

# JENNINGS SCHOOL DISTRICT

## English Language Learners (ELL) Program Handbook

### LAU Plan



**Dr. Paula D. Knight**  
**Superintendent of Schools**

*“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education.”*

Lau v. Nichols, 1974

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# INTRODUCTION

The purpose of this handbook is to introduce the goals, guidelines and procedures of the English Language Learner Program (ELL) in the Jennings School District (JSD). This guide offers a general plan for cooperation between building personnel and the ELL Program staff regarding the students who receive program services. It also includes suggestions for cross-cultural understanding, classroom instruction, and assessment.

The number of limited-English speaking families in Jennings has increased significantly in recent years. These families include immigrants, migratory workers, and others whose children may have limited-English proficiency. These children are attending Jennings schools acquiring academic English that facilitates mastery of the content standards. Their ability to learn this content may be hampered by the lack of appropriate accommodations in the classroom.

The JSD recognizes that there are school children in the state that have limited-English proficiency. This population continues to grow annually. Students with limited-English proficiency sometimes experience difficulty with the dual load of learning a language while learning academics taught in that language. These students are at higher risk of dropping out of school and may consequently have reduced opportunities for employment. The JSD is committed to providing all students equal opportunity to benefit from educational programs and services. Further, the JSD is committed to supporting scientifically research-based and effective programs, practices, training and accountability so that all students can become proficient in English and can achieve the state's academic achievement standards.

The JSD has the responsibility for implementing Title III, Language Instruction for Limited English Proficient and Immigrant Students of the Every Child Succeeds Act of 2015 also responsible for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination in programs and activities that receive federal financial assistance. Local education agencies (LEAs) that receive federal financial assistance cannot, on the basis of race, color, or national origin:

- Provide services, financial aid, or other benefits that are different or in a different manner from what all students receive.
- Restrict an individual's enjoyment of an advantage or privilege enjoyed by others.  
Deny an individual the right to participate in federally assisted programs.
- Defeat or substantially impair the objectives of federally assisted programs.

These Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English. Title VI protects students who are limited in their English language skills and are, thereby, unable to participate in or benefit from regular or special education instructional programs.

The JSD recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action. Students in a Language Minority (LM) or who have Limited English Proficiency (LEP) will be identified, assessed and provided appropriate services. No child will be admitted to or excluded from any program based solely on surname or LM status.

# DEFINITIONS

According to Missouri Department of Elementary and Secondary Education (MO DESE):

1. Language Minority (LM): Refers to a student whose linguistic background, such as country of birth or home environment, includes languages other than English. Language minority status is based solely on the student's language background and not on proficiency.
2. Limited English Proficient (LEP): An individual ·
  - I-. who is age 3 through 21
  - II-. who is enrolled or preparing to enroll in an elementary school or secondary school
    - A - who was not born in the United States or whose native language is a language other than English
    - B - who is Native American or Alaska Native or a native resident of the outlying areas who comes with an environment where a language other than English has had a significant impact on the individual's level of English proficiency
    - C – who is migratory, whose native language is a language other than English and who comes from an environment where a language other than English is dominant
  - III-. whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual –
    - A – the ability to meet a proficient level of achievement on state assessments described in section 1111(b)(3) of the No Child Left Behind Act of 2001 (NCLB)
    - B – the ability to successfully achieve in classrooms where the language of instruction is English
    - C – the opportunity to participate fully in society
3. English for Speakers of Other Languages (ESOL) are programs that teach language skills to students from non-English-speaking backgrounds.
4. English Language Learners (ELLs) are speakers of other languages who are in the process of learning English. This abbreviation may be used to indicate LEP students.
5. Immigrant Children and Youth are individuals:
  - who are age 3 through 21
  - who were not born in the United States
  - who have not been attending schools in any one or more states for more than three full academic years.

6. Refugee is defined by the Office of Refugee Resettlement as “...any person who is outside any country of such person’s nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return to, and is unable or unwilling to avail himself or herself of the protection of, that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in particular social group, or political opinion.”
7. Migratory Child is defined as a child who is, or whose parent or spouse is, a migratory agricultural worker (including migratory dairy workers and migratory fishers). In order to obtain temporary or seasonal employment in agricultural or fishing work during the preceding 36 months (or to accompany a parent or spouse for such a purpose), a migratory child is someone:
- who has moved from one school district to another
  - who has moved from one administrative area to another in a state that is comprised of a single school district
  - who resides in a school district of more than 15,000 square miles and who migrates a distance of 20 miles or more to temporary residence in order to engage in fishing activities.

# SERVICES

**Please refer to the flow chart on the next page.**

The JSD has developed and implemented language instruction programs that:

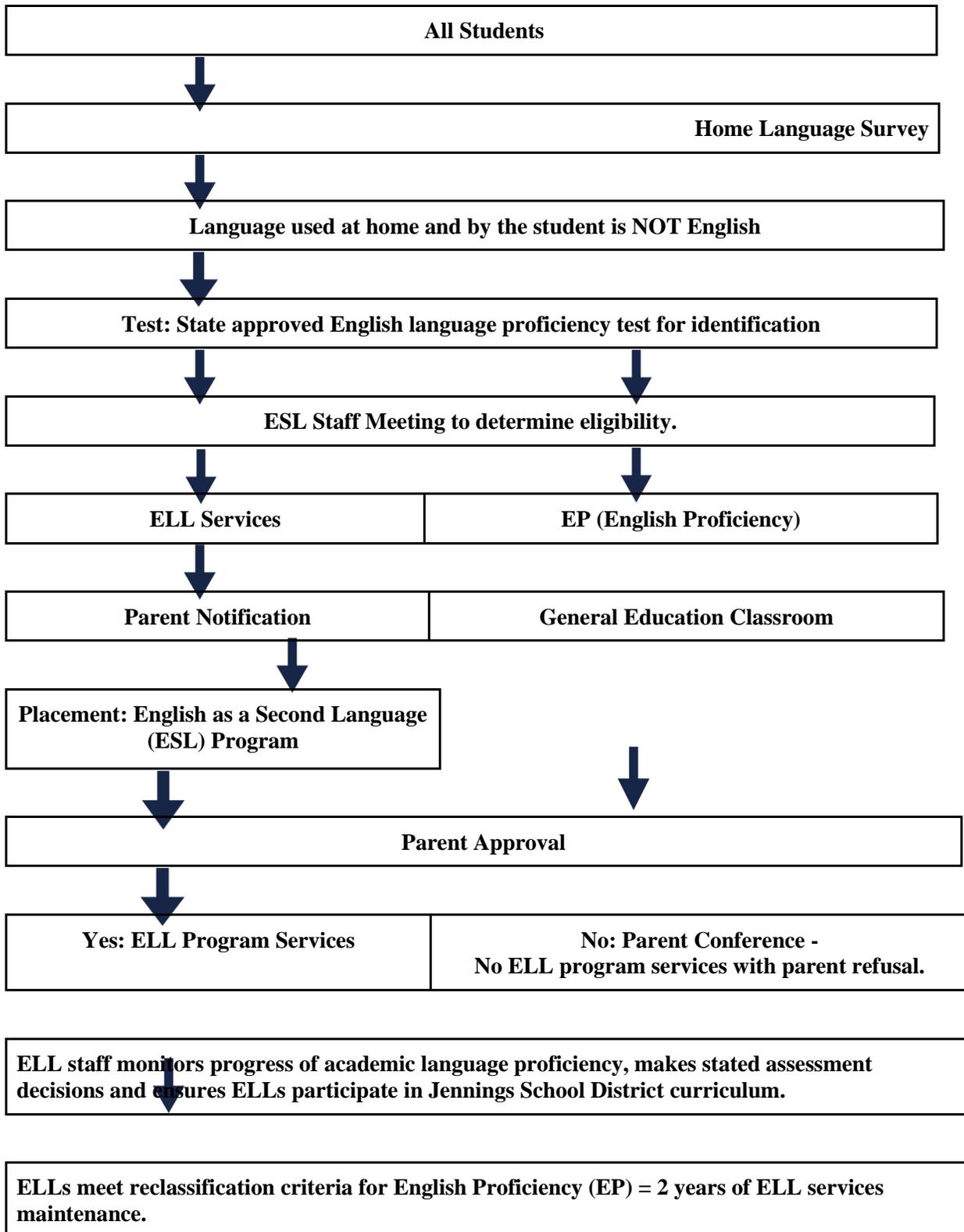
- Identify Language Minority (LM) students through the use of a student home language survey (see Appendix #1). All students enrolling answer each question on the home language survey. A certified ELL staff member reviews each survey before it is filed in the permanent file.
- Identify LM students who are also Limited English Proficient (LEP). Any student who indicates the use of a language other than English will be assessed for English proficiency using the state-provided assessment instrument.
- Determine the appropriate instructional environment for LEP students. ELL student services are based on a combination of criteria including the ELL Department's adopted language acquisition assessment tool, district common assessments, grade point average (GPA), informal assessments, and ELL & classroom teacher professional opinion. An ELL Level Documentation Form is placed in each student's ELL working file. (See Appendix #2)
- Annually assess the English proficiency of LEP student and monitor the progress of students receiving ELL instruction in order to determine their readiness for the mainstream classroom environment.
- Provide parents with notice of and information regarding the instructional program as required by law. Parental involvement will be encouraged and parents will be regularly apprised of their child's progress.

