

Leaders in Learning

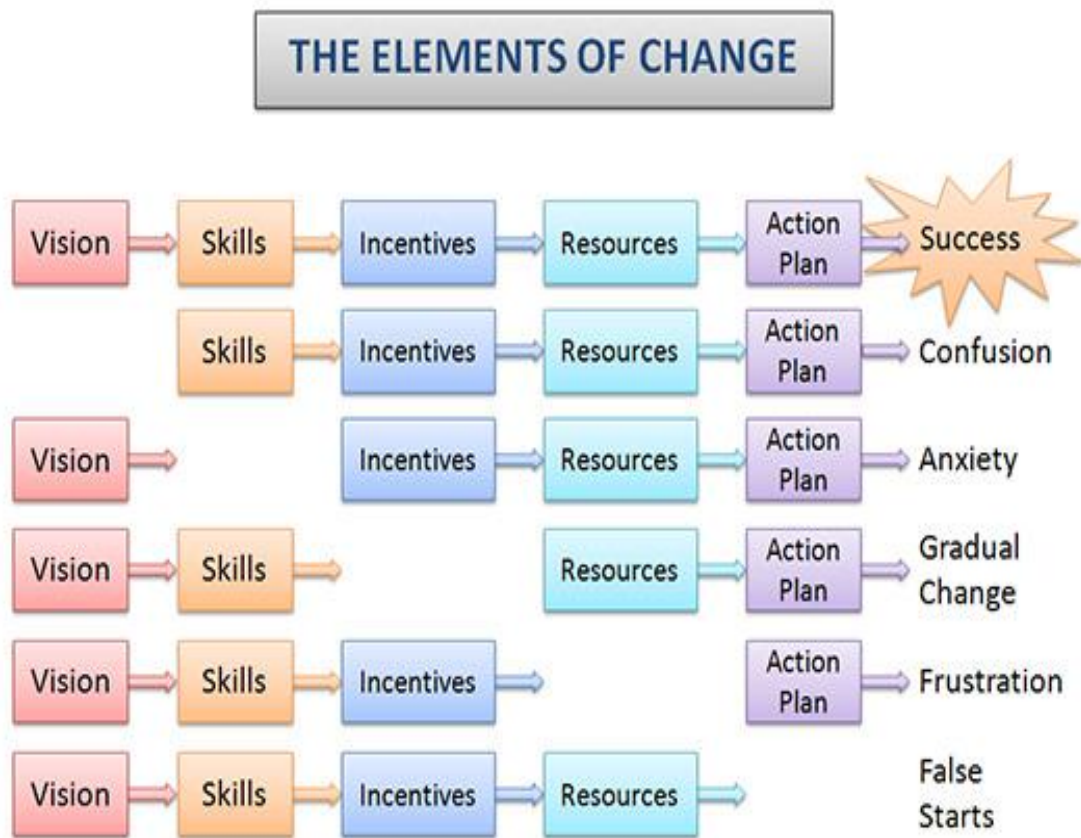
Chicago Ridge School District 127.5 EL and Bilingual Program Manual

Finley Junior High School



Developed 2016-2017 School Year

Implementing Successful Change



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Chicago Ridge School District 127.5

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Vision and Mission

Vision

The English Learning Department will ensure academic rigor for students in English Learning and Bilingual programs while promoting their cultural and linguistic identities.

Mission

Students will be prepared to communicate through multiple mediums effectively. Schools will engage and empower Bilingual families to increase collaboration within the school community. The program structure will ensure that teaching and learning will foster higher-order thinking skills that will encourage students to equally participate and lead in a global society as 21st century life-long learners.

Grant

The program for English Language Learners is funded through support from the Title III Grant, which is comprised of TPI/TBE state grant, the LIPLEPS federal grant, the Immigrant Education program grant, and district funds.

General Information



Leaders in Learning

Types of English Learning Programs

Transitional Bilingual Education- TBE

The Transitional Bilingual Education Program is for multilingual students who need further enrichment in the English language. The program provides support in the student's native language to assist with the transition in speaking, listening, reading, and writing the English language. The program provides students with the tools for success in college and career readiness.

Per state and federal mandates, school districts offer a Transitional Bilingual Education program whenever there are 20 or more students with the LEP designation that have a common native language enrolled in one attendance center. TBE must be taught by a certificated teacher who is fluent in one of the native languages spoken the students.

Transitional Program of Instruction- TPI

The Transitional Program of Instruction is for multilingual students who need further enrichment in the English language. The program provides support to assist with the transition in speaking, listening, reading and writing the English language.

A Transitional Program of Instruction maybe provided in lieu of a TBE program whenever there are fewer than 20 students the LEP designation that have a common native language enrolled in one attendance center. TPI programs involve certificated teachers, and a wide range of services may be provided.

Per 23 Ill. Adm. Code 228.25:

a) Program Options and Placement

1) *When an attendance center has an enrollment of 20 or more English learners of the same language classification the school district must establish a transitional bilingual education (TBE) program for each language classification represented by those students. (Section 14C-3 of the School Code) (See Section 228.30(c) of this Part.) A further assessment of those students to determine their specific programmatic needs or for placement in either a full-time or a part-time program may be conducted. This subsection (a)(1) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.*

2) *When an attendance center has an enrollment of 19 or fewer English learners of any single language classification other than English, the school district shall conduct an individual student language assessment to determine each student's need for home language instruction and may provide a transitional bilingual program in the languages other than English common to these students. If the district elects not to provide a transitional bilingual program, the district shall provide a locally determined transitional program of instruction (TPI) for those students. (Section 14C-3 of the School Code) (See Section 228.30(d) of this Part.) This subsection (a)(2) applies only to students enrolled in kindergarten or any of grades 1 through 12 in an attendance center.*

Definitions of Full-Time and Part- Time TBE at CRSD 127.5

Full-Time- TBE K-5 at CRSD 127.5

**Students in DRIVE program who receive a half a day of Bilingual services. (Lawn)
Emerging Newcomer pull out groups bridging L1 to L2 - double time a day
(Central)
Developing Bilingual (Lawn and Central)**

Part-Time TBE PreK-5 at CRSD 127.5

**Bilingual push in (Pre-K rooms)
EL pull out services
EL push-in services**

Full-Time TBE 6-8 at CRSD 127.5

**DRIVE program students
Students who receive double block of LA and Science push-in**

Part-Time TBE 6-8 at CRSD 127.5

**Double block of LA only
Science Push-in only
EL resource study hall**

Per 23 Ill. Adm. Code 228.30: *Each full-time TBE program shall consist of at least the following components (Section 14C-2 of the School Code): A) Instruction in subjects which are either required by law (see 23 Ill. Adm. Code 1) or by the student's school district, to be given in the student's home language and in English; core subjects such as math, science and social studies must be offered in the student's home language, except as otherwise provided in subsection (c)(3); B) Instruction in the language arts in the student's home language; C) Instruction in English as a second language, which must align to the applicable English language development standards set forth in Section 228.10; and D) Instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents and in the history and culture of the United States.*

