# English as a Second Language Handbook

**2019-2020**

Montclair Public Schools

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# English as a Second Language Handbook
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# Introduction

The Montclair Public Schools believes in celebrating the rich history of our magnet school system while ensuring consistent, high quality instruction for all learners. The Montclair Public Schools offer English as a Second Language (ESL) to students K through 12 who are developing their proficiency in the English language. Student eligibility is determined through the administration of a New Jersey state approved English proficiency assessment. The individual progress of English Language Learners (ELLs) is carefully monitored through the administration of the annual **ACCESS for ELLs 2.0** standardized test.

**English as a Second Language K-5**

At the elementary level (grades K-5) English as a Second Language is offered to students whose primary language is not English, as well as to learners who are still developing proficiency in English as a second language. Eligible students are enrolled in the mainstream classroom, however receive supplemental instruction in an intensive small group setting. ESL instruction is delivered exclusively in English through a proficiency-based approach and develops linguistic concepts, as well as academic language that may be transferred across content areas.

**English as a Second Language 6-12**

English as a Second Language is offered in grades 6-12. Students enrolled in the program receive supplemental instruction exclusively in English through a High-Intensity English as a Second Language program. This instruction provides students with imperative linguistic concepts, as well as the academic language necessary across content areas.
In grades 6-8 students are scheduled for a daily block of ESL. Students in grades 9-12 are scheduled for both an ESL and ESL Support class.

**Sheltered English Instruction K-12**

Professional development in the area of Sheltered English Instruction is offered to mainstream classroom teachers. Sheltered English Instruction provides educators with effective strategies for differentiating and engaging students with diverse linguistic backgrounds across content areas.

# New Jersey Department of Education
## English Language Learner Entry and Exit Guidance Summary

Beginning in July 2019, all local education agencies (i.e., local school districts, charter and renaissance schools) in New Jersey must follow common, statewide evaluation and standardization procedures for ESSA Entry and Exit of English language learner (ELL) status (Section 3113 of the *Every Student Succeeds Act* of 2015 (*ESSA*).

## Identification of ELLs (Entry)

The home-language survey must be administered **for all students** upon enrollment. It can be administered through writing or an oral interview. The following three steps are required:

|  | Entrance Steps | Who can complete step/assessment |
|---|---|---|
| **Step 1** | Home Language Survey | Any individual with knowledge of student or ability to interview<br>e.g. Parent, Trained intake person, front office staff |
| **Step 2** | Records Review | NJ Certified Teacher<br>e.g. Basic Skills, ESL, Bilingual, Administrator |
| **Step 3** | Multiple Indicators | NJ Certified Staff, preferred ESL/Bilingual<br>e.g. Bilingual/ESL supervisor, lead, teacher |

## Exit from ELL Status

Students must demonstrate readiness to exit based on a department-established standard on the English language proficiency assessment and criteria included in the English Language Observation Form.

This process is mandatory. This means all ELLs in New Jersey will be exited using the

same standard; a 4.5 cut score on ACCESS 2.0 (or MODEL for mid-year exit) **and** multiple indicators is necessary for an ELL to exit status.

|  | Exit Steps | Exit Criteria |
|---|---|---|
| **Step 1** | NJ Standard on ELP Test | 4.5 on ACCESS or Model<br>A3 on Alternate ACCESS |
| **Step 2** | English Language Observation Form | Multiple Indicators (e.g. classroom performance, the student's reading level in English, judgment of the teaching staff member(s), and performance on achievement tests).<br>Led by Certified ESL/Bilingual staff |

## Parental Notification

For ELL identification, parents/guardians must be notified in writing in English and in the language in which they possess a primary speaking ability, within 30 days of the beginning of the school year or 14 days from the time of identification for mid-year enrollees.

For exit, parents/guardians must be notified in writing in English and in the language in which they possess a primary speaking ability and a score report from the ELP test used for exit must be included in the parent/guardian notification for exit.

## Considerations for Students with Disabilities

Students identified as ELLs with a disability must receive language services **and** appropriate accommodations, as indicated by the student's 504 or IEP. There is no delay in receipt of either service; services must be received simultaneously.

In accordance with 34 C.F.R. § 200.16(c), when no appropriate accommodations are available for one or more of the language domain(s), ELLs with a disability that precludes assessment of a domain can be exited using a composite of the remaining domains that are able to be assessed. The composite cut score is 4.5. [Reference: WIDA Less Than Four Domains].

For identification and exit of ELL status, districts must convene a team of educators, including the certified ELL professional(s) and members of the child study team appropriate to the grade level of the student, to determine the appropriate ELL classification status for a student. (Parental Rights in Special Education).

## Additional Considerations for entry and exit of ELLs
• Provide training to office staff, intake personnel, parents/guardians, etc.
• There is no time limit. An ELL must receive language services until the student achieves the standard cut score and multiple indicators.
• Utilize data in NJSMART during Records Review Process (e.g. assessment scores)

## Glossary Terms*
*Glossary terms are specific to the context of the ESSA Entry and Exit of English language learner guidance.*

**Mid-year** – any student enrolled after the 1st 30 days of the beginning of school.

**Proficient** – student has met the N.J. Department of Education department-established standard.

**Screening** – a process by which a student is evaluated to determine whether the student needs to be tested for language proficiency.

**Screener** – an assessment tool that may be used after the screening process to determine a student's English language proficiency level and a student's need for language services and placement.

**Standardization** – process of making something conform to a standard for all New Jersey LEAs; no changes are permitted to language or text.
**U.S. School** – any public, charter, private school in the United States.