## **Family Liaison Service**

The Family Liaison assists the ELL students and their families in accessing any and all appropriate educational and community services needed to meet their special needs in order to ensure attaining and maintaining students' academic success.

- This service will inform parents through individual and group meetings of school programs and procedures including testing, graduation requirements, eligibility for scholarships, extracurricular activities, higher education and career planning.
- This service will assist ELL families in contacting outside community agencies with the purpose of seeking resources and activities that will facilitate and encourage their integration in the community.

## Jennings School District ESL Program Flowchart



# INSTRUCTIONAL APPROACHES

**Content-Based** - Content-based ELL recognizes that language is a means to an end and focuses on delivering curriculum content through English in such a way as to make the content understandable (i.e., “comprehensible”) to English Language Learners. Both elementary and secondary students benefit from this method. It provides the advantages of not removing students from content area instruction to focus exclusively on learning English, while at the same time teaching the same content all students receive.

**Pull-Out** – The pull-out method requires ELL teachers to periodically remove, or pull out, LEP students from the classroom. This approach is often used when qualified ELL teachers must reach a number of students scattered across several buildings and grade levels. During the pull-out time, teachers may work one-on-one with students, or group them according to ability or grade level. The pull-out method is more successful when the ELL teacher collaborates effectively with regular classroom teachers, who employ helpful content-based strategies.

**Team-Teaching** - In schools where the classroom and instructional approach permit, team-teaching may be a useful way to “mainstream” LEP students and avoid frequent pull-out sessions. This technique may work especially well at the secondary level when the ELL teacher can also teach the subject matter. Team-teaching incorporates collaboration, joint planning and cross-curricular themes into instructional programs.

**“Sheltered” Classrooms** - This term refers to a room where only LEP students are taught. Students are taught the same curriculum as their peers, but in a context where the teacher can employ techniques designed to help make the content understandable to them. These techniques include language simplification and additional contextual clues. Another term used for this kind of classroom is “language sensitive.”

**Resource Classrooms** - For various reasons (number of staff, physical facilities, etc.), some school districts have found that strategically placing an ELL Resource Classroom in a school facilitates student progress. These rooms are probably most effective at middle and high school grades, where students take separate content classes. They can also serve as an actual ELL classroom for part of the day. At other times, students may drop in to discuss readings, complete tests, work on projects, or do individualized units of coursework.

## **Jennings Services per Level**

The District ELL service model consists of one ELL teacher. The ELL teacher services students from Elementary, Middle, and High school. The ELL service model combines four approaches as described by MO DESE; Content-Based, Pull-Out, Team-Teaching, and Resource Classroom.

The ELL teacher services most ELL students by pushing into the regular classrooms. During this time ELL teachers either work exclusively with the ELL students or teach small groups that include ELL and native English speaking students. The ELL teacher also pulls-out students. All instruction focuses on teaching the board adopted curriculum in English in an understandable manner. General Ed and ELL teachers may request that ELL students will be considered to enroll in the ELL Drop-In Center to receive assistance at the end of the school day.

## IDENTIFICATION

ELL and Migrant Student Enrollment Forms are completed for all new students during registration. All forms must be reviewed and initialed by an ELL staff member. Once forms are signed off by the ELL staff member, the form is to be filed in the student's permanent file.

If possible, ELL teachers call each family that has marked "yes" for any questions on their child's ELL and Migrant Student Enrollment Form to verify information. These students are screened by the ELL Department.

After LEP students are assessed, their ELL and Migrant Student Enrollment Forms are copied and sent to the ELL Department. The originals are placed in students' permanent records and the copies are kept in a working file for the ELL teacher. ELL Program reports these students to the Missouri Migrant Education & English Language Learning Office (MELL) where students' eligibility is determined for Migrant Status. The ELL department marks students as Migrant in the SIS system after MELL has verified eligibility. *Certificates of Eligibility* are mailed by MELL and are placed in the records of students who are determined migrants. (See appendix #3 Placement Levels for service eligibility.) A completed ELL Level Documentation Form is placed in each ELL student's working file.

# ASSESSMENTS

## **1. Language Acquisition Test (W-APT)**

New students that meet the criteria on the ELL and Migrant Student Enrollment Form are screened by an ELL staff member within the ELL Department's adopted language acquisition assessment tool. The ELL teacher then uses JSD's ELL Placement Levels to determine service eligibility and placement (See appendix #3 ELL Placement Levels). The language acquisition tool can be administered at the following times:

- i. \*May (if needed) = Students who are Maintenance two or more years
- ii. \*August – May = Newly enrolled students
- iii. \*April – May (if needed) = Level 1 – Level 3 students

Only students who enrolled in the first quarter may be given the language acquisition test two times in one year (first quarter & May). There must be evidence to support re-administering the language acquisition test in April or May and it should be discussed with the Coordinator of ELL.