Beginning September 1, 2013, students may be placed into a part-time program, or students previously placed in a full-time program may be placed in a part-time program, in accordance with the requirements of this subsection (c)(3) and only when the placement is instructionally beneficial for the student. A) If an assessment of the student's English language skills has been performed in accordance with the provisions of either Section 228.15(e) or Section 228.25(b) and the assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program. i) Evidence of sufficient proficiency shall be achievement of the minimum score to be used for this purpose set by the State Superintendent either on the prescribed screening instrument required in Section 228.15(e) or the English language proficiency assessment required in Section 228.25(b). The State Superintendent shall inform districts of the minimum score to be used for the prescribed screening instrument or the English language proficiency assessment, and post the minimum score on the State Board's website. Should the minimum score be modified, the State Superintendent shall inform school districts no later than July 1 of the scores to be used and modify the State Board's website accordingly. ISBE 23 ILLINOIS ADMINISTRATIVE CODE 228.30 SUBTITLE A SUBCHAPTER f B) If the student's score either on the prescribed screening instrument required in Section 228.15(e) or the English language proficiency assessment required in Section 228.25(b) is below the minimum identified pursuant to subsection (c)(3)(A), the student may be placed in a part-time program only if one of the following conditions is met and the placement is instructionally beneficial for the student. i) Native Language Proficiency A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent provides written confirmation that English is the primary language spoken in the home. ii) Academic Performance in Subjects Taught in English Any student whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English. iii) Academic Performance Any student in a departmentalized setting whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in at least two core subject areas that were taught in a U.S. school in the student's native language or via sheltered instruction in English. iv) Students with Disabilities Any student with a disability whose Individualized Education Program developed in accordance with 23 Ill. Adm. Code 226.Subpart C identifies a part-time transitional bilingual education program as the least restrictive environment for the student. ISBE 23 ILLINOIS ADMINISTRATIVE CODE 228.30 SUBTITLE A SUBCHAPTER f v) Limited Native Language Instruction The use of native language instruction for a student whose native language has no written component or one for which written instructional materials are not available and cannot be developed may be limited to those components that exist in the language or to those components for which materials are available. Oral native language instruction or support should be provided based on the student's needs. School districts shall maintain evidence of their attempts to secure written instructional materials, as applicable, and present that evidence to the State Board staff upon request. C) A part-time program shall consist of components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs. Each student's part-time program shall provide daily instruction in English and in the student's home language as determined by the student's needs.

Program Structures

Ridge Lawn Elementary School

<u>Ridge Lawn EL/Bilingual Kindergarten Service Guidelines</u>			
<p style="text-align: center;">Entering/Emerging Bilingual</p> <p>Criteria:</p> <ul style="list-style-type: none"> -Native Language marked as Arabic. - Below 2.0 on MODEL <p>SIS:</p> <ul style="list-style-type: none"> -Full-time TBE Collaboration -High 	<p style="text-align: center;">Developing Bilingual</p> <p>Criteria:</p> <ul style="list-style-type: none"> -Native Language marked as Arabic. -Below 4.0 on MODEL <p>SIS:</p> <ul style="list-style-type: none"> -Full-time TBE Collaboration - High 	<p style="text-align: center;">Expanding No Bilingual Services</p>	<p style="text-align: center;">Bridging/Reaching No Bilingual Services</p>
<p style="text-align: center;">English Learning</p> <p>Criteria:</p> <ul style="list-style-type: none"> -Below 2.0 on MODEL - Non-Arabic speaker <p>SIS:</p> <ul style="list-style-type: none"> -TPI Collaboration -High 	<p style="text-align: center;">English Learning</p> <p>Criteria:</p> <ul style="list-style-type: none"> -Below 4.0 on MODEL -Non- Arabic speaker <p>SIS:</p> <ul style="list-style-type: none"> -TPI Collaboration -Moderate 	<p style="text-align: center;">English Learning</p> <p>Criteria:</p> <ul style="list-style-type: none"> -Between 4.0 and 5.0 on MODEL <p>SIS:</p> <ul style="list-style-type: none"> TPI Collaboration Low 	<p style="text-align: center;">English Learning</p> <p>Criteria:</p> <ul style="list-style-type: none"> -Above 5.0 on MODEL

Ridge Lawn EL/Bilingual Kindergarten Program Models

Entering/ Emerging	<p>Suggested Model: Minimum 35 minute pull out 5 days a week by Arabic Bilingual teacher if Arabic Bilingual or EL teacher if not an Arabic speaker. Instruction focuses on 4 domains of Reading, Writing, Speaking, and Listening.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Wilson Foundations • Headsprout • Mantra lingual resources • Scholastic Arabic
Developing	<p>Suggested Model: Minimum 35 minute pull out 2-3 days a week with a combination of push in services by Arabic Bilingual or EL teacher if not an Arabic Speaker.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Wilson Foundations • Headsprout • Mantra lingual resources • Scholastic Arabic
Expanding	<p>Suggested Model: 5 days a week push-in services by EL teacher in Kindergarten classroom.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Wilson Foundations • ELL A-Z
Bridging/Reaching	<p>Suggested Model: 2-3 days a week push-in by EL teacher in Kindergarten classroom on specific targeted skills through data reflection.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Wilson Foundations • ELL A-Z

English Learning /Bilingual Instructional Plan 2017-2018- Ridge Lawn Grades 1-5

<p align="center"><u>Targeted Language Development</u></p> <p>This component focuses on “how English works” and provides students with targeted instruction in the four domains of listening, speaking, reading, and writing. Students will learn how to bridge from Native language to the English language. If possible, native language support is provided to students to assist them with English language acquisition.</p>		<p align="center"><u>Content Specific and Academic Language Expansion</u></p> <p>This element calls for the development and expansion of discipline-specific and academic English across the day by all teachers and integrated into all subjects. The language learning that occurs during a student’s experience with the different content areas (i.e., social studies, science, math, etc.) is especially valuable for ELs because it extends and stretches their language development in new and various directions. This is the only way that ELs learn to use language in the different academic registers.</p>	
<p align="center">DRIVE Developing Rigor Intensive Values for Excellence</p>	<p>Criteria: -Recent arrival to the United States and/or 2 or more years of interrupted schooling. -Available for grades 1st through 5th only. - Arabic marked as native language. -Must have an ACCESS score of less than 2 to be considered for programming. - Must pass parent interview with EL Director - Approval by EL Director, Principal, and EL Team SIS: -Full-time TBE - High -Collaboration</p>	<p align="center">Expanding</p>	<p>Criteria: -ACCESS score between 3.5 and 5.0. - Typically more than 2 years in the United States. - Typically will have Speaking and Language domains higher than reading and writing. SIS: -TPI -Low -Collaboration</p>
<p align="center">Developing Bilingual</p>	<p>Criteria: -Newcomer transitioned out of DRIVE program within the last one-year period and or does not meet DRIVE criteria. -“Arabic” marked as native language. -ACCESS score of less than 3.5 SIS: -Full-time TBE -Moderate -Collaboration</p>	<p align="center">Bridging /Reaching</p>	<p>Criteria: -ACCESS score above 5.0 - Ready to Exit program SIS: -TPI -Low -Collaboration</p>

Developing English Learning	<p>Criteria:</p> <ul style="list-style-type: none"> -Non- Arabic Speaker below 3.5 on ACCESS -Does not qualify for DRIVE <p>SIS:</p> <ul style="list-style-type: none"> -TPI -Moderate -Collaboration
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Developing Rigor Intensive Values for Excellence	<p>Suggested Program Model: Half- day Bilingual Program (1/2 grade block and 3-5th grade block) for students to prepare to transition into full day classroom. Students in program will learn intensive English along with other content. Students will still have a homeroom and specials with peers. Teacher serving classroom must be bilingual endorsed and have SIOP training. Students will transition after 10-15 weeks based on benchmark assessment results.</p>
	<p>Resources</p> <ul style="list-style-type: none"> • On Our Way to English-Harcourt • BrainPOP • ELL A-Z package/Headsprout • Twinkl • Wilson Foundations • Mantralingual books/Scholastic Arabic • MAWI Learning resources