# MONTCLAIR PUBLIC SCHOOLS

22 VALLEY ROAD ~ MONTCLAIR, NEW JERSEY 07042
WWW.MONTCLAIR.K12.NJ.US

## ENTRANCE INFORMATION

| | | |
|---|---|---|
| Entrance Date: | | |
| Student's Name: | Grade: | School: |
| Home Language: | Gender: | DOB: |
| Parent's/Guardian's Name: | | |
| Street Address: | Montclair, NJ | Zip: 07042 |
| Country of Birth: | Ethnicity: | |
| Screener Score: | ACCESS 2.0 Score (*If applicable*): | |
| Criteria for Entrance into ESL (Home Language Survey, Records Review, WIDA screener score, etc.): | | |
| **ESL Teacher:** | **Date:** | |
| **Classroom Teacher:** | **Date:** | |

*Please send a copy to:*

- Building principal
- Counselors
- ESL Teacher
- Original to Frank Sedita and Roxanne Riddock-Smith in the MBOE Department of Equity, Curriculum & Instruction

**Academic Office Use Only:**

**Date Received:** _____

**Notification to Parents/Guardian sent:** _____

# MONTCLAIR PUBLIC SCHOOLS

## 22 VALLEY ROAD ~ MONTCLAIR, NEW JERSEY 07042

### WWW.MONTCLAIR.K12.NJ.US

**FRANK SEDITA**
Supervisor of World Languages & ESL, K-12

## Notification of Initial Placement in ESL Program

Name of Student:                                                          Date:
District: **Montclair Public Schools**
School:
Current Grade Level:

Dear parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child will receive instruction in our school district's English as a Second Language (ESL) program. The goal of the school district's ESL program is to help your child learn English and meet age-appropriate academic standards. Although you may request to have your child removed from the ESL program, students normally participate for a period of two to three years. Multiple criteria are used in making determinations regarding when a student no longer needs program services. These criteria include: teacher recommendation, standardized test scores, and academic achievement in the classroom.

Your child's level of English was measured using the following test:
Level of English proficiency:

Your child's level of academic achievement was measured during a records review process upon entrance.

If your child has a learning disability, improvement in his/her ability to speak, read, and write in English will help meet the objectives of his/her Individualized Education Program.

The method of instruction used in your child's language assistance program is: English as a Second Language (ESL)

Program Description: In an ESL program, students are provided at least one period of instruction every day by a certified ESL teacher (A period is the time allocated in the school schedule for instruction in core subjects). Services are designed to improve English reading, writing, speaking, and listening.

Please contact the below staff member in order to request additional information regarding available services or decline program services. You have the right to immediately decline program services or choose another program, if available.

Name: **Frank Sedita**
Title: **Supervisor of World Languages & ESL, K-12**
Phone: **(973-) 509-4230**
Email: **fsedita@montclair.k12.nj.us**

Sincerely,
**Frank Sedita**

**FRANK SEDITA**
Supervisor of World Languages & ESL, K-12

### Notificación de colocación inicial en el programa ESL

Nombre del alumno:                                                                                      Fecha:
Distrito: **Montclair Public Schools**
Escuela:
Grado escolar actual:

Estimado(s) padre(s) o tutor(es):

Teniendo en cuenta los resultados de las pruebas de conocimientos del inglés de su hijo, su nivel de logro académico y las recomendaciones de los maestros, nos complace informarle que su hijo recibirá instrucción en el programa de Inglés como Segundo Idioma (ESL) de nuestro distrito escolar. El objetivo del programa ESL de nuestro distrito escolar es ayudar a que su hijo aprenda inglés y cumpla con ciertos estándares académicos acordes a su edad. Aunque usted puede solicitar que retiren a su hijo del programa ESL, por lo general, los alumnos participan durante un período de 2 a 3 años. Se usan múltiples criterios para determinar cuándo el alumno ya no necesita recibir los servicios del programa. Entre dichos criterios se encuentran: los resultados de las pruebas de conocimientos del inglés de su hijo, su nivel de logro académico y las recomendaciones de los maestros.

El nivel de conocimiento del inglés de su hijo se midió usando la siguiente prueba:
Nivel de conocimientos del inglés:

El nivel de logro académico de su hijo se midió durante un proceso de revisión de registros al ingresar.

Si su hijo(a) cuenta con una discapacidad de aprendizaje, el mejoramiento de su capacidad para hablar, leer y escribir el inglés lo ayudará a lograr los objetivos de su Programa de Educación Individual.

El método de enseñanza que se usa en el programa de asistencia para el idioma de su hijo(a) es: Inglés como Segundo Idioma (ESL)

Descripción del programa: En un programa de ESL, los estudiantes reciben por lo menos un período de instrucción todos los días por un maestro certificado de ESL (un período es el tiempo asignado en el horario escolar para la instrucción en materias básicas). Los servicios están diseñados para mejorar la lectura, la escritura, el habla y la escucha en inglés.

Comuníquese con el miembro del personal que se menciona a continuación para solicitar información adicional con respecto a los servicios disponibles o para rechazar los servicios del programa. Tiene derecho a rechazar los servicios del programa de manera inmediata o a elegir otro programa, si es que está disponible.

Nombre: **Frank Sedita**
Título: **Supervisor of World Languages & ESL, K-12**
Teléfono: **(973-) 509-4230**
Correo electrónico: **fsedita@montclair.k12.nj.us**

Saludos cordiales.
**Frank Sedita**

**FRANK SEDITA**
Supervisor of World Languages & ESL, K-12

### Notification of Continuing Placement in ESL Program

Name of Student:                                                                            Date:
District: **Montclair Public Schools**
School:
Current Grade Level:

Dear parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child will receive instruction in our school district's English as a Second Language (ESL) program. The goal of the school district's ESL program is to help your child learn English and meet age-appropriate academic standards. Although you may request to have your child removed from the ESL program, students normally participate for a period of two to three years. Multiple criteria are used in making determinations regarding when a student no longer needs program services. These criteria include: teacher recommendation, standardized test scores, and academic achievement in the classroom.

Your child's level of English was measured using the following test:
Level of English proficiency:

Your child's level of academic achievement was measured during a records review process upon entrance.

If your child has a learning disability, improvement in his/her ability to speak, read, and write in English will help meet the objectives of his/her Individualized Education Program.

**Assessment:**
Level of academic achievement based on the above assessment:

The method of instruction used in your child's language assistance program is: English as a Second Language (ESL)

Program Description: In an ESL program, students are provided at least one period of instruction every day by a certified ESL teacher (A period is the time allocated in the school schedule for instruction in core subjects). Services are designed to improve English reading, writing, speaking, and listening.

Please contact the below staff member in order to request additional information regarding available services or decline program services. You have the right to immediately decline program services or choose another program, if available.