## **2. Common Assessments**

Common assessments are administered by classroom teachers and follow the district's calendar.

## **3. English Proficiency Test (ACCESS) -**

Missouri's state assessment of English proficiency adopted by MO DESE as required by NCLB must be administered to all LEP students, even those whose parents have "opted out" of direct services. It is administered by an ELL staff member assigned to the student's school.

The districts' Coordinator of ELL or Director of Assessment orders the testing materials and the pre-coded labels in October. Training over test administration is offered in January or February. The ELL Coordinator and staff work together to organize, distribute, collect, and return testing materials. Only the Coordinator of ELL transport test materials from building to building. Once those results are returned to the JSD, one copy of the test results is mailed to the parents of ELL students and one copy is placed in the ELL students' permanent records. Translations are provided as necessary.

## **4. Missouri Assessment Program (MAP) // End of Course Assessment (EOC)**

ELL students complete the MAP or EOC test each spring. See MO DESE website for up to date modifications and accommodations.

# STUDENT PROGRESS

## REPORTING STUDENT PROGRESS

Parents and classroom teachers will be advised of students' progress each grading period. The progress report at the elementary level will occur every nine weeks and will be in narrative form. Middle school and High school students' progress will be reported as "graded course/comment only." Decisions regarding when students should begin receiving grades (first or second semester), will be made by the ELL teacher and other instructors involved in the students' educational planning.

Teachers will want to use discretion when giving letter grades to LEP students. It is recommended that first semester grades for elementary and middle school students be reported in narrative form. Depending upon the students' levels and rates of progress, the use of letter grades for a second semester of enrollment is encouraged. Due to the credit/graduation requirements at the high school level, teachers will need to give letter grades throughout the school year. However, all teachers are encouraged to maintain high expectations and a sense of realism about what the student can accomplish based upon his or her language level.

## EXIT CRITERIA

Consideration for continuation or exit of each student from the program is given annually after reviewing language acquisition test scores, grades, information from the content-area teacher, etc. A student may be considered at other times during the year for exit if classroom performance indicates a need for consideration. All procedures will be documented in writing and retained in the ELL files or the permanent school file.

- Language acquisition scores required for exit: Level 4.8 – 6.0 on ACCESS assessment ·  
A score of Basic on a standardized assessment
- Grades: All passing or, if failing, not failing due to language-related problems
- Student on Maintenance status for 2 consecutive years
- Classroom teacher information: solicited to clarify English language progress and to confirm that students are able to successfully do work at grade level.
- Parent opinion: If parents are opposed to exit, the ELL staff may reconsider the decision.
- **The final decision on the exit of a student will be made by the ELL staff of ELL Services and parent(s).**

## **RETENTION GUIDELINES FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS**

Retention of LEP students shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v Nichols). Prior to considering retention of a LEP student, the following checklist should be addressed in consultation with the ELL staff or designated district language minority contact person.

- 1. Has the student’s level of English language proficiency been assessed using the state-approved instrument?
- 2. Has the student been enrolled in the school district for more than one full academic year?
- 3. To ensure meaningful participation, are classroom modifications being made in the areas of: a. teacher lesson delivery;  
b. assignments;  
c. homework; and  
d. formal assessments (quizzes and tests)?
- 4. Do the ELL files for the LEP student document classroom modifications and student progress? How much individual English language development instruction is the student receiving via pull-out or an ELL course during the school day?

If the above points have not occurred in a sufficient manner, retention is not appropriate. Retention of LEP students will not facilitate English language acquisition. The process of language acquisition should occur at all grade levels and in all mainstream classrooms. Questions or concerns may be directed to the Coordinator of ELL Services.

# PARENTAL NOTIFICATION

According to MO DESE, the district must provide notification to parents within thirty days from the start of the school year that their child is being placed in an ELL program. If a child enters the program during the school year, this time frame is two weeks. The ELL Department communicates with parents using the following letters. These letters are translated in numerous languages and can be found on the district website.

## **1. Initial LM Letter**

A letter that indicates that a child does not qualify for ELL services based on the ELL Department's adopted language acquisition assessment tool.

## **2. Initial Placement Letter**

A letter that indicates that a child qualifies for ELL services based on the ELL Department's adopted language acquisition assessment tool and any previous school records. A translated version in the home language is sent along with an English letter. (See Appendix #4)

## **3. Change of Placement Letter**

A letter that indicates a change of services an ELL student is receiving based on ELL Placement Level Criteria. (See Appendix #5)

After a student is assessed using the language acquisition tool or a student qualifies for a change in levels, the ELL Coordinator completes the ELL Data Entry Sheet, and the appropriate letter (Initial LM, Initial Placement Letter, or Change of Placement Letter) will be mailed in the student's native language.

In mid-April, ELL teachers begin collecting the data needed to accurately level ELL students based on the ELL Placement Level Criteria. (See Appendix 3) Then ELL teachers will update the ELL student's files. In August, using a master list (database) of all ELL students the ELL Coordinator is responsible for mailing the Change of Placement letter, along with the English proficiency state test results. Copies of these letters will be provided in the families' native languages whenever necessary.

Initial and Change of Placement Letters all give parents the opportunity to refuse services. All letters are placed in the students' working records.

## **4. Parent Advisory Council (PAC):**

A Parent Advisory Council is required by NCLB for any districts that receive Title funding. Parents of ELL students are invited along with district staff members that are in contact with ELL students. The purpose of the meeting is to encourage parents to help in the planning, implementation and evaluation of the ELL program. A meeting must be held once a year but there is no restriction on the number of meetings. The ELL Coordinator is responsible for the meeting agenda.

# STUDENT RECORDS

Student documents are kept in the ELL Permanent Record File and Teacher Working File. See below for specifics.

<b>Permanent Record</b>	<b>Teacher Working File</b>
<ul style="list-style-type: none"><li>· ELL Student Enrollment Forms</li><li>· Scores on MO English proficiency test</li><li>· Results of language acquisition test</li><li>· Parent refusal letter (if applicable)</li></ul>	<ul style="list-style-type: none"><li>· Any personal parent letters/notes – especially parent refusal letter (if applicable)</li><li>· Copies of all ELL letters (Initial, Change )</li><li>· Student achievement data</li><li>· ELL Level Documentation Forms · Copy of IEP or 504 plan</li><li>· Language acquisition test &amp;/or English proficiency test results</li></ul>

# RESOURCES

## Translations

Documents are constantly being translated and updated in numerous languages. All translated documents can be found on the district website. Contact the ELL Coordinator if additional help is needed for translating documents.

## Language Line

Building level administrators, nurses, counselors and all ELL staff are given access to **Connect Transperfect**, a company that provides an interpreter for 3-way conference calls.