Developing Bilingual	<p>Suggested Program Model: 1st Grade – 5th Grade Pull out or push in 5 days a week for minimum of 35 minutes of instruction by a Bilingual endorsed teacher trained in SIOP. May also have extra of push in and pull-out through EL, content appropriate instructional accommodations, afterschool tutoring provided and some paraprofessional support where available.</p>
	<p>Resources:</p> <ul style="list-style-type: none"> • ELL A-Z package/Headsprout • Wilson Foundations • Mantralingual resources/Scholastic Arabic • MAWI Learning Resources • BrainPOP • Twinkl • Schoolwide curriculum and resources • Cornerstone curriculum and resources

Developing English Learning	<p>Suggested Program Model: 1st Grade – 5th Grade Pull out or push in 5 days a week for minimum of 35 minutes of instruction by an EL endorsed teacher trained in SIOP. May also receive extra push in through EL, content appropriate instructional accommodations, afterschool tutoring provided and some paraprofessional support where available.</p>
	<p>Resources:</p> <ul style="list-style-type: none"> • ELL A-Z package/Headsprout • Wilson Foundations

	<ul style="list-style-type: none"> • Mantralingual resources • Schoolwide curriculum and resources • BrainPOP • MAWI Learning • Cornerstone curriculum and resources
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Expanding	<p>Suggested Program Model: 1st Grade – 5th Grade : Serviced by teachers trained in SIOP with an EL endorsement in a push in collaboration model. Some pull out or push in to focus on specific skill sets identified through data reflection, appropriate instructional accommodations in place and after school tutoring provided where available.</p>
	<p>Resources</p> <ul style="list-style-type: none"> • Schoolwide resources • ELL A-Z resources • Word study resources • BrainPOP • MAWI Learning • Grade level appropriate instructional materials used with accommodations to make content accessible to EL students
Bridging/Reaching	<p>Suggested Program Model: 1st – 5th Grade Served by teachers trained in SIOP with EL endorsement in a collaboration model. 2-3 days of week of push-in or pull out servicing. Appropriate instructional accommodations in place for students.</p>
	<p>Resources</p> <ul style="list-style-type: none"> • Grade level appropriate instructional materials used with accommodations to make content accessible to EL students • Schoolwide resources • ELL A-Z resources • BrainPOP • MAWI Learning • RAZ kids • Word study resources

Ridge Central Elementary School

<u>Ridge Central EL/Bilingual Kindergarten Service Guidelines</u>			
<p style="text-align: center;">Entering/Emerging Bilingual</p> <p>Criteria:</p> <ul style="list-style-type: none"> -Native Language marked as Arabic, Spanish, or Polish. - Below 2.0 on MODEL <p>SIS:</p> <ul style="list-style-type: none"> -Full-time TBE Collaboration - High 	<p style="text-align: center;">Developing Bilingual</p> <p>Criteria:</p> <ul style="list-style-type: none"> -Native Language marked as Arabic, Spanish, or Polish. -Below 4.0 on MODEL <p>SIS:</p> <ul style="list-style-type: none"> -Full-time TBE Collaboration - Moderate 	<p style="text-align: center;">Expanding No Bilingual Services</p>	<p style="text-align: center;">Bridging/Reaching No Bilingual Services</p>
<p style="text-align: center;">English Learning</p> <p>Criteria:</p> <ul style="list-style-type: none"> -Below 2.0 on MODEL - Not a speaker of our “big three”. <p>SIS:</p> <ul style="list-style-type: none"> -TPI Collaboration -High 	<p style="text-align: center;">English Learning</p> <p>Criteria:</p> <ul style="list-style-type: none"> -Not a speaker of our “big three” below 4.0 MODEL <p>SIS:</p> <ul style="list-style-type: none"> -TPI Collaboration -Moderate 	<p style="text-align: center;">English Learning</p> <p>Criteria:</p> <ul style="list-style-type: none"> -Between 4.0 and 5.0 on MODEL <p>SIS:</p> <ul style="list-style-type: none"> -TPI Collaboration -Low 	<p style="text-align: center;">English Learning</p> <p>Criteria:</p> <ul style="list-style-type: none"> -Above 5.0 on MODEL

Ridge Central EL/Bilingual Kindergarten Program Models

<p>Entering/ Emerging</p>	<p>Suggested Model: Minimum 35 minutes of pull out 5 days a week by Bilingual teacher if Bilingual or EL teacher if not a “big three” speaker. Focuses on 4 domains of Reading, Writing, Speaking, and Listening</p> <p>Resources:</p> <ul style="list-style-type: none"> • Wilson Foundations • Headsprout • Mantra lingual resources • Scholastic Arabic
<p>Developing</p>	<p>Suggested Model: Minimum 35 minutes of pull out 5 days a week of combination push in/pull out services by Bilingual or EL teacher if not a “big three” speaker.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Wilson Foundations • Headsprout • Mantra lingual resources • Scholastic Arabic
<p>Expanding</p>	<p>Suggested Model: 5 days a week push-in or pull out services by EL teacher in Kindergarten classroom.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Wilson Foundations • ELL A-Z/Headsprout

English Learning /Bilingual Instructional Plan 2017-2018
Ridge Central Grades 1-5

<p align="center"><u>Targeted Language Development</u></p> <p>This component focuses on “how English works” and provides students with targeted instruction in the four domains of listening, speaking, reading, and writing. Students will learn how to bridge from Native language to the English language. If possible, native language support provided for students to assist them with English language acquisition.</p>		<p align="center"><u>Content Specific and Academic Language Expansion</u></p> <p>This element calls for the development and expansion of discipline-specific and academic English across the day by all teachers and integrated into all subjects. The language learning that occurs during a student’s experience with the different content areas (i.e., social studies, science, math, etc.) is especially valuable for ELs because it extends and stretches their language development in new and various directions. This is the only way that ELs learn to use language in the different academic registers.</p>	
<p align="center">Emerging Bilingual/Newcomer</p>	<p>Criteria: -Recent arrival to the United States and/or 2 or more years of interrupted schooling. - Arabic, Spanish, or Polish marked as native language. -Must have an ACCESS score of less than 2 to be considered for programming. SIS: -Full-time TBE - High -Collaboration</p>	<p align="center">Expanding</p>	<p>Criteria: -ACCESS score between 3.5 and 5.0. - Typically more than 2 years in the United States. - Typically will have Speaking and Language domains higher than reading and writing. SIS: -TPI -Low -Collaboration</p>
<p align="center">Developing Bilingual</p>	<p>Criteria: -“Arabic”, “Polish”, or “Spanish” marked as native language. -ACCESS score of more than 2 less than 3.5 SIS: -Full-time TBE -Moderate -Collaboration</p>	<p align="center">Bridging /Reaching</p>	<p>Criteria: -ACCESS score above 5.0 - Ready to Exit program SIS: -TPI -Low -Collaboration</p>
<p align="center">Developing English Learning</p>	<p>Criteria: -Non- Arabic Speaker above 2 and below 3.5 on ACCESS SIS: -TPI -Moderate -Collaboration</p>		