Name: **Frank Sedita**
Title: **Supervisor of World Languages & ESL, K-12**
Phone: **(973-) 509-4230**
Email: **fsedita@montclair.k12.nj.us**

Sincerely,
**Frank Sedita**

**FRANK SEDITA**
Supervisor of World Languages & ESL, K-12

**Notificación de colocación continua en el programa ESL**

Nombre del alumno:                                                          Fecha:
Distrito: **Montclair Public Schools**
Escuela:
Grado escolar actual:

Estimado(s) padre(s) o tutor(es):

Teniendo en cuenta los resultados de las pruebas de conocimientos del inglés de su hijo, su nivel de logro académico y las recomendaciones de los maestros, nos complace informarle que su hijo recibirá instrucción en el programa de Inglés como Segundo Idioma (ESL) de nuestro distrito escolar. El objetivo del programa ESL de nuestro distrito escolar es ayudar a que su hijo aprenda inglés y cumpla con ciertos estándares académicos acordes a su edad. Aunque usted puede solicitar que retiren a su hijo del programa ESL, por lo general, los alumnos participan durante un período de 2 a 3 años. Se usan múltiples criterios para determinar cuándo el alumno ya no necesita recibir los servicios del programa. Entre dichos criterios se encuentran: los resultados de las pruebas de conocimientos del inglés de su hijo, su nivel de logro académico y las recomendaciones de los maestros.

El nivel de conocimiento del inglés de su hijo se midió usando la siguiente prueba:
Nivel de conocimientos del inglés:

El nivel de logro académico de su hijo se midió durante un proceso de revisión de registros al ingresar. Si su hijo(a) cuenta con una discapacidad de aprendizaje, el mejoramiento de su capacidad para hablar, leer y escribir el inglés lo ayudará a lograr los objetivos de su Programa de Educación Individual.

**La evaluaciòn:**
El nivel de logro académico se basó en la evaluación anterior:

El método de enseñanza que se usa en el programa de asistencia para el idioma de su hijo(a) es: Inglés como Segundo Idioma (ESL)

Descripción del programa: En un programa de ESL, los estudiantes reciben por lo menos un período de instrucción todos los días por un maestro certificado de ESL (un período es el tiempo asignado en el horario escolar para la instrucción en materias básicas). Los servicios están diseñados para mejorar la lectura, la escritura, el habla y la escucha en inglés.

Comuníquese con el miembro del personal que se menciona a continuación para solicitar información adicional con respecto a los servicios disponibles o para rechazar los servicios del programa. Tiene derecho a rechazar los servicios del programa de manera inmediata o a elegir otro programa, si es que está disponible.
Nombre: **Frank Sedita**
Título: **Supervisor of World Languages & ESL, K-12**
Teléfono: **(973-) 509-4230**
Correo electrónico: **fsedita@montclair.k12.nj.us**

Saludos cordiales.
**Frank Sedita**

# Montclair Public Schools

## 22 Valley Road ~ Montclair, New Jersey 07042

### www.montclair.k12.nj.us

**Frank Sedita**
Supervisor of World Languages & ESL, K-12

**Notification of ESL Program Exit**

Name of Student:                                                     Date:

District: **Montclair Public Schools**

School:

Current Grade Level:

Dear parent(s) or guardian(s):

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child has exited English language learner services.

Your child's level of English was measured using the following test: **WIDA ACCESS for ELLs 2.0**

Level of English proficiency:

For more information about your child's score, see the enclosed score report.

Our school will monitor your child's progress to ensure that additional support is provided as needed. We commend your child's attainment of English proficiency and your engagement in your child's education. Please contact the below staff member in order to request additional information regarding any questions you may have.

Name: **Frank Sedita**
Title: **Supervisor of World Languages & ESL, K-12**
Phone: **(973-) 509-4230**
Email: **fsedita@montclair.k12.nj.us**

Sincerely,

**Frank Sedita**

**FRANK SEDITA**
Supervisor of World Languages & ESL, K-12

**Notificación de finalización del programa ESL**

Nombre del alumno:                                         Fecha:

Distrito: **Montclair Public Schools**
Escuela:
Grado escolar actual:

Estimado(s) padre(s) o tutor(es):

Teniendo en cuenta los resultados de las pruebas de conocimientos del inglés de su hijo, su nivel de logro académico y las recomendaciones de los maestros, nos complace informarle que su hijo ha concluido con los servicios de aprendizaje del idioma inglés.

El nivel de conocimiento del inglés de su hijo se midió usando la siguiente prueba:
**WIDA ACCESS for ELLs 2.0**

Nivel de conocimientos del inglés:

Para obtener más información sobre la puntuación de su hijo, consulte el informe de calificaciones adjunto.

Nuestra escuela supervisará el progreso de su hijo para garantizar que se proporcione apoyo adicional según sea necesario. Felicitamos a su hijo por el logro obtenido en el dominio del inglés y su compromiso en la educación de su hijo. Comuníquese con el miembro del personal que se menciona a continuación para solicitar información adicional con respecto a cualquier pregunta que pueda tener.

Nombre: **Frank Sedita**
Título: **Supervisor of World Languages & ESL, K-12**
Teléfono: **(973-) 509-4230**
Correo electrónico: **fsedita@montclair.k12.nj.us**

Saludos cordiales.

**Frank Sedita**

Date:

Dear Parent(s) and Guardian(s),

This past Spring 2019, English Language Learner (ELL) students in grades kindergarten through twelfth grade participated in the administration of the ACCESS for ELLs language proficiency test. ACCESS provides a standardized measurement of academic language proficiency for ELL students throughout the state of New Jersey, and in other states. With this information, we will be able to monitor individual ELL student progress on an annual basis. Enclosed you will find your child's results on ACCESS. The Parent/Guardian Report provides information about your child's English Language Proficiency Level. This information is for you to review and keep. If you have any questions regarding this test or the information that is being sent to you about how your child performed on this test, please contact me, your child's ELL teacher, or the school principal.

Sincerely,

*Frank Sedita*

Frank Sedita
Supervisor of World Languages & ESL, K-12
Department of Equity, Curriculum, and Instruction
Montclair Public Schools
22 Valley Road
Montclair, NJ 07042

**FRANK SEDITA**
Supervisor of World Languages & ESL, K-12

Fecha:

Estimado Padre o Tutor,

El invierno pasado los estudiantes Aprendices del Idioma Inglés (ELL) en grados de kindergarten hasta doceavo, participaron tomando la prueba ACCESS. ACCESS proporciona una medida estandarizada de la eficiencia del lenguaje académico para los alumnos ELL en todo el estado de New Jersey, y en otros estados. Con esta información, podremos vigilar anualmente el progreso individual del cada estudiante de ELL. Adjunto encontrará usted los resultados de su niño/a en ACCESS. Los reportes a los padres o tutores proporcionan información acerca del Nivel de Eficiencia en el Idioma Inglés. La información es suya para revisarla y conservarla. Si tuviera usted dudas acerca de esta prueba o la información que le estamos enviando sobre cómo se desempeñó su niño en esta prueba, favor de ponerse en contacto conmigo, con el maestro de ELL de su niño, o con el director de la escuela.

