Initiate and maintain conversation in social and academic settings about familiar topics.	<input type="checkbox"/> Interpret and expand upon information from multiple academic content sources, both print and electronic.	<input type="checkbox"/> Write, with modeling and support, paragraphs and short expository compositions on content area topics, e.g.: compare/contrast, cause/effect, problem/solution that include an introductory statement, supporting details, and a conclusion.
		<input type="checkbox"/> Contribute to classroom and small group discussions by asking and responding to questions to obtain, clarify, and extend information.	<input type="checkbox"/> Identify elements of story, main ideas, details, and sequence of events by using context, based upon purpose for reading.	<input type="checkbox"/> Record and organize classroom procedures, e.g.: science experiments, math problem solving.
		<input type="checkbox"/> Contribute to content area concepts in small groups by summarizing, defining, giving opinions, and explaining using simple sentences.	<input type="checkbox"/> Understand and analyze text for literal and implied meaning.	<input type="checkbox"/> Incorporate resource materials into writing, e.g.: periodicals, Internet sites, content-area text. <input type="checkbox"/> Use language subtleties, including figurative language and idioms.
		<input type="checkbox"/> Deliver short presentations on content area concepts in small groups using visual aids.	<input type="checkbox"/> Summarize and discusses text.	<input type="checkbox"/> Write, with modeling and support, narrative stories with a strong story line that connect to personal background knowledge and include the elements of setting and characters.
		<input type="checkbox"/> Use some humor.	<input type="checkbox"/> Read a wide variety of genres and literary texts from many cultural backgrounds.	<input type="checkbox"/> Communicate in writing using a variety of genre, e.g.: research papers, business letters, editorials, poetry, and autobiography.
		<input type="checkbox"/> Approximate pronunciation, rhythm, stress, and intonation of English.		<input type="checkbox"/> Write job applications and resumes that provide all needed information. <input type="checkbox"/> Edit for conventions of writing and revise for appropriate word choice and organization.

9 <sup>th</sup> – 12 <sup>th</sup> Grade Advanced English Language Development Standards - Student Inventory of Proficiencies				
	Listening	Speaking	Reading	Writing
<b>A d v a n c e d</b>	<input type="checkbox"/> Follow complex directions involving multiple options and choices.	<input type="checkbox"/> Communicate information, observations, and ideas, and expresses feelings clearly in conversations.	<input type="checkbox"/> Use a variety of reading strategies to comprehend at or near grade-level text and extend personal knowledge from print and media resources, e.g.: paraphrasing, previewing/reviewing, skimming/scanning, summarizing, evaluating, compare/contrast, cause/effect, and examining.	<input type="checkbox"/> Provide written responses such as identifying main idea and supporting details, plot and characterization, sequences and summaries. <input type="checkbox"/> Plan, draft, revise, and proofread own writing. <input type="checkbox"/> Respond appropriately to open-ended prompt in narrative, expository, or persuasive writing.
	<input type="checkbox"/> Follow meaning when working in small group or whole class discussions on personal, social, or grade-level academic topics.	<input type="checkbox"/> Engage in collaborative activities through a variety of student groupings to gather, share, express, and interpret opinions, discuss, reflect on, organize, analyze, synthesize and present information.	<input type="checkbox"/> Comprehend grade-appropriate content area text with support.	<input type="checkbox"/> Analyze literature including connections to personal experience and other text. <input type="checkbox"/> Use complex sentence structures with clear and accurate vocabulary.
	<input type="checkbox"/> Analyze and evaluate conversations and orally presented stories and content.	<input type="checkbox"/> Contribute to content area discussions by asking and responding to questions, justifying, examining, and defending point of view.	<input type="checkbox"/> Gather, organize, interpret, analyze, and synthesize information related to academic content areas from various sources.	<input type="checkbox"/> Use conventional spelling, capitalization, punctuation, grammar, and syntax. <input type="checkbox"/> Use strategies of note taking, outlining, and summarizing in content areas.
	<input type="checkbox"/> Comprehend stories and content area concepts at or grade level with contextual support, e.g.: graphic organizers, posters, diagrams, and charts by analyzing, evaluating, examining, etc.	<input type="checkbox"/> Deliver organized presentations/reports across content areas that include purpose, point of view, introduction, transitions, and conclusions.	<input type="checkbox"/> Support interpretation of text for literal and implied meaning with reference to features in written text, e.g.: vocabulary, facts, sequence, relevance of details, and bias of author.	<input type="checkbox"/> Develop a clear thesis supported with evidence, e.g.: analogies, quotations, facts, statistics, and comparisons. <input type="checkbox"/> Use and cite various resources in content area reports, including use of bibliography and standard format for quotations.
	<input type="checkbox"/> Respond to increasingly complex and content-related questions about newly learned information, e.g.: inference, comparison, summarization, point of view, disagreeing.	<input type="checkbox"/> Use both formal and informal language, e.g.: interviewing, persuasive speech, with attention to grammar, vocabulary, intonation, and pronunciation.	<input type="checkbox"/> Follow multi-step written directions to complete grade-level tasks independently.	<input type="checkbox"/> Use effective transitions and organization to create coherent multi-paragraph essays and narratives. <input type="checkbox"/> Present and justify point of view and develop persuasive arguments using clear justification, explanation, and interpretation.
	<input type="checkbox"/> Demonstrate understanding of some oral language subtleties, e.g.: figurative language, humor, idioms, sarcasm, riddles, and slang.	<input type="checkbox"/> Use figurative language, e.g.: metaphors, similes, hyperbole.	<input type="checkbox"/> Demonstrate understanding of most language subtleties, e.g.: common idioms, dialect, humor, figurative language.	<input type="checkbox"/> Use writing format appropriate to genre and audience and purpose.
		<input type="checkbox"/> Use technical, expanded, and descriptive vocabulary related to content areas.		<input type="checkbox"/> Write applications and essays required to apply for jobs and colleges.
				<input type="checkbox"/> Gather, organize, interpret and analyze information related to academic content areas from various sources by writing and elaborating on gathered information.