Emerging Bilingual/Newcomer	<p>Suggested Program Model: One hour and ten minutes of Intensive English pull out with Bilingual teacher. If not “big three” speaker, can be an EL teacher. Teacher serving group must be bilingual endorsed/EL endorsed and have SIOP training. Student will be placed in a cluster classroom. After school tutoring will be provided and some paraprofessional support where available. Students can transition to less service after 10-15 weeks based on benchmark assessment results.</p>
	<p><u>Resources</u></p> <ul style="list-style-type: none"> • On Our Way to English (Harcourt) • ELL A-Z package • Headsprout system • Mantralingual books/Scholastic Arabic Books • Word Study Resources • BrainPOP • MAWI Learning resources • Twinkl

Developing Bilingual	<p>Suggested Program Model: 1st Grade – 5th Grade Pull out or push in 5 days a week for minimum of 35 minutes of instruction by a Bilingual endorsed teacher trained in SIOP. Students will be placed into a classroom cluster. May also receive content appropriate instructional accommodations, after-school tutoring, and some paraprofessional support where available.</p>
	<p>Resources:</p> <ul style="list-style-type: none"> • ELL A-Z package • Headsprout System • Mantralingual resources/Scholastic Arabic • Word Study Resources • BrainPOP • MAWI Learning resources • Twinkl • Schoolwide curriculum and resources • Cornerstone curriculum and resources

Developing English Learning	<p>Suggested Program Model: 1st Grade – 5th Grade Push in or pull out 5 days a week for minimum of 35 minutes of instruction by an EL endorsed teacher trained in SIOP. Students will be placed into a classroom cluster. May also receive content appropriate instructional accommodations, after school tutoring provided and some paraprofessional support where available.</p>
	<p>Resources:</p> <ul style="list-style-type: none"> • ELL A-Z package • Headsprout System • Mantralingual resources • Word Study Resources • BrainPOP • MAWI Learning resources • Twinkl • Schoolwide curriculum and resources • Cornerstone curriculum and resources

Expanding	<p>Suggested Program Model: 1st Grade – 5th Grade: Serviced through push in by teachers trained in SIOP with an EL endorsement in a collaboration model. Students will be placed into a classroom cluster. Will receive 3 days of push-in to focus on specific skill sets identified through data reflection, appropriate instructional accommodations in place, and after school tutoring provided where available. Teacher can provide pull out services when appropriate.</p>
	<p>Resources</p> <ul style="list-style-type: none"> · Schoolwide resources · ELL A-Z resources · RAZ kids · Word study resources · BrainPOP · MAWI Learning resources · Twinkl · Grade level appropriate instructional materials used with accommodations to make content accessible to EL students
Bridging/Reaching	<p>Suggested Program Model: 1st – 5th Grade Served by teachers trained in SIOP with EL endorsement in a collaboration model. Students will be placed into a bridging classroom cluster. Will receive 2-3 days of week of push-in servicing. Appropriate instructional accommodations in place for students.</p>
	<p>Resource</p> <ul style="list-style-type: none"> · Schoolwide resources · ELL A-Z resources · RAZ kids · Word study resources · BrainPOP · MAWI Learning resources · Twinkl · Grade level appropriate instructional materials used with accommodations to make content accessible to EL students
Self-contained Special Education	<p>Suggested Program Model: K– 5th Grade Sp.Ed. Served by teachers trained in SIOP with EL endorsement in a collaboration model. Will receive 3-5 days a week of push-in services.</p>
	<p>Resources</p> <ul style="list-style-type: none"> · Developmentally appropriate instructional materials as identified by their IEP. · ELL A-Z Resources · Mantralingual resources (If TBE) · BrainPOP · MAWI Learning resources · Twinkl

Finley Junior High

English Learning /Bilingual Instructional Plan 2017-2018 Finley Junior High School Grades 6-8			
<p align="center">Targeted Language Development</p> <p>This component focuses on “how English works” and provides students with targeted instruction in the four domains of listening, speaking, reading, and writing. Students will learn how to bridge from Native language to the English language. If possible, native language support is provided to students to assist them with English language acquisition.</p>		<p align="center">Content Specific and Academic Language Expansion</p> <p>This element calls for the development and expansion of discipline-specific and academic English across the day by all teachers and integrated into all subjects. The language learning that occurs during a student’s experience with the different content areas (i.e., social studies, science, math, etc.) is especially valuable for ELs because it extends and stretches their language development in new and various directions. This is the only way that ELs learn to use language in the different academic registers.</p>	
<p align="center">DRIVE Developing Rigor Intensive Values for Excellence (Newcomers)</p>	<p>Criteria:</p> <ul style="list-style-type: none"> -Recent arrival to the United States (newcomer) and/or 2 or more years of interrupted schooling. - “Arabic” marked as native language. -Must have an ACCESS score of less than 2 to be considered for programming. - Student interview with EL Director and DRIVE teacher - Agreement of placement between EL Director, Principal, and DRIVE program teacher. <p>SIS:</p> <ul style="list-style-type: none"> -Full-time TBE -High -Collaboration 	<p align="center">Expanding</p>	<p>Criteria:</p> <ul style="list-style-type: none"> -ACCESS score between 3.5 and 5.0. - Typically more than 2 years in the United States. - Typically will have Speaking and Language domains higher than reading and writing. <p>SIS:</p> <ul style="list-style-type: none"> -TPI -Low -Collaboration (If Arabic Speaker) -Part-time TBE -Low -Collaboration
<p align="center">Developing Bilingual</p>	<p>Criteria:</p> <ul style="list-style-type: none"> -“Arabic” is marked as native language. - Does not meet DRIVE program criteria. -ACCESS score of less than 3.5 <p>SIS:</p> <ul style="list-style-type: none"> -Full-time TBE -Moderate -Collaboration 	<p align="center">Bridging /Reaching</p>	<p>Criteria:</p> <ul style="list-style-type: none"> -ACCESS score above 5.0 - Ready to Exit program <p>SIS:</p> <ul style="list-style-type: none"> -TPI -Low -Collaboration (If Arabic Speaker) -Part-Time TBE -Low -Collaboration
<p align="center">Developing English Learning</p>	<p>Criteria:</p> <ul style="list-style-type: none"> -Non- Arabic Speaker below 3.5 on ACCESS <p>SIS:</p> <ul style="list-style-type: none"> -TPI -Moderate -Collaboration 		

	(If Arabic Speaker) -Part-Time TBE -Low -Collaboration
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IEP	The Special Education /EL Team will determine student service needs based on his or her language needs or IEP plan. The amount of services will be determined on language needs, IEP plan, and years in U.S. (Service will take place 2 to 3 days a week if they have been in US schools since KDG or 1 st grade)
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DRIVE Program Developing Rigor Intensive Values For Excellence	Required Student Courses
	<ul style="list-style-type: none"> ● DRIVE social studies class: Course in American social studies with culture component that is a self-contained course taught by Bilingual teacher) ● EL Language Arts block period- Intensive English support from EL teacher and Arabic speaking paraprofessional ● Co-taught Science Class (DRIVE teacher) ● Math support from paraprofessional <p>***Will also be eligible for after-school tutoring</p>
	Resources <ul style="list-style-type: none"> ● Social studies modified materials through ACCESS for ELs ● Twinkl ● BrainPOP ● MAWI Learning resources ● ELL A-Z package ● Headsprout system ● Mantralingual books ● Scholastic Arabic ● On our Way to English (Harcourt)