## Interpreters

Requests for interpreters go to the ELL Coordinator. Interpreters should be utilized for any family where English is not the primary language. (A student doesn't need to be receiving services from the ELL staff for the family to request an interpreter.) **Siblings should never be used as interpreters for formal meetings.**

## Websites

<https://barrosm.weebly.com>

Jennings School District ELL Department Website

<http://www.mes-english.com>

Worksheets/printables/lesson plans

<http://www.manythings.org/lulu/>

Vocabulary games with pictures

<http://iteslj.org/v/>

Bilingual vocabulary quizzes (42 languages plus English in the same quiz)

[www.manythings.org](http://www.manythings.org)

Vocabulary games with pictures: listen and read at the same time, word web games, spelling games, minimal pairs practice ("light" vs. "right", for example), slang and idioms, etc.

[www.eslgold.com](http://www.eslgold.com)

Activities for speaking, reading, writing, listening, grammar, vocabulary.

<http://www.everythingsl.net>

Teaching tips, resources (more websites, activities, etc.), lesson plans, search capabilities.

<http://www.colorincolorado.org/>

Resource for parents, students, teachers, and administrators.

**Jennings School District**  
**Language and Migrant Parent Survey Form**

Student's Name: _____ Birth Date: _____ Enrolling School: _____
Address: _____ Zip: _____ Male: _____ Female: _____
School(s) Last Attended (Including Pre-School): _____ Grade: _____
_____ Grade: _____
_____ Grade: _____

**Check Yes or No**

- YES  NO  Has the student ever attended a Jennings school before?  
If yes, Name of Jennings School \_\_\_\_\_
- YES  NO  Is another language spoken in the home?  
If yes, what language: \_\_\_\_\_
- YES  NO  Does the student speak a language other than English as a form of communication?  
If yes, what language: \_\_\_\_\_
- What language does the student read? \_\_\_\_\_ English \_\_\_\_\_ Other \_\_\_\_\_
- What language does the student write? \_\_\_\_\_ English \_\_\_\_\_ Other \_\_\_\_\_
- YES  NO  Was the student born outside of the United States?  
If yes, where was your child born? \_\_\_\_\_
- YES  NO  Has the student attended **less than** three (3) full academic years in the United States?  
If yes, what date did student enter the United States \_\_\_\_\_
- YES  NO  Will you need an interpreter to speak with your child's teacher?  
If yes, what language(s)? \_\_\_\_\_

**FEDERAL MIGRATORY WORKER SURVEY**

If you have a child aged 5 through 21 and you have moved from one school district to another school district within the past three years, your child may be eligible for a special program of supplemental services. Please answer the following question to help us determine if your child is eligible.

- YES  NO  Has either parent or guardian or the student or student's spouse, been employed within the past three years (or are any of the person mentioned currently employed) in some form of temporary or seasonal agricultural or agricultural-related work such as planting or harvesting crops (vegetables, fruit, cotton, etc.); transporting farm products to market; feeding or processing poultry, beef, hogs, gathering eggs or working in hatcheries; working on a dairy farm or a catfish farm; cutting firewood or logs to sell; or landscaping?

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Name (Please Print)

\_\_\_\_\_  
Parent/Guardian Phone (home)

\_\_\_\_\_  
Parent/Guardian Phone (cell)

## Jennings ELL Level Documentation Form (Grades K-2)

Student Name \_\_\_\_\_

ELL Teacher:	K Year _____	1 Year _____	2 Year _____
English Language Placement Test W-APT	Score: _____ Date: _____	Score: _____ Date: _____	Score: _____ Date: _____
English Proficiency Test ACCESS	Score: _____ Tier: A B C	Score: _____ Tier: A B C	Score: _____ Tier: A B C
DRA (if applicable)			
Galileo - ELA	Score: _____ Date: _____	Score: _____ Date: _____	Score: _____ Date: _____
ELL Writing Sample	Score: _____ Date: _____	Score: _____ Date: _____	Score: _____ Date: _____
Feedback from Gen. Ed. Teacher/comments			
<b>ELL Level for Following School Year (1, 2, 3,4, 5, G*)</b>			
<b>Recommended Tier for Following Year</b>			

- ELL K-3 students can only begin Maintenance after 3<sup>rd</sup> grade, then will be monitored for at least two years.
- A graduate of ELL has fluent English and shows no regression.

**Reference Guide: \* Students must meet 3 of the below criteria to determine level. Grade: \_\_\_\_\_**

ELL Service	Level 1	Level 2	Level 3	Level 4	L. 5 Maintenance
English Placement/ Proficiency Test	WIDA 1 Entering	WIDA 2 Beginning	WIDA 3 Developing	WIDA 4 Expanding	WIDA 4.7, 5 or 6 (Tier C) Bridging
ELL Writing Sample	Holistic score: 0-1	Holistic score 1-2	Holistic score: 2-3	Holistic score: 3/3.5	Holistic score: 3.6/4
DRA	Below Basic	Below Basic	Basic	Basic	Proficient/Advanced
Galileo - ELA	Below 59%	60-69%	70-79%	80-89%	90-100%

**Reference Guide: \* Students must meet 3 of the below criteria to determine level. Grade: \_\_\_\_\_**

ELL Service	Level 1	Level 2	Level 3	Level 4	L. 5 Maintenance
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English Placement/ Proficiency Test	WIDA 1 Entering	WIDA 2 Beginning	WIDA 3 Developing	WIDA 4 Expanding	WIDA 4.7, 5 or 6 (Tier C) Bridging
ELL Writing Sample	Holistic score: 0-1	Holistic score 1-2	Holistic score: 2-3	Holistic score: 3/3.5	Holistic score: 3.6/4
DRA	Below Basic	Below Basic	Basic	Basic	Proficient/Advanced
Galileo - ELA	Below 59%	60-69%	70-79%	80-89%	90-100%

**Reference Guide: \* Students must meet 3 of the below criteria to determine level.**

**Grade:** \_\_\_\_\_

ELL Service	Level 1	Level 2	Level 3	Level 4	L. 5 Maintenance
English Placement/ Proficiency Test	WIDA 1 Entering	WIDA 2 Beginning	WIDA 3 Developing	WIDA 4 Expanding	WIDA 4.7, 5 or 6 (Tier C) Bridging
ELL Writing Sample	Holistic score: 0-1	Holistic score 1-2	Holistic score: 2-3	Holistic score: 3/3.5	Holistic score: 3.6/4
DRA	Below Basic	Below Basic	Basic	Basic	Proficient/Advanced
Galileo - ELA	Below 59%	60-69%	70-79%	80-89%	90-100%

## Jennings ELL Level Documentation Form (Grades 3 - 5)

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

ELL Teacher:	3 Year _____	4 Year _____	5 Year _____
English Language Placement Test W-APT	Score: _____ Date: _____	Score: _____ Date: _____	Score: _____ Date: _____
English Proficiency Test ACCESS	Score: _____ Tier: A B C	Score: _____ Tier: A B C	Score: _____ Tier: A B C
MAP - CA	Score: _____	Score: _____	Score: _____
Galileo - ELA	Score: _____ Date: _____	Score: _____ Date: _____	Score: _____ Date: _____
ELL Writing Sample	Score: _____ Date: _____	Score: _____ Date: _____	Score: _____ Date: _____
Average grades – Core Classes	Language Arts: Math: Science:	Language Arts: Math: Science:	Language Arts: Math: Science:
Feedback from Gen. Ed Teacher / Comments			
<b>ELL Level for <u>Following</u> School Year (1, 2, 3,4, 5, G*)</b>			

- ELL students remain on Maintenance for at least two years.
- A graduate of ELL has fluent English and shows no regression.