Atentamente,

*Frank Sedita*
Frank Sedita
Supervisor of World Languages & ESL, K-12
Department of Equity, Curriculum, and Instruction
Montclair Public Schools
22 Valley Road
Montclair, NJ 07042

## Parent/Guardian Guide to the Individual Student Report, Grades Kindergarten-12

ACCESS for ELLs 2.0 is an English **language proficiency** assessment for Grades K–12. The test measures the English **language development** of students identified as **English language learners.**

### What is the Individual Student Report?

The Individual Student Report shows your child's scores on the ACCESS for ELLs 2.0 assessment. This report is for families and educators.

The top of the report includes your child's name, date of birth, grade level, test **tier**, school and district name, state, and the district and state identification numbers.

**WiDA** | **ACCESS for ELLs 2.0**
English Language Proficiency Test

**Sample Student**
Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXX
School: sample school
District: sample district
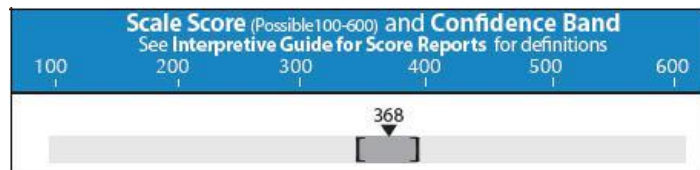State: sample state

### What does the Individual Student Report tell me?

The report shows the eight scores your child could receive on the test. If your child took all four sections of the test, he/she will receive all eight scores. NA, or not available, indicates no score was reported. There are four *Language Domain* scores and four *Composite Scores*.

*Language Domain* scores are reported for Listening, Speaking, Reading, and Writing. These scores reflect the four sections of the test.

*Composite Scores* are combinations of your child's Language Domain scores. The four Composite Scores are Oral Language, Literacy, Comprehension, and the Overall score.

### How are the scores reported?

*Proficiency Level* scores are reported as numbers that range from 1.0 – 6.0, for example 4.0 or 2.2. These scores correspond to the six WIDA English Language Proficiency Levels. A score of 1.0 can be thought of as a "beginner" score, while a 6.0 can be thought of as an "advanced" score in regards to English proficiency. The graph on the report is shaded to represent your child's Proficiency Level score. The table at the bottom of the report provides examples of what students at your child's proficiency level can do with English.

**Proficiency Level**
(Possible 1.0-6.0)
1  2  3  4  5  6
4.0

**Scale Score** (Possible 100-600) and **Confidence Band**
See **Interpretive Guide for Score Reports** for definitions
100  200  300  400  500  600
368

*Scale Scores* are reported as numbers that range from 100 – 600, for example 356 or 220. These scores reflect your child's grade level and difficulty level of the test items that he/she successfully completed. Scale scores are helpful to see the progress your child makes in English language development from year to year. The graph on the report shows your child's Scale Score for each of the eight scores, and it also shows the *Confidence Band* for each of his/her Scale Scores.

*Confidence Bands* are the shaded area around each of your child's Scale Scores. This shows the possible range for your child's score with a 95% probability of accuracy. In other words, if your child took the same test repeatedly, there is a 95% chance that his/her scores would be within the shaded range.

www.wida.us

**WiDA**® | **ACCESS for ELLs 2.0**
English Language Proficiency Test

**What should I look for in my child's report?**

We encourage families to look at all of the scores reported

for their child. Here are some suggestions for how to interpret, or make sense of, your child's scores:

- *Look at the Language Domain scores.* Look at his/her Proficiency Level scores for Listening, Speaking, Reading and Writing. Which scores are closer to 6.0? Which scores are closer to 1.0?
- *Look at the Composite Scores.* Look at his/her

  Proficiency Level scores for Oral Language,

  Literacy, Comprehension, and the Overall Score.

  Which scores are closer to 6.0? Which scores are closer to 1.0?
- *Compare this year's scores with last year's scores, if available.* If your child took ACCESS for ELLs 2.0 last year, compare his/her scores from one year

  to the next. Is there a difference in his/her Proficiency Level scores? Is there a difference in his/her Scale Scores?

**How are the test scores used?**

Scores from ACCESS for ELLs 2.0 can be used in many ways. Parents can use the scores to advocate for their child. Teachers use the scores to plan instruction and

assessments. Districts use the scores to evaluate their language support programs, to monitor student progress in

acquiring English, and to determine if a student is eligible to

exit an English language support program. Scores are also

used to meet federal and state accountability requirements.

**Questions to ask**

We encourage families to discuss the scores with their

child's teacher(s). Here are some questions to ask:

- What scores does he/she need to exit the English language support program?
- Will my child take this test every year?
- How are the scores shared with his/her teachers?
- What type of English language support do you provide my child?

---

**ACCESS for ELLs 2.0 reports the following eight scores:**

- Listening
- Speaking
- Reading
- Writing
- Oral Language

- Literacy

- Comprehension

- Overall

Scores are reported as *Proficiency Level* scores and *Scale Scores*.

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**Key Terms to Know**

*English language learners* are students who are eligible to receive support at school with the English language.

*Language development* is a process that takes time. Students move along this process at different rates.

*Language proficiency* is a measurement of where students are in the process of language development.

*Tier* refers to the difficulty level of the test assigned to a student. Tiers are designed for specific levels of language proficiency. Students are assigned to a tier that is appropriate for his/her current level of English language proficiency.

- What would you like to know about how my child uses language at home?
- Why did my child receive a score of NA?
- What does a score of NA mean?

If you have questions about your child's ACCESS for ELLs 2.0 scores, please contact your child's school.

www.wida.us

## Guía para padres/tutores legales sobre el informe individual del estudiante, grados K–12

**¿Qué es el informe individual del estudiante?**
El informe individual del estudiante muestra las puntuaciones de su hijo/a en la prueba ACCESS for ELLs 2.0. Este informe está dirigido a los padres de familia y a los educadores.

ACCESS for ELLs 2.0 es una prueba de **desempeño lingüístico en** inglés para alumnos en los grados K–12. La prueba mide el **desarrollo del lenguaje** de los estudiantes identificados como **aprendices del inglés**.