## ATTACHMENT 6: APPROPRIATE USE OF STUDENTS' NATIVE LANGUAGE

<p style="text-align: center;"><b>Basic Premises</b></p> <ul style="list-style-type: none"> <li>• Development of the first language lays a foundation for the learning of a second language.</li> <li>• Use of the first language provides access to schema, allows for clarification, and supports a comfortable affective learning environment.</li> <li>• In conjunction with thoughtful and deliberate planning, students can be grouped homogeneously based on native language to facilitate effective instruction.</li> </ul>			
<p style="text-align: center;"><b>Use of Students' Native Language by Teachers:</b></p>		<p style="text-align: center;"><b>Use of Students' Native Language by Paraprofessionals:</b></p>	<p style="text-align: center;"><b>Native Language Use by Students:</b></p>
<i>Why do it?</i>	<ul style="list-style-type: none"> <li>▪ To encourage and support development of the native language in the home</li> <li>▪ To establish routines and rules for newcomers</li> <li>▪ To respond to emergency needs</li> <li>▪ To decrease affective filter and help students feel comfortable</li> <li>▪ To develop schema</li> </ul>	<ul style="list-style-type: none"> <li>▪ To respond to emergency needs</li> <li>▪ To facilitate parent communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supports meta-cognitive growth in native language while student learns English</li> <li>▪ Elicits better thinking and MORE English</li> <li>▪ Values the student as a thinker while valuing the native language</li> <li>▪ Helps eliminate resentment of English by making a place for the native language</li> </ul>
<i>How to do it.</i>	<ul style="list-style-type: none"> <li>▪ Quick check for understanding-<b>NOT</b> simultaneous translation</li> <li>▪ As a means of concept reinforcement – bridge background knowledge to English content instruction; allow for the use of higher order thinking skills in the native language</li> <li>▪ I:I situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make connections between students' background knowledge and English content instruction</li> <li>▪ Preview-review lessons (These have been previously planned by teacher)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Think-Pair-Share, or small group work to clarify or develop particular concepts</li> <li>▪ Discuss topics/concepts to be covered in school with family at home</li> <li>▪ Make connections to native language cognates</li> <li>▪ Convey individual needs or concerns with teacher</li> <li>▪ Self-talk</li> </ul>
<p style="text-align: center;"><b>Encouraging Continued Development of the Native Language Outside of the Classroom</b></p>			
<p style="text-align: center;"><b><u>By Parents:</u></b></p> <ul style="list-style-type: none"> <li>• Read to and with children</li> <li>• Discuss family activities together</li> <li>• Develop thinking skills by questioning</li> <li>• Discuss topics/concepts to be covered in school</li> <li>• Collaborate with classroom teacher to enhance student's language and academic skills</li> <li>• Request support from classroom teacher</li> </ul>		<p style="text-align: center;"><b><u>Native Language Materials:</u></b></p> <ul style="list-style-type: none"> <li>• Supplemental to English instructional materials- NOT in place of</li> <li>• For use in conjunction with concept reinforcement instruction</li> <li>• For use at home to develop/continue literacy skills and to develop content concepts covered in school</li> <li>• Use public library for non-school scheduled time frame</li> </ul>	

# Annual Measurable Achievement Objectives (AMAO)

## Colorado State Targets

### Annual Measurable Achievement Objectives (AMAO) targets

2003-2004 Cohorts	Target 2004-2005	Target 2005-2006	Target 2006-2007	Target 2007-2008
NEP	40% LEP	83% LEP	98% LEP	
LEP	10% FEP	40% FEP	90% LEP	98% LEP
FEP	25% EXIT	50% EXIT	75% EXIT	100 % EXIT

2004-2005 Cohorts	Target 2005-2006	Target 2006-2007	Target 2007-2008	Target 2008-2009
NEP	40% LEP	83% LEP	98% LEP	
LEP	10% FEP	40% FEP	90% LEP	98% LEP
FEP	25% EXIT	50% EXIT	75% EXIT	100 % EXIT

2005-2006 Cohorts	Target 2006-2007	Target 2007-2008	Target 2008-2009	Target 2009-2010
NEP	40% LEP	83% LEP	98% LEP	
LEP	10% FEP	40% FEP	90% LEP	98% LEP
FEP	25% EXIT	50% EXIT	75% EXIT	100 % EXIT