**Reference Guide: \* Students must meet 3 of the below criteria to determine level.**

**Grade:** \_\_\_\_\_

ELL Service	Level 1	Level 2	Level 3	Level 4	L. 5 Maintenance
English Placement/ Proficiency Test	WIDA 1 Entering	WIDA 2 Beginning	WIDA 3 Developing	WIDA 4 Expanding	WIDA 4.7, 5 or 6 (Tier C) Bridging
MAP-CA	Below Basic	Below Basic	Basic	Basic	Proficient / Advanced
ELL Writing Sample	Holistic score: 0-1	Holistic score: 1-2	Holistic score: 2-3	Holistic score: 3/3.5	Holistic score: 3.6/4
Galileo - ELA	Below 59%	60-69%	70-79	80-89	90-100%

**Reference Guide: \* Students must meet 3 of the below criteria to determine level.**

**Grade:** \_\_\_\_\_

ELL Service	Level 1	Level 2	Level 3	Level 4	L. 5 Maintenance
English Placement/ Proficiency Test	WIDA 1 Entering	WIDA 2 Beginning	WIDA 3 Developing	WIDA 4 Expanding	WIDA 4.7, 5 or 6 (Tie C) Bridging
MAP-CA	Below Basic	Below Basic	Basic	Basic	Proficient / Advanced
ELL Writing Sample	Holistic score: 0-1	Holistic score: 1-2	Holistic score: 2-3	Holistic score: 3/3.5	Holistic score: 3.6/4
Galileo - ELA	Below 59%	60-69%	70-79	80-89	90-100%

**Reference Guide: \* Students must meet 3 of the below criteria to determine level.**

**Grade:** \_\_\_\_\_

ELL Service	Level 1	Level 2	Level 3	Level 4	L. 5 Maintenance
English Placement/ Proficiency Test	WIDA 1 Entering	WIDA 2 Beginning	WIDA 3 Developing	WIDA 4 Expanding	WIDA 4.7, 5 or 6 (Tie C) Bridging
MAP-CA	Below Basic	Below Basic	Basic	Basic	Proficient / Advanced
ELL Writing Sample	Holistic score: 0-1	Holistic score: 1-2	Holistic score: 2-3	Holistic score: 3/3.5	Holistic score: 3.6/4
Galileo - ELA	Below 59%	60-69%	70-79	80-89	90-100%

**Jennings ELL Level Documentation Form (Grades 6-8)**

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

ELL Teacher:	6 Year _____	7 Year _____	8 Year _____
English Language Placement Test W-APT	Score: Date:	Score: Date:	Score: Date:
English Proficiency Test ACCESS	Score: Tier: A B C	Score: Tier: A B C	Score: Tier: A B C
MAP - Communication Arts	Score: Date:	Score: Date:	Score: Date:
Galileo - ELA	Score: Date:	Score: Date:	Score: Date:
ELL Writing Sample	Score: Date:	Score: Date:	Score: Date:
Average Core Course Grades	Language Arts: Math: Science:	Language Arts: Math: Science:	Language Arts: Math: Science:
Feedback from Gen. Ed Teacher / Comments			
<b>ELL Level for <u>Following</u> School Year (1, 2, 3,4, 5, G*)</b>			

- ELL students remain on Maintenance for at least two years.
- A graduate of ELL has fluent English and shows no regression.

**Reference Guide: \* Students must meet 3 of the below criteria to determine level.**

**Grade: \_\_\_\_\_**

ELL Service	Level 1	Level 2	Level 3	Level 4	L. 5 Maintenance
English Placement/ Proficiency Test	WIDA 1 Entering	WIDA 2 Beginning	WIDA 3 Developing	WIDA 4 Expanding	WIDA 4.7 or above (On Tier C) Bridging
MAP-CA	Below Basic	Below Basic	Basic	Basic	Proficient /Advanced
ELL Writing Sample	Holistic score:0-1	Holistic score: 1-2	Holistic score: 2-3	Holistic score 3/3.5	Holistic score: 3.6/4
Galileo - ELA	Below59%	60-69%	70-79	80-89	90-100%
GPA	Below 1.0	1-1.9	2.0-2.9	3.0-3.5	3.6-4

**Reference Guide: \* Students must meet 3 of the below criteria to determine level.**

**Grade: \_\_\_\_\_**

ELL Service	Level 1	Level 2	Level 3	Level 4	L. 5 Maintenance
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English Placement/ Proficiency Test	WIDA 1 Entering	WIDA 2 Beginning	WIDA 3 Developing	WIDA 4 Expanding	WIDA 4.7 or above (On Tier C) Bridging
MAP-CA	Below Basic	Below Basic	Basic	Basic	Proficient /Advanced
ELL Writing Sample	Holistic score:0-1	Holistic score: 1-2	Holistic score: 2-3	Holistic score 3/3.5	Holistic score: 3.6/4
Galileo - ELA	Below59%	60-69%	70-79	80-89	90-100%
GPA	Below 1.0	1-1.9	2.0-2.9	3.0-3.5	3.6-4

**Reference Guide: \* Students must meet 3 of the below criteria to determine level.**

**Grade: \_\_\_\_\_**

ELL Service	Level 1	Level 2	Level 3	Level 4	L. 5 Maintenance
English Placement/ Proficiency Test	WIDA 1 Entering	WIDA 2 Beginning	WIDA 3 Developing	WIDA 4 Expanding	WIDA 4.7 or above (On Tier C) Bridging
MAP-CA	Below Basic	Below Basic	Basic	Basic	Proficient /Advanced
ELL Writing Sample	Holistic score:0-1	Holistic score: 1-2	Holistic score: 2-3	Holistic score 3/3.5	Holistic score: 3.6/4
Galileo - ELA	Below59%	60-69%	70-79	80-89	90-100%
GPA	Below 1.0	1-1.9	2.0-2.9	3.0-3.5	3.6-4

## Jennings ELL Level Documentation Form (Grades 9-12)

Student Name \_\_\_\_\_

ELL Teacher:	9 Year _____	10 Year _____	11 Year _____	12 Year _____
English Language Placement Test W-APT	Score: _____ Date: _____	Score: _____ Date: _____	Score: _____ Date: _____	
English Proficiency Test ACCESS	Score: _____ Tier: A B C	Score: _____ Tier: A B C	Score: _____ Tier: A B C	Score: _____ Tier: A B C
End of Course Exams (EOC)	<b>Algebra I</b> Score: _____ Date: _____	<b>Biology // English</b> Scores: _____ Date: _____	<b>Government</b> Score: _____ Date: _____	
Galileo - ELA	Score: _____ Date: _____	Score: _____ Date: _____	Score: _____ Date: _____	Score: _____ Date: _____
ELL Writing Sample	Score: _____ Date: _____	Score: _____ Date: _____	Score: _____ Date: _____	Score: _____ Date: _____
GPA				
Feedback from Gen. Ed Teacher / Comments				
<b>ELL Level for Following School Year</b> (1, 2, 3,4, 5, G*)				N/A

- ELL students remain on Maintenance for at least two years.
- A graduate of ELL has fluent English and shows no regression.