Developing Bilingual	Required Student Courses: <ul style="list-style-type: none"> ● EL Language Arts block period- Intensive support from EL teacher and Arabic speaking paraprofessional ● Co-taught Science Class (DRIVE teacher) ● Possible math support from paraprofessional <p>***Will also be eligible for afterschool tutoring</p> <p>*** Students with IEP's will have push in support from Bilingual/EL endorsed teacher (non-DRIVE teacher) The amount of services will be determined on language needs, IEP plan, and years in U.S..</p>
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	<p style="text-align: center;">Resources:</p> <ul style="list-style-type: none"> • ELL A-Z package • Mantralingual resources • BrainPOP • MAWI Learning resources • Twinkl • Schoolwide curriculum and resources 3rd-5th grade • Word Study resources
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Developing English Learning	<p style="text-align: center;">Required Student Courses:</p> <ul style="list-style-type: none"> • EL Language Arts block period- Intensive support from EL teacher and Arabic speaking paraprofessional • Co-taught Science Class (DRIVE teacher) • Possible math support from paraprofessional <p>***Will also be eligible for afterschool tutoring *** Students with IEP's will have push in support from Bilingual/EL endorsed teacher (non-DRIVE teacher) The amount of services will be determined on language needs, IEP plan, and years in U.S..</p>
	<p style="text-align: center;">Resources:</p> <ul style="list-style-type: none"> • ELL A-Z package • Mantralingual resources • BrainPOP • MAWI Learning resources • Twinkl • Word study resources • Schoolwide curriculum and resources 2nd-4th grade

Expanding	<p style="text-align: center;">Required Student Courses:</p> <ul style="list-style-type: none"> • EL Language Arts block period- Intensive support from EL teacher and Arabic speaking paraprofessional <p style="text-align: center;">Courses Available:</p> <ul style="list-style-type: none"> • Co-taught Science Class (DRIVE teacher) • Possible math support from paraprofessional <p>***Will also be eligible for afterschool tutoring *** Students with IEP's will have push in support from Bilingual/EL endorsed teacher (non-DRIVE teacher) The amount of services will be determined on language needs, IEP plan, and years in U.S..</p>
	<p style="text-align: center;">Resources:</p> <ul style="list-style-type: none"> • Schoolwide resources • ELL A-Z resources • BrainPOP • MAWI Learning resources • Twinkl • Word study resources • Grade level appropriate instructional materials used with accommodations to make content accessible to EL students

Bridging/ Reaching	Required Course:
	<ul style="list-style-type: none"> • Study Skills <p>*** Students with IEP's will have (Consult) support from Bilingual/EL Endorsed teacher</p>
	Resources
	<ul style="list-style-type: none"> • Grade level appropriate instructional materials used with accommodations to make content accessible to EL students • Schoolwide resources • BrainPOP • MAWI Learning resources • Twinkl • Word study resources

*** [All school Instructional Plans are based on Instructional Models for EL per Illinois State Board of Education](#)

Team Roles and Responsibilities

Director of English Learning

Leadership

- Oversees and coordinates department at the District Level
- Department instructional leader
- Collaborates with principals to assure department productivity
- District point of communication with ISBE DELL

Environment

- Creates a collaborative work environment for staff
- Shows professionalism and integrity towards staff
- Brings positivity and initiative to the team

Compliance

- Assure that team is following all aspects of Illinois administrative code 23and maintaining state and federal compliance.
- Works to upkeep all Title 3 records
- Oversees maintaining EL data in SIS
- Oversight of the maintenance of the ELLevation program
- Writes, amends and maintains the Title 3 grant
- Maintains district EL manual and forms
- Maintains all department spending and finances

Assessment

- Maintains compliance of Home Language Survey
- Oversees initial screening process in coordination with teachers
- Oversees and coordinates ACCESS testing
- Assures all accommodations are met for PARCC testing
- Works with team to analyze data to make programmatic decisions

Instruction

- Oversees the development of the program's instructional plan
- Organizes staffing to support instructional plan

- Collaborates with team to create appropriate curriculum scope and sequence to support the program's instructional plan
- Coordinates professional development to support instructional plan
- Coordinates teacher coaching to support instructional plan
- Evaluates all EL instructional staff

Family and Community

- Coordinates Bilingual Parent Advisory Committee
- Oversees parent development programs
- Main point of contact to community agencies
- Supports an empathetic environment for parents and students

EL and Bilingual Teachers

Environment:

- Create a nurturing climate for students in push in and pull out settings.
- Establish a safe space for students with an evident culture of learning
- Supervise students appropriately in all classroom settings

Planning:

- Plan lessons and curriculum utilizing WIDA and appropriate content standards.
- Differentiate instruction to meet language needs of different learners
- Set learning goals for all students based on EL instructional needs.
- Set individual learning goals for particular students with specific needs.
- Make content comprehensible for students by:
 - Using visuals, technology, native language, experiential learning, participation, etc
 - Building background knowledge
 - Providing direct instruction of academic vocabulary
 - Familiarizing and incorporating district materials
 - Utilizing all EL materials
 - Using best practices recommended by the EL department
 - Assess progress to guide instruction
 - Facilitate identification of student needs through collaborative assessment data analysis

Being Part of an Instructional Learning Community:

- Collaborate with EL teachers, paraprofessionals, Director, Principals and general education teachers on a regular basis.
- Work and plan with partners and team
- Participate in staff development opportunities
- Use resources within the building

Family and School Community:

- Facilitate parent involvement
- Serve as a support/resource for school staff
- Create a supportive, empathic environment for students and parents
- Use various methods for communication

Working with Paraprofessionals:

- Work collaboratively to establish a schedule

- Ensure that paraprofessional is used for instructional purposes
- Train paraprofessional to work with students

Compliance Processes:

- Enter Teacherease data in a timely manner
- Work with paraprofessionals and EL Director to maintain EL folders
- Work with paraprofessionals and EL Director to assure that notifications are completed and sent out.

Paraprofessionals

- Assist classroom teachers and support instruction to meet program objectives.
- Interact as part of the instructional team.
- Collaborate with certified staff.

- Communicate with parents, but doesn't initiate conferences/appointments
- Participate in staff development opportunities.
- Collaborate in and help organize parent involvement activities.

- Create a supportive, empathetic environment for students and parents.

- Assist with sending out notification packets for EL compliance and organizing EL folders.

- Perform any other duties assigned by the Director of English Learning and Principal/Assistant Principal.
- Translate appropriate academic materials from classroom teachers (written and/or oral), following order of priority: 1st- EL issues, 2nd- general classroom issues.

3 Year Strategic Plan

Goal One: Compliance

Compliance processes will be uniform across the district.

Action Plan

- a. EL staff will meet collaboratively to assess the current forms to ensure they are uniform and compliant to ESSA.
- b. Create a program manual that will address all compliance needs.
- c. Ensure that the district is compliant with Title III and the corrective action plan.

Goal Two: Collaboration

Increase collaboration and communication within the EL department and between EL and general education teachers.

Action Plan

- a. Increase collaboration in unit and lesson planning
- b. Utilize Ellevation to communicate with teaching staff and stakeholders
- c. Move into more push-in models and co-teaching models for all students.

Goal Three: Curriculum

Create a curriculum for EL and Bilingual students aligning WIDA with Common Core State, NGSS and C3 standards.

Action Plan

- a. EL department will create a curriculum for newcomers
- b. Create EL curriculum committee
- c. Engage with the SIOP model to package current district initiatives for EL population

Goal Four: Parent and Stakeholder Involvement

Provide more opportunities for parents to be engaged in the school community.