### AMAO definitions

- Making progress: Progress is defined as a steady movement from one language proficiency level to another as measured by valid, reliable English language proficiency assessment (CELA Spring 2006)
- Limited English Proficient students will make adequate progress if they:
  1. Successfully participate in a standards based Language Instruction Educational Program that provides ongoing opportunity to develop comprehensive skills.
  2. Consistently move through the levels of proficiency as outlined on the AMAO expected growth chart.
  3. Consistently accommodate the benchmarks and skills prescribed in the English Language Development and Language Arts Content Standards and make significant progress from the Emergent levels of proficiency through Fluent, Redesignation and formal Exit.

## Glossary

### **Annual Measurable Achievement Objectives (AMAO)**

Targets set by each state to promote the steady movement of English language learners from one language proficiency level to another as measured by valid, reliable English language proficiency assessment

### **Basic Interpersonal Communication Skills (BICS)**

Face-to-face conversational fluency, including mastery of pronunciation, vocabulary and grammar.

### **Cognitive Academic Language Proficiency (CALP)**

Mastery and use of academic language and cognitive skills in classroom and formal settings.

### **Colorado Model Content Standards**

In response to the strong commitment of Colorado's populace, the Colorado General Assembly and the State Board of Education have, build Colorado's education system around challenging academic standards. Adams I4 adopted the Colorado Model Content Standards February 2006. You may find out more about the Colorado Model Content standards by visiting the Colorado Department of Education website at [http://www.cde.state.co.us/index\\_stnd.htm](http://www.cde.state.co.us/index_stnd.htm)

### **Colorado English Language Assessment (CELA)**

A standards-based assessment designed to assess student progress towards fluency in English in the following areas listening, speaking, reading, writing and comprehension. This assessment was used for the first time state-wide in April 2006. It will be administered annually to all ELL students in the state of Colorado as mandated under Title III of NCLB

### **Cultural Competency**

See socio-cultural competency

### **District Community**

Consists of the entire Adams I4 community including students, parents, teachers, staff, leaders, businesses, government and all community members.

### **English Language Acquisition (ELA)**

The process through which a student progresses through the stages of acquiring a new language starting as Non English Proficient (NEP) moving to limited English proficient (LEP) and finally Fluent English Proficient (FEP)

### **English Language Development (ELD) Standards**

In response to mandates by the federal government under NCLB, each state was required to develop English Language Development standards. The standards for our state were adopted by the State Board of Education in April 2005. These standards address the four different language modalities of listening, speaking, reading and writing. You may find out more about the Colorado English Language Development Standards by visiting the Colorado Department of Education website at [http://www.cde.state.co.us/cde\\_english/download/ELDStandardsApril2005.pdf](http://www.cde.state.co.us/cde_english/download/ELDStandardsApril2005.pdf)

### **English Language Learner (ELL)**

A student whose first language is a language other than English

**English Speakers of Other Languages (ESOL)**

ELL students receive ESL language and academic support in the mainstream classroom that is sheltered and targeted to their language proficiency levels through a combined effort from highly qualified staff and CLD endorsed instructional coaches and other specialists rather than pulling ELL students out of the classroom for ESL services.

**Fluent English Proficient (FEP)**

A student who has moved through the NEP and LEP stages and has reached a fluent level of English but may still benefit from sheltered instruction or language support in tasks requiring high levels of academic vocabulary, reading and writing.

**Formative Assessment**

Ongoing collection, analysis, and reporting of information about student performance for purposes of instruction and learning.

**Limited English Proficient (LEP)**

A term used to refer to a student with restricted understanding or use of written and spoken English; a learner who is still developing competence in using English.

**Native Language**

An individual's first, primary, or home language.

**Non-English Proficient (NEP)**

Individuals who have no or very limited English proficiency.

**Scaffolding**

Teacher supports for student's learning and performance of the tasks through instruction, modeling, questioning, feedback, graphic organizers, and more, across successive engagements. These supports are gradually withdrawn, thus transferring more and more autonomy to the child. Scaffolding activities provide support for learning that can be removed as learners are able to demonstrate strategic behaviors in their own learning activities.

**Sheltered Instruction**

A methodology that highly qualified content area teachers trained in SIOP use in order to make grade level content comprehensible by using realia, manipulatives, visuals and many other strategies. The use of this approach extends the time during the school day that students have for receiving English language support while they learn content subjects. Sheltered instruction classrooms integrate language and content while infusing sociocultural awareness. The ultimate goal is accessibility for ELLs to grade-level content standards and concepts while they continue to improve their language proficiency.

**SIOP**

An acronym for Sheltered Instruction Observation Protocol. The protocol identifies strategies and methodologies used by teachers to make academic content comprehensible to English language learners.

**Sociocultural Competence**

The ability to function effectively by understanding and affirming the rules and behavioral expectations held by members of a given social or cultural group.

**Summative Assessment**

The final collection, analysis, and reporting of information about student achievement or program effectiveness at the end of a given time frame.

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