La parte superior del informe incluye el nombre de su hijo/a, su fecha de nacimiento, su grado, el **nivel** de la prueba, la escuela y el nombre del distrito, el estado, y los números de identificación del distrito y del estado.

WIDA | ACCESS for ELLs 2.0°
Prueba de desempeño lingüístico en inglés

**Sample Student 1**
Fecha de nacimiento: mm/dd/yyyy | Grado: grade
Nivel: Sample Tier
ID del distrito: XXXXXXXXXXXXXX | ID estatal: XXXXXXXXXXXXXX
Escuela: Sample School
Distrito: Sample District
Estado: Sample State

**¿Qué me dice el informe individual del estudiante?**
El informe muestra las ocho puntuaciones que su hijo/a podría recibir en la prueba. Si su hijo/a completó las cuatro secciones de la prueba, recibirá las ocho puntuaciones. NA (por sus siglas en inglés) indica que no se dio ningún puntaje. Hay cuatro puntuaciones para las *formas de lenguaje* y cuatro *puntuaciones compuestas*.

Las puntuaciones de *formas de lenguaje* evalúan la capacidad de escuchar, hablar, leer y escribir. Estas puntuaciones reflejan las cuatro secciones de la prueba.
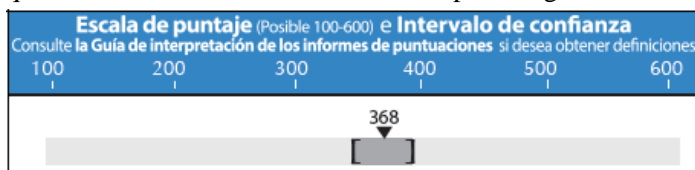
Las *puntuaciones compuestas* son combinaciones de las puntuaciones de formas de lenguaje de su hijo/a. Las cuatro puntuaciones compuestas son: lenguaje oral, capacidad de leer y escribir, comprender y puntaje global.

**¿Cómo se informan las puntuaciones?**
Las puntuaciones del desempeño lingüístico se informan como cifras que van del 1.0 al 6.0, por ejemplo 4.0 o 2.2. Estas puntuaciones corresponden a los seis niveles de desempeño lingüístico del idioma inglés de WIDA. Un puntaje de 1.0 se puede concebir como la puntuación de un "principiante", mientras que un puntaje de 6.0 se puede concebir como un puntaje "avanzado" en lo que se refiere al desempeño linguistico en el idioma inglés. La gráfica en el informe se sombrea para representar la puntuación

**Nivel de desempeño lingüístico**
(Posible 1.0-6.0)
1   2   3   4   5   6
4.0
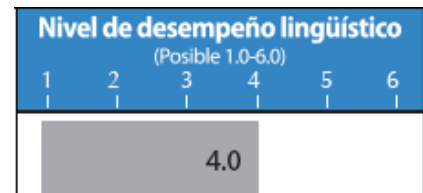
del desempeño lingüístico de su hijo/a. La tabla en la parte inferior del informe proporciona ejemplos de lo que los estudiantes en el nivel de desempeño lingüístico de su hijo/a pueden lograr con su nivel de inglés.

**Escala de puntaje** (Posible 100-600) e **Intervalo de confianza**
Consulte **la Guía de interpretación de los informes de puntuaciones** si desea obtener definiciones
100   200   300   400   500   600
368

Las *puntuaciones de escala* se informan como cifras que van de 100 a 600, por ejemplo 356 o 220. Estas puntuaciones reflejan el grado escolar de su hijo/o y el nivel de dificultad de los ítems de la prueba que él o ella ha completado exitosamente. Las puntuaciones

de escala son útiles para observar el progreso de su hijo/a en el desarrollo del idioma inglés año tras año. La gráfica en el informe muestra la puntuación de escala de su hijo/a para cada uno de las ocho puntuaciones y también muestra el *intervalo de confianza* de cada uno de sus puntuaciones de escala.

Los *intervalos de confianza* son las áreas sombreadas alrededor de cada una de las puntuaciones de escala de su hijo/a. Esto muestra el posible rango de la puntuación de su hijo/a con una probabilidad de exactitud del 95%. En otras palabras, si su hijo/a realiza la misma prueba repetidamente, hay un 95% de probabilidad de que sus puntuaciones estarían dentro del rango sombreado.

**¿En qué debería fijarme en el informe de mi hijo?**

Alentamos a las familias a revisar todas las puntuaciones de su hijo/a contenidas en el informe. A continuación, se presentan algunas sugerencias acerca de cómo interpretar o entender las puntuaciones de su hijo/a:

- *Mire las puntuaciones de formas de lenguaje.* Mire los niveles de desempeño lingüístico para escuchar, hablar, leer y escribir. ¿ Cuáles puntuaciones están más próximas a 6.0? ¿Cuáles puntuaciones están más próximas a 1.0?
- *Mire las puntuaciones compuestas.* Mire los niveles de desempeño lingüístico para lenguaje oral, capacidad de leer y escribir, comprender y su puntaje global. ¿Cuáles puntuaciones están más próximas a 6.0? ¿Cuáles puntuaciones están más próximas a 1.0?
- *Compare las puntuaciones de este año con las puntuaciones del año pasado, si están disponibles*. Si su hijo/a tomó ACCESS for ELLs 2.0 el año pasado, compare sus puntuaciones de un año a otro. ¿Observa diferencias en sus niveles de desempeño lingüístico? ¿Observa diferencias en sus puntuaciones de escala?

**¿Cómo se utilizan los puntajes de la prueba?**

Las puntuaciones de la prueba ACCESS for ELLs 2.0 pueden usarse de varias maneras. Los padres de familia pueden usar las puntuaciones para apoyar a sus hijos/as. Los maestros usan las puntuaciones para planificar la enseñanza y las pruebas. Los distritos usan las puntuaciones para evaluar sus programas de apoyo lingüístico, monitorear el progreso de los aprendices del inglés y determinar si un alumno/a reúne los requisitos necesarios para salir del programa de apoyo lingüístico. Las puntuaciones también se utilizan para cumplir con los requisitos federales y estatales de rendición de cuentas.