Action Plan

- a. To encourage parents to participate in our BPAC meetings
- b. To educate parents how to support their children academically
- c. Develop parent English classes and support activities

Goal Five :ELlevation usage

Using the technology infrastructure to meet the instructional needs of students and staff.

Action Plan

- a. Use ELlevation to provide communication to families for program notification
- b. Use ELlevation platform to monitor current and exited EL students.
- c. ELlevation data can be used to create short and long-term goals for students to personalize student learning.
- d. Use ELlevation data to increase collaboration amongst EL and General Ed teachers.

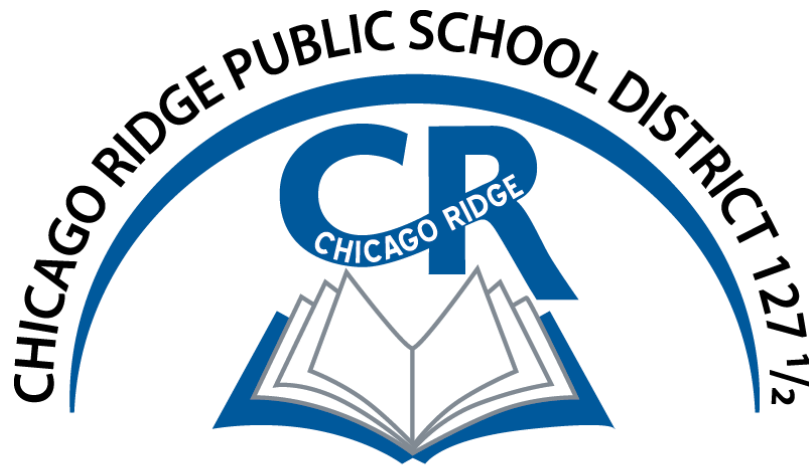
Goal Six: Assessment

Create and Research informal assessments to monitor student growth. (These assessments can be done between ACCESS, MAP, and PARCC to drive instruction and grouping).

Action Plan

- a. Utilize TELL assessment to monitor student's growth in reading, writing, speaking and listening.
- b. Find and create ways to assess students in native language.
- c. Use letter identification checklists, sight word assessments, running records and writing rubrics to measure growth and drive instruction.
- d. Create student observation checklists to assess language in primary grades

Enrollment Procedures



Leaders in Learning

Identifying Students for Services

For New Students Entering the District

***“New Students” are defined as students who have not attended an Illinois public school.

- Home Language Survey is administered.
- If families answered “yes” to one of the questions, student will be screened for services using the following:
 - Pre-IPT oral assessment for Pre-Kindergarten
 - WIDA Model assessment for Kindergarten and 1st semester grade 1
 - WIDA Screener assessment for grades 2nd semester grade 1-12
 - Arabic W-APT screener for students under 3.5 composite

Screeners must be completed by a certified teacher. Paraprofessionals are not permitted to screen students.

Student classifications as follows:

- Pre-IPT oral: FES does not qualify for services
 - WIDA Model: Students must be below 5.0 to qualify for services for KG. Students in first grade who score above a 5.0 composite and 4.2 literacy composite will not qualify for services
 - WIDA Screener: If a student has less than a 5.0 he/she qualifies for services.
- Once a student qualifies for services, teachers who have assessed them will enter their data into teacherease (see data entry guidelines). They will assure that the student is classified as LEP and proper services are designated. (see Program Structure and Guidelines for Full-time and Part-time Bilingual services.) Teachers will complete enrollment form.
 - After 24 hours of data being entered, the student data will appear in the district’s ELLevation data base.
 - A parent notification packet must be sent home within one week of assessing and entering a student into teacherease. (See notification packet checklist)
 - Student ELLevation reports must be sent to general education teachers within two weeks of the student of being assessed. If the student has a score of under 2, it is recommended that the student have an ELLevation personalized learning plan completed within their first month in the district. Plans can be provided for students who are need of extra support beyond EL.
 - Teacher must also create a new EL folder for the student. (See folder checklist)

Per 23 Ill. Adm. Code 228.20 *Student Language Classification Data*

In order to meet the requirements of Section 14C-3 of the School Code, every school district shall update its individual student records in the Student Information System (SIS) authorized under 23 Ill. Adm. Code 1.75 (Public Schools Evaluation, Recognition and Supervision) no later than the first day in March of each year to reflect the following information [105 ILCS 5/14C-3]:

- a) whether the student has a language background other than English, as identified via the home language survey;*
- b) whether the student has been identified as an English learner based on the results of the prescribed screening instrument or procedures, as applicable, or the English language proficiency assessment discussed in Section 228.15(e) or Section 228.25(b) of this Part; and*
- c) the home language, birth date, and grade or achievement level of the student identified as an English learner.*

(Source: Amended at 37 Ill. Reg. 16803, effective October 2, 2013)

Identifying Students for Services (cont.)

Students Transferring from Another Illinois School District

****Out of state transfer students are considered "new"*

- Home language survey is administered.
- Teachers report back to Director about transfer students
- Director of English Learning checks SIS for LEP status and assessment history.
- Director of English Learning calls other school district for the following:
 - Student Data History
 - Program Placement
 - Language of Instruction
 - Director reports back findings to teachers.
- Teachers and Director make program placement decisions together on a case by case basis.
- Once a decision is made, teachers who are designated to enter student data enter data in teacherease. (see data entry guidelines) They will assure that the student is classified as LEP and proper services are designated. (see Program Structure and Guidelines for Full-time and Part-time Bilingual services. Teachers will complete enrollment form for EL program.
- After 24 hours of data being entered, the student data will appear in the district's ELLevation data base.
- A parent notification packet must be sent home within one week of assessing and entering a student into teacherease. (See notification packet checklist)
- Student ELLevation reports must be sent to general education teachers within two weeks of the student of being assessed. If the student is under 3.5, it is recommended that the student have an ELLevation personalized learning plan completed within their first month in the district.
- Teacher must also create a new EL folder for the student with contents of items from old district. (See folder checklist)

Data Entry Guidelines- Teacherease

When new students enroll in our district, the building secretaries should always mark students as “Fluent ‘English Speakers” and indicate “No” for TBE/TPI. The EL staff will make changes to these two areas if needed. If they are marked any other designation, and the file is uploaded to the state they will be considered LEP based on this. That is difficult to correct.

Data Entry for All Students Screened

When completing data entry, **be sure to include Screener data** (Type of screener used, date of screener, and all of the test data) for all students that are screened.

Please note: In Teacherease, there is a place to indicate if a student was “Not Tested.” This may need to be used when we know that a student was screened in another district. You would enter this in the field for “ELL Screener Test Taken.”

Data Entry for Students that are Screened – but do NOT Qualify

If students do not qualify, then they will not be given a start date for the ELL program. You will mark NO to all of the different program fields.

What you need to make sure that you mark is:

Data Field	Section to Find Field	Data to be Entered
Final Determination of LEP Status	EL Section	NO
Title III	EL Section	NO (This may already be NO from secretarial data entry. This field is only marked YES for students that are in the ELL Program.)
TBE/TPI	Demographics Section	NO
English Proficiency	Demographics Section	Review this information. This information is entered by secretaries based on information from the Home Language Survey. <u>If student did not qualify they should not be listed as Limited English Proficient. Instead they could be listed as Fluent English.</u>

Data Entry for Students that Qualify as LEP

If the student is new to the district, enter all Screener data as above. The remainder of the fields under the English Language Learner Data must also be entered, as well as some fields in the Demographics and Miscellaneous Sections. The chart below will help to serve as a reference for data entry.