**Reference Guide: \* Students must meet 3 of the below criteria to determine level.**

**Grade:** \_\_\_\_\_

ELL Service	Level 1	Level 2	Level 3	Level 4	L. 5 Maintenance
English Placement/ Proficiency Test	WIDA 1 Entering	WIDA 2 Beginning	WIDA 3 Developing	WIDA 4 Expanding	WIDA 4.7, 5 or 6 (Tier C) Bridging
EOC	Below Basic	Below Basic	Basic	Basic	Proficient/Advanced
ELL Writing Sample	Holistic score:0-1	Holistic score: 1-2	Holistic score: 2-3	Holistic score 3/3.5	Holistic score: 3.6/4
Galileo - ELA	Below 59%	60-69%	70-79	80-89	90-100%
GPA	Below 1.0	1-1.9	2.0-2.9	3.0-3.5	3.6-4

**Reference Guide: \* Students must meet 3 of the below criteria to determine level.**

**Grade:** \_\_\_\_\_

ELL Service	Level 1	Level 2	Level 3	Level 4	L. 5 Maintenance
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English Placement/ Proficiency Test	WIDA 1 Entering	WIDA 2 Beginning	WIDA 3 Developing	WIDA 4 Expanding	WIDA 4.7, 5 or 6 (Tier C) Bridging
EOC	Below Basic	Below Basic	Basic	Basic	Proficient/Advanced
ELL Writing Sample	Holistic score:0-1	Holistic score: 1-2	Holistic score: 2-3	Holistic score 3/3.5	Holistic score: 3.6/4
Galileo - ELA	Below 59%	60-69%	70-79	80-89	90-100%
GPA	Below 1.0	1-1.9	2.0-2.9	3.0-3.5	3.6-4

**Reference Guide: \* Students must meet 3 of the below criteria to determine level.**

**Grade:** \_\_\_\_\_

ELL Service	Level 1	Level 2	Level 3	Level 4	L. 5 Maintenance
English Placement/ Proficiency Test	WIDA 1 Entering	WIDA 2 Beginning	WIDA 3 Developing	WIDA 4 Expanding	WIDA 4.7, 5 or 6 (Tier C) Bridging
EOC	Below Basic	Below Basic	Basic	Basic	Proficient/Advanced
ELL Writing Sample	Holistic score:0-1	Holistic score: 1-2	Holistic score: 2-3	Holistic score 3/3.5	Holistic score: 3.6/4
Galileo - ELA	Below 59%	60-69%	70-79	80-89	90-100%
GPA	Below 1.0	1-1.9	2.0-2.9	3.0-3.5	3.6-4

**Reference Guide: \* Students must meet 3 of the below criteria to determine level.**

**Grade:** \_\_\_\_\_

ELL Service	Level 1	Level 2	Level 3	Level 4	L. 5 Maintenance
English Placement/ Proficiency Test	WIDA 1 Entering	WIDA 2 Beginning	WIDA 3 Developing	WIDA 4 Expanding	WIDA 4.7, 5 or 6 (Tier C) Bridging
EOC	Below Basic	Below Basic	Basic	Basic	Proficient/Advanced
ELL Writing Sample	Holistic score:0-1	Holistic score: 1-2	Holistic score: 2-3	Holistic score 3/3.5	Holistic score: 3.6/4
Galileo - ELA	Below 59%	60-69%	70-79	80-89	90-100%
GPA	Below 1.0	1-1.9	2.0-2.9	3.0-3.5	3.6-4

## ELL Placement Level Criteria Description

Jennings SD Level of ELL Service	WIDA level of English language proficiency	Description
<b>Graduate</b>	<b>6 -Reaching</b>	<ul style="list-style-type: none"> <li>· specialized or technical language reflective of the content areas at grade level</li> <li>· a variety of sentence length of varying linguistic complexity in extended oral or written discourse as required by the specific grade level</li> <li>· oral or written communication in English comparable to English-proficient peers</li> </ul>
<b>5</b>	<b>5 – Bridging</b>	<ul style="list-style-type: none"> <li>· specialized or technical language of the content areas</li> <li>· a variety of sentence lengths of varying linguistic complexity in extended oral &amp; written discourse, including stories, essays/reports</li> <li>· oral or written language approaching comparability to that of English-proficient peers when present with grade level material</li> </ul>
<b>4</b>	<b>4 – Expanding</b>	<ul style="list-style-type: none"> <li>· specific and some technical language of the content areas</li> <li>· a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>· oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral/written connected discourse with sensory, graphic or interactive support</li> </ul>
<b>3</b>	<b>3 – Developing</b>	<ul style="list-style-type: none"> <li>· general and some specific language of the content areas</li> <li>· expanded sentences in oral interaction or written paragraphs</li> <li>· oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral/written narrative or expository descriptions with sensory, graphic or interactive support</li> </ul>
<b>2</b>	<b>2 – Beginning</b>	<ul style="list-style-type: none"> <li>· general language related to the content areas</li> <li>· phrases or short sentences</li> <li>· oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one-to-multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support</li> </ul>
<b>1</b>	<b>1 -Entering</b>	<ul style="list-style-type: none"> <li>· pictorial or graphic representation of the language of the content areas</li> <li>· words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</li> <li>· Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support</li> </ul>