**Preguntas que hacer**

Alentamos a las familias a conversar acerca de las puntuaciones con el(los) maestro(s) de su hijo/a. Estas son algunas de las preguntas que se pueden hacer:

- ¿Cuáles puntuaciones necesita mi hijo/a para salir del programa de apoyo de idioma inglés?
- ¿Tendrá mi hijo que tomar esta prueba todos los años?
- ¿Cómo se comparten las puntuaciones con los maestros?
- ¿Qué tipo de apoyo en el idioma inglés le ofrece a mi hijo/a?
- ¿Qué le gustaría saber acerca de cómo usa mi hijo/a el lenguaje en casa?
- ¿Por qué recibió mi hijo un puntaje de NA?
- ¿Qué significa un puntaje de NA?

Si tiene preguntas acerca de las puntuaciones de ACCESS for ELLs 2.0 de su hijo/a, comuníquese con la escuela de su hijo/a.

---

**ACCESS for ELLs 2.0**

**presenta las siguientes ocho puntuaciones:**

- V. Escuchar
- W. Hablar
- X. Leer
- Y. Escribir
- Z. Lenguaje oral
- AA. Capacidad de leer y escribir

Las puntuaciones se reportan como puntuaciones del *desempeño lingüístico y puntuaciones de escala.*

BB. Comprender

***Términos de referencia para aprender***

*Aprendices del inglés* son aquellos que reúnen los requisitos necesarios para recibir apoyo en la escuela con el idioma inglés.

CC. Puntaje global

*El desempeño lingüístico* es una medición de la etapa donde se encuentran los alumnos en el proceso de desarrollo del lenguaje.

*El desarrollo del lenguaje* es un proceso que lleva tiempo. Los alumnos avanzan a ritmos diferentes durante el proceso.

*Nivel*: se refiere al nivel de dificultad de la prueba asignada al estudiante. Se designan niveles para niveles específicos de desempeño lingüístico. Se asigna a los estudiantes a un nivel que sea adecuado para su nivel actual de desempeño lingüístico en inglés.

WIDA™ | ACCESS for ELLs 2.0®
English Language Proficiency Test

This step verifies that students can successfully achieve in classrooms where the language of instruction is English and whether the student has the opportunity to participate fully in society. As required by the New Jersey Bilingual Administrative Code, N.J.A.C. 6A:15-1.10, the form takes classroom performance, the student's reading level in English, judgement of the teaching staff member(s), and performance on achievement tests into account.

# ELL Exit Step 2: English Language Observation Form

### Purpose

This form determines whether or not an ELL is ready for exit from ELL status.

### Instructions

School staff with knowledge of the student must meet to complete this form when Exit Step 1 Decision is "Yes." This form must be completed collaboratively based on observations of an English language learner in content classes in which English is the medium of instruction. Where available, certificated ESL and/or bilingual staff must lead the meeting. Complete only if Exit Step 1 Decision is "Yes."

### Form

Student name:                    Student State ID:                    Grade:

Student Birth Date:

Certificated ESL and/or Bilingual Staff in attendance:

Additional staff members in attendance (Names and titles) :

Meeting date:

Other teachers present (at least one): ☐ English Language Arts ☐ Math ☐ Other

| **Listening used in the classroom** (select all that apply) | **Notes and other information** |
|---|---|
| ☐ Listens and follows along | |
| ☐ Responds to teacher questions | |
| ☐ Interprets oral information to complete content-related tasks | |
| ☐ Responds to unexpected/spontaneous questions appropriately | |
| ☐ Asks for clarification if necessary | |
| ☐ Provides clarification if necessary | |
| ☐ Clears up misunderstandings (by backtracking, restating, etc.) | |
| ☐ Other: | |

| **Speaking used in the classroom** | **Notes and other information:** |
|---|---|

In general, teachers elicit student responses that are mostly:

☐ Words/phrases

☐ A sentence

☐ Connected Sentences

Non-ELLs use mostly:

☐ Words/phrases

☐ A sentence

☐ Connected Sentences

Observed student uses mostly:

☐ Words/phrases

☐ A sentence

☐ Connected Sentences

To what extent does the observed student use language in the ways expected for the task?

☐ All or most of the time

☐ Some of the time

☐ Rarely

Performance on achievement tests (e.g. local benchmark tests) and reading level in English demonstrate that the student has the ability to achieve at levels similar to his/her non-ELL peers in the classrooms where the language is English.

- All or most of the time
- Some of the time
- Rarely

Based on this observation form, student has shown the ability to successfully achieve in the classrooms where the language of instruction is English.

**Note:** Determination must consider the performance of non-ELLs in similar settings that have similar characteristics to the student being evaluated (e.g. disability, grade level, educational background, etc.).

## Final Decision (Select one)

**Exit Step 2 Decision:**     ☐ Yes (Ready for exit)          ☐ No (Not ready for exit)

☐ **Student is exited from ELL status because he/she meets received a "Yes" on ELL**

**Exit steps 1 and 2** ☐ **Student is still an ELL because he/she received a "No" on ELL**

**Exit steps 1 and/or 2**

**The purpose of this form is to meet the requirement to monitor former English language learners for 2 years after exit.**

*Student Name:*

| Grade in 1st year of monitoring | | Academic Year | |
|---|---|---|---|
| **Name of classroom teacher (ELA/ Math)** *(1st year of monitoring)* | | | |
| **Name of classroom teacher (ELA/ Math)** *(2nd year of monitoring)* | | | |
| **Name of ESL Monitor** | | | |

**NJSLA Results if Applicable (Below Proficient, Proficient, Advanced Proficient): (Science Grades 5, 8 and 11 Only)**

| | Language Arts | Mathematics | Science |
|---|---|---|---|
| **1st Year of monitoring** | | | |
| **2nd year of monitoring** | | | |

| | 1st year of monitoring | | 2nd year of monitoring | |
|---|---|---|---|---|
| **Is the student receiving any special services?** *(any academic services/programs in addition to the standard academic program)* | **NO** | **YES** | **NO** | **YES** |
| If yes, describe the services (1st year): | | | | |
| If yes, describe the services (2nd year): | | | | |

**Exiting ACCESS for ELLs® Results:**

| Composite | Listening | Speaking | Reading | Writing | Literacy | Comprehension | Oral Language |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| **Report Card Results:** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **1st year of monitoring** | | | | **2nd year of monitoring** | | | |
| | **1st** | **2nd** | **3rd** | **4th** | **1st** | **2nd** | **3rd** | **4th** |
| **ELA** | | | | | | | | |
| **Math** | | | | | | | | |
| **Writing** | | | | | | | | |

| | | | |
|---|---|---|---|
| I received and reviewed this form. *(ESL staff member initials)* | | _____ | _____ |