Data Field	Section to Find Field	Data to be Entered
EL Placement	EL Section	Mark one of the following: TBE Part-time TBE Full-time TPI Parents Refused (only for students that did not start services at all.)
Date Enrolled	EL Section	Date services started
Date Services Ended	EL Section	A date will only be entered here if there is an erroneous entry OR if a student started receiving services and then the parents withdrew them from ELL classes. For students that transition out – you DO NOT need to complete this. This will be done by ISBE.
Reason Services Ended	EL Section	This should <u>only</u> be marked if it is either: <ul style="list-style-type: none"> • An erroneous entry • Withdrawn by parent (this is ONLY for students that started ELL services and then the parents withdrew them)
Class Periods Provided by Week	EL Section	<ul style="list-style-type: none"> • None – for parent refusal • Low – less than 5 periods a week (we should not have any kids in this category) • Moderate – 5 class periods a week • High – 10 or more class periods a week
Immigrant Education Program	EL Section	NO – for most students YES – for any student that born outside of the US (including

		District of Columbia and Puerto Rico) and has <u>attended a US school for less than 3 academic years.</u>
Various Program Delivery Fields	EL Section	Choose one. Transitional Bilingual Program-Collaboration Transitional Program in English-Collaboration None of the Above (parent refuse/transferred out)
ELL Semester	EL Section	You would select the semester that the screener test was given.
Screener Fields	EL Section	Complete all information regarding the screener (test name, date of test, all scores)
Final Determination of LEP Status	EL Section	YES
English Proficiency	Demographics Section	Review this information. This is entered by secretaries based on information from the Home Language Survey. If student did qualify, they should be either Limited English Proficient or Non English Speaker.
Migrant	Demographics Section	NO
TBE/TPI Program	Demographics Section	YES
First Year in US	Demographics Section	NO - for most students YES - for any student that has been enrolled in a US school for less than one year.
US Entry Date	Demographics Section	This field is important for students that are new(er) to the US. The date that he/she first enrolled in a US school would be entered here.

Under the Demographics Section, keep the following in mind for the two following sections. You do not need to enter these two fields for Pre K or Kindergarten students since we do not officially count those years as time in TBE/TPI. These codes will relate to all grades (1st – 8th). **Please note that 01 should be the code for Parent Refusal for all students, regardless of how many years they would have actually been in the program.**

Year in Approved TBE/TPI Program	<ol style="list-style-type: none"> 1. 1st Year in Program OR <u>Parent Refusal</u> 2. 2nd year 3. 3rd year 4. 4th year 5. 5th 6. More than 5 years 7. Not in TBE/TPI Program
Years Since Exited	<ol style="list-style-type: none"> 1. 1st year since exit 2. 2nd year since exit 3. If a student has never been enrolled in a TBE/TPI program, is currently enrolled in a TBE/TPI program, or exited a TBE/TPI program three or more years ago, enter 03.
Civil Rights Data	Mark "Y" for LEP

Data Entry For A Pre K Student that Qualifies as LEP

Data Field	Section to Find Field	Data to be Entered
ELL Placement	EL Section	Mark one of the following: TBE Part-time TPI
Date Enrolled	EL Section	Day of the test
Class Periods Provided by Week	EL Section	Moderate
Immigrant Education Program	EL Section	NO – for most students YES – for any student that born outside of the US (including District of Columbia and Puerto Rico) and has <u>attended a US school for less than 3 academic years.</u>
Various Program Delivery Fields	EL Section	Choose one. Transitional Bilingual Program-Collaboration Transitional Program in English-Collaboration

		None of the Above (parent refuse/transferred out)
Screener Fields	EL Section	Screener: IPT Screener Date: Date of Test Semester: 1 or 2 IPT score fields: leave blank
Final Determination of LEP Status	EL Section	YES
LEP	Demographics Section	YES
English Proficiency	Demographics Section	If student did qualify, they should be either Limited English Proficient or Non English Speaker.
TBE/TPI Program	Demographics Section	YES
Year in Approved TBE/TPI Program	Demographics Section	Leave Blank
Years Since Exited	Demographics Section	Leave Blank
Civil Rights Data		Mark "Y" for LEP

Data Entry When a Student (K-8th) Transitions Out

When a student does transition based on ACCESS, you will not make any changes to a student record until the next school year. In the beginning of the next school year, you would need to make the following changes in the student record:

Final Determination of LEP Status	EL Section	Change to NO
LEP	Demographics Section	Change to NO
English Proficiency	Demographics Section	Change to FLUENT
Years Since Exited	Demographics Section	<ol style="list-style-type: none"> 1. 1st year since exit 2. 2nd year since exit 3. If a student has never been

		<p>enrolled in a TBE/TPI program, is currently enrolled in a TBE/TPI program, or exited a TBE/TPI program three or more years ago, enter 03.</p>
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Data Entry when a student no longer qualifies for EL in KG, but did in Pre-K

Update all information in Teacherease indicating that the student is no longer LEP and do not receive services.

English Language Learner Data

Select Erroneous Entry in “Reason for Ending Services”

Enter the date of Model testing as the “Date Services ELL Ended.”

Enter N for “Final Determination of LEP Status.”

Demographics

Enter N for” LEP Status.”

Be sure that “Fluent English Speaker” is selected.

These changes should then be uploaded to ISBE. If the student is still showing up as an EL student, then we will need to go into IWAS to make the changes directly into SIS

**Per ISBE Guidelines
SIS for Entry for EL Programs**

APPENDIX D: STUDENT INFORMATION SYSTEM (SIS) ENTRY FOR INSTRUCTIONAL DESIGN AND WIDA CORRELATION TABLE SIS	WIDA ACCESS	Other Terminology Used	SIS Description
Dual Language, Two-Way	Two-Way Immersion	Two-way immersion	<p>Dual language, Two-Way serves both English proficient students and English learners from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy. Core academic subjects are taught in both English and the home language of the English learners.</p> <p>In a departmentalized setting, the same description applies. ESL instruction is provided.</p>
Dual Language, One-Way	Self-contained Bilingual	Developmental Bilingual, Late-exit Bilingual, Maintenance Bilingual	<p>Dual language, One-Way serves only English learners from the same language background in a self-contained classroom with the goal of bilingualism and biliteracy. Core academic subjects are taught in both English and the home language of the English learners.</p> <p>In a departmentalized setting, the same description applies. ESL instruction is provided.</p>
Transitional Bilingual Program: Self-Contained	Self-contained Transitional	Early-exit Bilingual	<p>Transitional Bilingual Program: Self-Contained serves only English learners from the same language background in a self-</p>

			<p>contained classroom. Core academic content is taught in English and the language other than English with a gradual shift to instruction in English as student's English proficiency increases.</p> <p>In a departmentalized setting, bilingual courses across the core academic areas are offered in the home language and English.</p> <p>ESL instruction is provided.</p>
<p>Transitional Bilingual Program:</p>	<p>Mainstream Instruction with Home</p>	<p>Early-exit Bilingual</p>	<p>Transitional Bilingual Program: Collaboration serves English learners who are placed in classes with non-ELs and/or ELs from various language</p>