## ELL Placement Level Criteria

Jennings's Level of ELL Service	WIDA Level of English Language Proficiency Gr. 2-12	W-APT Scores -1 <sup>st</sup> Grade (4 tests)	K W-APT Scores - Speaking/ Listening
<b>Graduate</b>	<b>6 - Reaching</b>		
<b>5</b> <ul style="list-style-type: none"> <li>· Fluent academic English for grade level.</li> <li>· Receives a holistic score of 3 out of 4 on writing prompts</li> <li>· Formative assessments show consistent, increasing English proficiency</li> <li>· 30 minutes of ELL services a week</li> </ul>	<b>5 – Bridging</b> <ul style="list-style-type: none"> <li>· specialized or technical language of the content areas</li> <li>· a variety of sentence lengths of varying linguistic complexity in extended oral &amp; written discourse, including stories, essays/reports</li> <li>· oral or written language approaching comparability to that of English-proficient peers when present with grade level material</li> </ul>	29-30 Exceptional 31-33	K – LEP - 29-30 Exceptional
<b>4</b> <ul style="list-style-type: none"> <li>· Moderate academic English</li> <li>· Receives a holistic score of 2.5 out of 4 on writing prompts</li> <li>· Scores Fluent Reader on reading assessments</li> <li>· Formative assessments show consistent, moderate English proficiency</li> <li>· 30-60 minutes of ELL services a week</li> </ul>	<b>4 – Expanding</b> <ul style="list-style-type: none"> <li>· specific &amp; some technical language of content areas</li> <li>· a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>· oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral/written connected discourse with sensory, graphic or interactive support</li> </ul>	24-28 High (Speaking & Listening)  29-33 High (Reading & Writing)	24-28 High
<b>3</b> <ul style="list-style-type: none"> <li>· Little to moderate academic English; fluent in social English.</li> <li>· Receives a holistic score of 2 out of 4 on writing prompts</li> <li>· Scores Early Fluent Reader on reading assessments</li> <li>· Formative assessments show consistent, moderate English proficiency</li> <li>· 30-90 minutes of ELL services a week</li> </ul>	<b>3 – Developing</b> <ul style="list-style-type: none"> <li>· general &amp; some specific language of the content areas</li> <li>· expanded sentences in oral interaction or written paragraphs</li> <li>· oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral/written narrative or expository descriptions with sensory, graphic or interactive support</li> </ul>	24-28 High (Speaking & Listening)  29-33 High (Reading & Writing)	24-28 High
<b>2</b> <ul style="list-style-type: none"> <li>· Some academic English, may be fairly fluent in social English</li> <li>· Receives a holistic score of 1 out of 4 on writing prompts</li> <li>· Scores Emergent on reading assessments</li> <li>· Formative assessments show moderate English proficiency with some significant “gaps”</li> <li>· 60-120 minutes of ELL services a week</li> </ul>	<b>2 – Beginning</b> <ul style="list-style-type: none"> <li>· general language related to the content areas</li> <li>· phrases or short sentences</li> <li>· oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one-to-multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support</li> </ul>	12-23 Mid (Speaking & Listening)  15-28 Mid (Reading & Writing)	12-23 Mid
<b>1</b> <ul style="list-style-type: none"> <li>· No academic English; basic words: new to the U.S.A.</li> <li>· Unable to produce a piece of writing (with sentences)</li> <li>· Scores Early Emergent or below grade level on reading assessments</li> <li>· Formative assessments show limited English proficiency</li> <li>· Receives 120-180 minutes of ELL services a week</li> </ul>	<b>1 – Entering</b> <ul style="list-style-type: none"> <li>· pictorial or graphic representation of the language of the content areas</li> <li>· words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</li> <li>· Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support</li> </ul>	0-11 Low (Speaking & Listening)  1-14 Low (Reading & Writing)	0-11 Low



## English Language Learner Program Notification of Initial Assessment

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

To the Parents/Guardians of \_\_\_\_\_,

Welcome to the Jennings School District! Federal law requires school districts to identify language minority students, to assess English proficiency, and then to provide eligible children with services that would increase their English language skills and their academic achievement. The law also requires parental input, thus we are informing you about the English Language Learner (ELL) services your child will receive. All new language minority students are given a language assessment test. Please refer to your child's score below.

Assessment Used	Date of Testing	Proficiency Score	Explanation of Score
W-APT (WIDA)			A score qualifying for ELL services is 4.9 or below. Your student is at the _____ level of English language proficiency.

Based on the results of this assessment, your child qualifies for ELL services. The level of service recommended for your child is marked below along with a description of the type of ELL support that will be provided.

\_\_\_\_\_ **Direct Services:** ELL students will learn English by being in the regular classroom with their English speaking peers. Elementary and secondary students will get supplemental teaching from a certified ELL teacher through pull-out (student leaves the classroom to work with ELL teacher) and through push-in (ELL teacher supports students in the regular classroom) services. There are three levels of direct services.

- \_\_\_\_\_ **Level 1:** Student has little to no English
- \_\_\_\_\_ **Level 2:** Student has little academic English
- \_\_\_\_\_ **Level 3:** Student has moderate academic English

\_\_\_\_\_ **Maintenance:** Students on Maintenance do not receive direct instruction from the ELL Program. Your child's progress in school will be monitored to make sure that he/she is not having difficulties related to English language proficiency. Should your child begin to have any problems, you will be notified and the level of service will be changed. The State of Missouri requires the districts to monitor academic progress of ELL students on Maintenance for at least two years or until they meet state requirements.

ELL teachers are trained and certified to teach ELL students in ways that make content understandable. They will use curriculum-based materials which support English language acquisition. If you have any questions you may contact me or your child's ELL teacher.

ELL Coordinator: 314 653 8088

Sincerely,

Dr. Velma Burse,  
Coordinator of ELL Program



## English Language Learner Program Notification of Change of Placement

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

To the Parents/Guardians of \_\_\_\_\_ :

Title III of the Every Child Succeeds Act is a federal law that requires school districts to identify language minority students, to assess progress in English proficiency, and to provide eligible children with services that would increase their English proficiency and their academic achievement. The requirements include parental input in deciding whether a child should participate in program(s) through which services are to be delivered. In addition, you have the right to remove your child from any English Language Learner Program (ELL) he or she is participating in at anytime.

Level of service for existing Limited English Proficient (LEP) students depends on the test results, classroom performance, and observations by the ELL and classroom teachers. LEP students may or may not receive direct instruction from the ELL Program. **The level of service recommended for your child has changed. Below is the recommended service level along with a description of the type of ELL support given.**

\_\_\_\_\_ **Direct Services:** LEP students will learn by being in the regular classroom with their English speaking peers. They will receive classroom support from the ELL teacher through pull-out (student leaves the classroom to work with the ELL teacher) and push-in (ELL teacher supports the student in the classroom) service. The ELL teacher is trained and/or certified to teach ELL students and will use curriculum based materials which support language acquisition. There are three levels of itinerant services.

- \_\_\_\_\_ **Level 1:** Student has little to no English
- \_\_\_\_\_ **Level 2:** Student has little academic English
- \_\_\_\_\_ **Level 3:** Student has moderate Academic English

\_\_\_\_\_ **Maintenance:** Maintenance students do not receive direct instruction from the ELL Program. Your child's progress in school will be monitored to make sure that he/she is not having difficulties related to English language proficiency. Should your child begin to have any problems, you will be notified and the level of service changed. The State of Missouri requires districts to monitor the academic progress of Maintenance students for at least two years or until they meet state requirements.

\_\_\_\_\_ **ELL Graduate:** ELL Graduates no longer receive any services from the ELL Program. Based on the criteria to determine ELL placement, your child has the ability to achieve proficiency in the regular education setting. Should your child begin to have any academic problems, reassessment with the possibility of reentering the ELL Program will be considered.

If you have any questions you may contact me or your child's ELL teacher \_\_\_\_\_.