**Complete the following items only if the former ELL is struggling.**

| **I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL.** *(if the answer is "Yes", describe the collaboration in the comments section)* | | |
|---|---|---|
| **1st** | **Yes    No** | *ESL Monitor Comments:* |
| **2rd** | **Yes    No** | *ESL Monitor Comments:* |

*NOTE: A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.*

| | 2nd half of school year |
|---|---|
| I recommend that this student be reclassified as an ELL (Check box if applicable) | |

| | | |
|---|---|---|
| If a recommendation is made to reclassify, have the parents been informed of this recommendation? | **YES** | **NO** |

| **2nd year of monitoring** | 1st half of school year | 2ND half of school year |
|---|---|---|
| I received and reviewed this form. *(ESL staff member initials)* | _____ | _____ |

**Complete the following items only if the former ELL is struggling.**

| **I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL.** *(if the answer is "Yes", describe the collaboration in the comments section)* | | |
|---|---|---|
| **1st** | **Yes    No** | *ESL Monitor Comments:* |
| **2rd** | **Yes    No** | *ESL Monitor Comments:* |

*NOTE: A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.*

| | 1st half of school year | 2nd half of school year |
|---|---|---|
| I recommend that this student be reclassified as an ELL. (Check box if applicable) | | |

| | | |
|---|---|---|
| If a recommendation is made to reclassify, have the parents been informed of this recommendation? | **YES** | **NO** |

**English as a Second Language**
**Services Refusal Form**

Student's Name: _____ Grade: _____

MPS ID:_____

School:_____

Parent/Guardian/Student

(18+):_____

**Refusal of Services**

I understand that my child is/I am eligible for ESL services, however, I would like to refuse these services at this time. I also understand that in the future if my child/I is/am still eligible, I can request that my child/I be placed back into the ESL Program. Refusing service does not negate the district's responsibility to ensure that your child/ my English language development and academic needs are met. In addition, I recognize that the state of New Jersey requires that Montclair Public Schools annually assess my child's/my English language proficiency annually until my child/I have demonstrated proficiency in English.

Date_____

Parent/Guardian/or Student Signature if student is 18 or older _____

**Parent follow-up:**

Parent's name:
_____ph:_____

Other contact
info:_____

Parent/Guardian contacted by: _____ on
_____

**School Office:** *Please send copy to Central Office and place original in student's folder.*
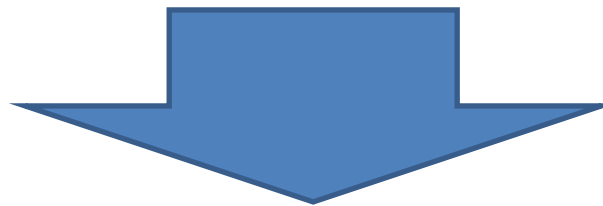
# MONTCLAIR PUBLIC SCHOOLS

## English as a Second Language  K-12

## Sequence of Course Offerings

### Elementary Schools, K-5

| School: |
| --- |
| Edgemont |
| Northeast |

### Middle School, 6-8

| School: |
| --- |
| Buzz Aldrin |
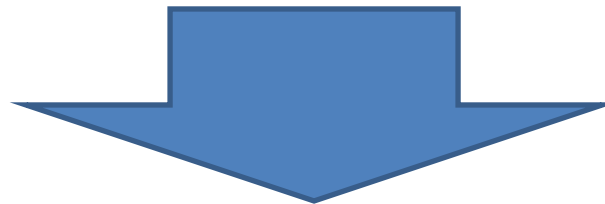
### Montclair High School, 9-12

| English as a Second Language (Grade 9, 10, 11, 12) |
| --- |
| ESL Support Class |

## Sheltered English Instruction
## Overview

**Additional Information:** Any inquiries pertaining to Sheltered Instruction may be directed to Frank Sedita, Supervisor of World Languages & ESL K-12.

*An overview of Sheltered Instruction may be found on the Bilingual/ESL subpage of the New Jersey Department of Education webpage at the following link:
**http://www.state.nj.us/education/bilingual/ell_mainstream/part_three/siop.html**

### English Language Learners (ELL) in the Mainstream

| Index | Part One | Part Two | Part Three | Part Four |

## Part Three: Sample Teaching Models and Strategies

➡ **Sheltered Instruction Observational Protocol (SIOP):Adapted Sheltered Instructional Strategies**

Sheltered instruction is the generic name for an instructional research-based model known as the Sheltered Instruction Observational Protocol or SIOP. The instructional model presents an eight-component lesson plan to facilitate learning in the content areas for English Language Learners. Fifty New Jersey ESL and bilingual educators have been trained in this model. A brief synopsis of this model is presented below. For a sample lesson plan demonstrating the use of the SIOP model, visit the SIOP Institute web site at: http://www.siopinstitute.net/lessonplans.shtml.

**Preparation** - Teachers prepare lessons with:

- Clearly defined content objectives.

- Language objectives which address the language of content [e.g., language functions, language skills, syntax, and vocabulary].

- Supplementary materials.

- Adaptation of content so that students are learning through meaningful activities.

- Age, grade, language level appropriate topics.

**Building Background** - Teachers build background knowledge of content topics by:

- Linking concepts to student background and between past and new learning. [See a discussion of concept-linking in ***Mosaic of Thought***.]

- Choose and emphasize key vocabulary.

**Comprehensible Input** - Teachers provide and use techniques to facilitate understanding of new content:

- Speech appropriate to student proficiency level. [Refer to descriptions and suggestions in "Use a variety of Instructional Strategies."]

- Clear explanation of tasks to be accomplished.

- Variety of techniques are used to make content clear [e.g., visuals, hands-on demonstrations, use of body language, etc.].

**Strategies** - Teachers use and teach strategies to students. See CALLA.

**Summary**: The first section discusses culture shock; a "filter" related to anxiety; and differing goals of education between cultures. *[2.18 minutes.]* Several strategies are then discussed. *[5.29 minutes in total.]* Listen to audio

**Interaction** - Teachers provide opportunities for frequent interactions—teacher/student and student/student by:

- Using different grouping configurations.

- Providing wait time for responses.

- Providing opportunities for students to clarify concepts in first language with an aide, peer, or first language resource.

**Practice/Application** - Teachers develop lessons which include numerous opportunities to practice new content concepts:

- With hands-on and/or manipulatives.

- By developing activities which allow students to apply content and language knowledge using all four language skills [e.g., speaking, listening, reading, and writing].

**Lesson Delivery** - Teachers insure that their lesson will "work" by:

- Clearly defined and supported content and language objects.

- Making sure students are aware of both content and language objectives for each lesson.

- Making sure students are engaged in the lesson 90-100% of the lesson [meaning lessons are interactive and not lecture].

- Setting the pace according to students' current ability level.

**Lesson Review/Assessment** - Teachers review concepts and conduct assessments appropriate for students' current ability level through:

- A comprehensive review of key concepts and vocabulary throughout the lesson and unit of instruction.

- Providing students with continuous feedback.

- Ongoing assessment of student comprehension of concepts and learning.

# Montclair Public Schools
## English as a Second Language
## Program Guidelines

**1**

## Bilingual Code

The New Jersey bilingual education administration code (NJAC 6A:15) protects the rights of English learners, defines program types, establishes parent notification requirements, etc.

**2**

## Seal of Biliteracy

Designation from the NJDOE identifying graduating high school students who demonstrate proficiency in English in addition to one or more languages.

**3**

## Three-Year Plan

Submitted every 3 years to the NJDOE with info on the identification of students, program description, the number of certified staff hired for the program, bilingual and ESL curriculum development, evaluation design, and the review process for exit.

**4**

## Bilingual Waiver

Submitted annually when a district enrolls 20 or more students in any one language classification and it is "impractical to provide a full-time bilingual program due to the age range, grade span, and/or geographic location of eligible students," but not for funding or staffing shortages.

**5**

## Title III

Part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA). The purpose of Title III is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards

**6**

## Title III Funds

Title III and Title III Immigrant formula grants to states and districts to increase English language proficiency and provide professional development opportunities. Specific guidelines to spending Title III funds are available.

**7**

## WIDA

WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.

**8**

## ACCESS

Aligned with the WIDA English Language Development Standards, ACCESS for ELLs 2.0 is a secure large-scale K-12 English language proficiency assessment administered annually to measure English language learners' progress in acquiring academic English.

**9**

## Mainstream Support (Sheltered Instruction)

Mainstream support helps ESL teachers become liaisons between ELLs and appropriate access to authentic learning experiences and curriculum.

**10**

## Can Do Descriptors

The Can Do Descriptors highlight what language learners can do at various stages of language development as they engage in teaching and learning in academic contexts

## Montclair Public Schools' Mission



The Montclair Public Schools District is dedicated to creating a culture of learning and continuous improvement that provides every child with a high quality, rich and rigorous education, through a magnet system of integrated schools in which every school represents a strong, diverse and vibrant community of learners.

Interim Superintendent Dr. Nathan Parker and the Montclair Board of Education salutes the community for their engagement with this meaningful work!



**Free 10-Week Program for Parents/Guardians of Current Montclair Public Schools' Students**

- **Child care**
- **Refreshments**
- **Certified teachers**
- **Safe and supportive learning environment**
- **Program supplies provided**
- **ESL Parent Liaison**



Montclair Public Schools
22 Valley Road
Montclair, NJ 07042

**Montclair Public Schools 2019-2020**
**English as a Second Language (ESL) Parent/Guardian Workshop**

Charles H. Bullock Elementary School

*Mondays*
*6:30 P.M.-7:45 P.M.*
(*Classes will not occur on days the school district is closed.*)

*Equity, Access and Excellenece!*

## Our Staff

We will have certified Montclair Public Schools' teachers serving as instructors. Our fine teachers responded to the call for additional service within the Montclair Public Schools community. We appreciate their time and effort. And, we are confident that we will have a stellar instructional program with our talented teachers leading the way.
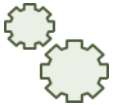
## Custom Programming

Data from a screener will inform placement into classes. Teachers will use materials vetted and endorsed by the Supervisor of World Languages & ESL, Mr. Frank Sedita. The teaching staff will use on-line supplemental programming to enhance the learning experience.

## Tips to Navigate Our Public Schools

The following are tips to navigate our public schools:

- Call, email or schedule an appointment with your child's classroom teacher.

- Call, email or schedule an appointment with your child's school principal.

- Visit the district website at http://www.montclair.k12.nj.us

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## "Equity, Access and Excellence!

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## Where to go for support?

The Supervisor of World Languages & ESL, Mr. Frank Sedita and other district Personnel will be available each week to answer questions and/or explain how to secure resources needed to assist your scholar thrive within the Montclair Public Schools.

## Equity Programming at Work

We will provide a differentiated instructional program. Programming will emerge from a screener. The screener will inform the level of instruction during the 10-week program. The instructional delivery model will consist of whole groups, small groups and individual. Throughout the program, feedback will be solicited to provide real time programmatic adjustments.

### Program Meeting Dates:

**Charles H. Bullock Elementary School**

**Orientation:** Thursday, October 17, 2019

**Classes:** Monday, October 21, 2019- Monday, December 16, 2019
**Parents/Guardians are our essential partners!**

# English as a Second Language Resources

**ACCESS for ELLs 2.0:** https://nj.gov/education/bilingual/ells/20/

**Bilingual/ESL Educator Fundamentals:** https://www.state.nj.us/education/bilingual/supervisors/

**Colorín Colorado: A Bilingual site for educators & families of English Language Learners (In English):** https://www.colorincolorado.org/

**Colorín Colorado: Ayudando a los niños leer…y a triunfar (En español):** https://www.colorincolorado.org/es/home

**Montlair Public Schools English as a Second Language Program:** https://www.montclair.k12.nj.us/departments/equity_curriculum_instruction/esl

**Montclair Public Schools English as a Second Langauge Curriculum:** https://www.montclair.k12.nj.us/cms/One.aspx?portalId=889560&pageId=1109868

**New Jersey Department of Education (Bilingual/ESL Education):** https://www.state.nj.us/education/bilingual/

**Portal Bilingüe Para Padres/Familias:** https://www.state.nj.us/education/bilingual/parents/spanish/

**Schools' Civil Rights Obligations to English Language Learner Students and Limited English Proficient Parents/Guardians:** https://www2.ed.gov/about/offices/list/ocr/ellresources.html

**WIDA Consortium:** https://wida.wisc.edu