Sincerely,

Dr. Velma Burse  
Coordinator of ELL Program: 314-653-8088

## LANGUAGE ACQUISITION CHART

	STAGE I	STAGE II
OFFICIAL NAME	PREPRODUCTION	EARLY PRODUCTION
OTHER NAMES	<b>NEWCOMER EMERGENT SPEAKER SILENT PERIOD STAGE</b>	<b>EMERGENT/BEGINNER ONE-TWO WORD SOCIAL LANGUAGE STAGE</b>
DEFINITION	<ul style="list-style-type: none"> <li>• Students not ready to actively produce language</li> <li>• Listening and responding in non-verbal ways to show understanding</li>   <li>• 0 – 500 receptive word vocabulary</li> <li>• Adjusting to U.S. culture</li> </ul>	<ul style="list-style-type: none"> <li>• Students can attend to hands-on demonstrations with more understanding</li> <li>• May initiate conversation by pointing or using single words</li> <li>• Very limited comprehension/vocabulary</li>   <li>• Up to 1000 receptive word vocabulary</li> <li>• Adjusting to U.S. culture</li> </ul>
STUDENT BEHAVIORS	<ul style="list-style-type: none"> <li>• Depends heavily on context</li> <li>• Has minimal receptive vocabulary</li> <li>• Comprehends key words only</li> <li>• Indicates comprehension physically (points, draws, gestures, etc.)</li> <li>• May not produce speech</li>   <li>• <b>ABLE TO: observe, locate, label, match, show, classify, categorize</b></li> </ul>	<ul style="list-style-type: none"> <li>• Depends heavily on context</li> <li>• Produces words in isolation</li> <li>• Verbalizes key words</li> <li>• Responds with one/two word answer or short phrases</li> <li>• Indicates comprehension physically</li> <li>• Mispronunciation/grammar errors</li>   <li>• <b>ABLE TO: name, recall, draw, list, record, point out, underline, organize</b></li> </ul>
TEACHING STRATEGIES	<ul style="list-style-type: none"> <li>• Use manipulatives, visuals, realia, props, games</li> <li>• Create climate of acceptance/respect that supports acculturation</li> <li>• Use cooperative learning groups</li> <li>• Require physical response to check comprehension</li> <li>• Display print to support oral language</li> <li>• Model activities for students</li> <li>• Use hands-on activities</li> <li>• Use bilingual students as peer helpers</li> <li>• Adjust rate of speech to enhance comprehension</li> <li>• Ask yes/no questions</li> <li>• Ask students to show/point/draw</li> <li>• Teach content area vocabulary/terminology</li> </ul>	<p style="text-align: center;"><b>Continue Stage I Strategies PLUS</b></p> <ul style="list-style-type: none"> <li>• Simplify language/not content</li> <li>• Lessons designed to motivate students to talk</li>   <li>• Ask students questions that require one/two word responses: who?, what?, which one?, how many?</li> <li>• Lessons expand vocabulary</li> </ul>
RELATIVE TIME LINE FOR EACH LANGUAGE ACQUISITION STAGE	0 – 6 Months in U.S. School	6 Months – 1 Year in U.S. School

Please note students progress at independent rates depending on previous schooling, acculturation, and motivation. Students with no previous schooling will take longer to progress through these stages.

Please remember most English Language Learners students have extensive language ability in their first language.

## LANGUAGE ACQUISITION CHART *(continued)*

STAGE III	STAGE IV	STAGE V
LOW INTERMEDIATE	HIGH INTERMEDIATE FLUENCY	ADVANCED FLUENCY
<b>SHORT/PHRASES/SIMPLE SENTENCES SOCIAL LANGUAGE STAGE</b>	<b>BRIDGING ACADEMIC LANGUAGE STAGE</b>	<b>EXITABLE FLUENCY ACADEMIC LANGUAGE STAGE</b>
<ul style="list-style-type: none"> <li>• Students begin speaking in short phrases and simple sentences</li> <li>• Many mistakes in grammar, word order, word usage</li> <li>• Limited comprehension and vocabulary</li> <li>• Up to 7,000 receptive/active word vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Students can communicate thoughts more completely, can participate in every day conversations without highly contextualized support</li> <li>• Up to 12,000 receptive/active word vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Students have advanced skills in cognitive/academic language</li> <li>• Beyond 12,000 receptive/active word vocabulary</li> </ul>
<ul style="list-style-type: none"> <li>• Depends heavily on context</li> <li>• Produces whole sentences</li> <li>• Makes some pronunciation and basic grammatical errors, but is understood</li> <li>• Demonstrates comprehension by responding orally and in written form (charts, graphs, diagrams)</li> <li>• Hears smaller elements of speech</li> <li>• Functions on a social level</li> <li>• Uses limited vocabulary</li> <li>• Initiates conversation &amp; questions</li> <li>• Shows good comprehension (given rich context)</li> <li>• <b>ABLE TO: tell, describe, restate, compare, question, map, dramatize)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Depends on context</li> <li>• Engage in and produce connected narrative (discourse)</li> <li>• Shows good comprehension</li> <li>• Uses expanded vocabulary</li> <li>• Makes complex grammatical errors</li> <li>• Functions somewhat on an academic level</li> <li>• <b>ABLE TO: imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain</b></li> </ul>	<ul style="list-style-type: none"> <li>• Functions on an academic level with age/grade peers</li> <li>• Maintains two-way conversations</li> <li>• Uses more complex grammatical structures</li> <li>• Demonstrates comprehension in decontextualized situations</li> <li>• Uses enriched vocabulary</li> <li>• <b>ABLE TO: relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, assess, justify, critique, summarize, illustrate, judge, demonstrate</b></li> </ul>
<b>Continue Stages I &amp; II PLUS</b>	<b>Continue Stages I-III PLUS</b>	<b>Continue Stages I-IV PLUS</b>
<ul style="list-style-type: none"> <li>• List and review instructions step by step</li> <li>• Build on students prior knowledge</li> <li>• Incorporate more reading and writing</li> <li>• Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams, creating rebuses</li> </ul>	<ul style="list-style-type: none"> <li>• Have students brainstorm, list, web, use graphic organizers</li> <li>• Ask questions soliciting opinions, judgment, explanation (more why and how questions)</li> <li>• Introduce figurative language</li> <li>• Develop more academic language (oral and written)</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate note-taking skills</li> <li>• Study skills</li> <li>• Test-taking skills</li> <li>• Demonstrate how to verify answers (oral and written)</li> <li>• Expand figurative language (idioms)</li> </ul>
1 – 3 Years in U.S. School	3 - 5 Years in U.S. School	5 - 7 Years in U.S. School

Revised 4/24/2000 - PPS ESL/BE Department 1/2000

**JENNINGS SCHOOL DISTRICT**  
**ELL STAFF 2021-2022**

<b>Building</b>	<b>Staff</b>	<b>Phone Number</b>	<b>E-MAIL Address</b>
Central Office	Dr. Andrews, Director	653-8153	<a href="mailto:andrewsc@jenningsk12.us">andrewsc@jenningsk12.us</a>
Fairview Elementary	Dr. Burse, Coordinator	653-8088	<a href="mailto:bursev@jenningsk12.us">bursev@jenningsk12.us</a>
Jennings High School	Mrs. Barros, Teacher	653-8085	<a href="mailto:barrosm@jenningsk12.us">barrosm@jenningsk12.us</a>
Fairview Elementary	Mrs. Barros, Teacher	653-8085	<a href="mailto:barrosm@jenningsk12.us">barrosm@jenningsk12.us</a>