EL Folder Checklist

***Forms in Appendix

Forms Stapled to Folder

- _____ *EL Folder Table* – Stapled to inside front cover (left side) (Pre-K-8) (Refusal)
Update yearly and fill in missing information
- _____ *Home Language Survey* – Stapled to inside back cover (right side) (Pre-K-8)(Refusal)
Parent signature must be on form before stapling to cover.
- _____ *Waiver for Written Communication from CRSD 127.5* - Stapled to inside back cover (right side)(K-8)(Refusal) **Parent signature must be on form before stapling to cover.**

Forms & Documents Paper Clipped by Academic School Year

- _____ *Parent Notification Letter & Program Description* (Pre K-8) (Refusal)
- _____ Parent Signature on *Consent for Continued Service* (1-8)
Service Beyond 3 Years or Less Than 3 Years (dismissed but eligible)
- _____ Pre IPT (Pre K) MODEL (KG and 1) or WIDA screener (new student) (PreK-8) (Refusal)
Assessments enrolling a student in any program are NEVER to be thrown away.
- _____ ACCESS Teacher Report (Pre K-8)(Refusal)
Report received in the fall, place with appropriate grade level.
- _____ EL Progress Reports
Listening _____ Speaking _____ Reading _____ Writing _____
- _____ *ELLevation Report* – (Pre K-8) (Refusal)
- _____ *Exit Monitoring Report* – Use only if student is dismissed (K-8)(Exit Year one, Year two)
- _____ *Parent Refusal/Reinstatement* letter (If applicable) (K-8)

Per 23 Ill. Adm. Code 228.40 *Records*

School districts shall maintain records of each student enrolled in programs in the manner prescribed in 23 Ill. Adm. Code 375 (Student Records). These records shall include program entry/exit information, annual English language proficiency assessment scores and results from the prescribed screening instrument for students in kindergarten and any of grades 1 through 12 or the results from the prescribed screening procedures for students in preschool programs; other student information (e.g., language, grade level, and attendance); the rationale for a student's placement into a part-time program, where applicable, including documentation of the criteria, as set forth in Section 228.30(c)(3) of this Part, used to determine that a part-time program would be appropriate; and documentation of conferences and written communication with parents or legal guardians. Parents and legal guardians of students enrolled in programs shall have access to their students' records, as specified in 23 Ill. Adm. Code 375.

Parent Notification Materials

*** See Appendix for Forms

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

1-3 years in Program

ELLevation letter

Website link slip with program overview, ACCESS parent guide link

ACCESS scores if available

3-5 years in Program

3-5 yr notification letter (English and Native Language)

ELLevation print out

ACCESS scores if available

Website link slip with program overview, ACCESS parent guide link

Past Parent Refusal

Parent refusal explanation letter (English and Native Language)

Appropriate notification letter

ELLevation print out

ACCESS scores if available

Website link slip with program overview, ACCESS parent guide link

Exits

Exit letter from ELLevation

Access Scores

Website link slip with program overview, ACCESS parent guide link

Pre-K

Pre-K Letter

Per 23 Ill. Adm. Code 228.40 Notice of Enrollment

No later than 30 days after the beginning of the school year or 14 days after the enrollment of any student in a transitional bilingual education program in the middle of a school year, the school district shall notify by mail the parents or legal guardians of the student that their child has been enrolled in a transitional bilingual education program or a transitional program of instruction. The notice shall be in English and in the home language of the student and shall convey, in simple, nontechnical language, all of the information called for in Section 14C-4 of the School Code [105 ILCS 5/14C-4].

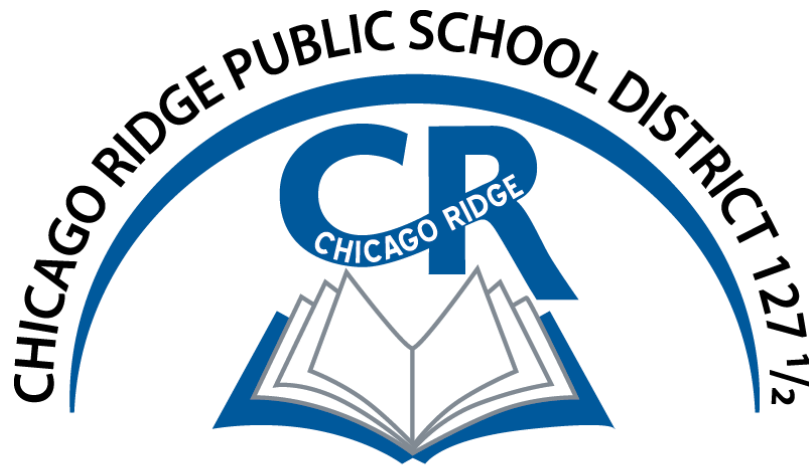
In the Case of a New Parent Refusal

- Teacher sends *Parent Notification* packet home with student.
- Parent(s) solicits meeting to discuss recommendation – written request or phone call.
- Teacher meets or calls parent(s) to review data and clarify program goals for the recommended placement.
Academic Progress–MAP (if applicable), PARCC (if applicable)
Language Proficiency Growth – ACCESS, MODEL or WIDA screener, Pre-IPT
- If parent(s) require additional information, teacher forwards parent and student information to EL Director.
- EL Director will contact parent(s) to explain procedures, describe program, review data and address any other questions or concerns.
- If parent(s) refuses services or recommended program placement, a *handwritten* letter is sent to the EL Director at District Office.
- EL Director will send letter and new enrollment form to teacher.
- Teacher must update Teacherease with new information (see data entry guidelines)
- The EL Director will send confirmation of withdrawal to parent(s).
- If the student does not have an EL Folder, teachers will create a folder following department guidelines.
- Teachers are responsible for maintaining EL Folder until student meets exit criteria.
- If parent(s) decides to change the student’s enrollment status after a refusal, the teachers will edit the program enrollment form. Parents must provide a letter requesting their child receive services again. The EL Director will be notified by teachers through email of program change.
- Families will receive a yearly refusal letter asking if they would like to participate in services.
- Students will still receive EL progress reports and will be monitored by EL staff.
- Students will still partake in ACCESS assessments.
- Students will still be exit monitored once they complete exit criteria.

Per 23 Ill. Adm. Code 228.40 Withdrawal by Parents

Any parent or legal guardian whose child has been enrolled in a program shall have the absolute right to withdraw the child from the program immediately by submitting a written notice of his or her desire to withdraw the child to the school authorities of the school in which the child is enrolled or to the school district in which the child resides. (Section 14C-4 of the School Code)

Parent Engagement



Leaders in Learning

Parent Engagement Plan

Parent Orientation

This will occur at the end of September. Lawn will have an 8:30 am orientation for parents who have children in the EL program. Central and Finley will have an 8:30 am orientation for parents who have children in the EL program at Finley. Teachers will be present at their building orientation. This may need a two-hour block. Finley and Central may need to split at the end.

This year's program will include:

- Introduction to teachers and building Principal/AP
- Explaining our program goals and instructional plan
- Program identification and placement
- Reading ACCESS scores
- Accessing native language report cards
- Using Seesaw and reading progress reports
- Culture of American School
- Parent programs and BPAC

Person Responsible: EL Director

DRIVE Program Only

Parents as Educational Partners will become part of the DRIVE program. Parents will be allowed classroom visitation every other month (Lawn) and twice a year (Finley) to engage with the teacher and their child in the classroom by completing joint classroom projects.

Person responsible: DRIVE teacher

BPAC

See BPAC descriptions

Person responsible: EL Director and one bilingual teacher from each school

PCT (Parent and Child Together) Literacy Program

This will occur four times a year at both elementary schools on the same day. Ridge Lawn will occur in the morning. Ridge Central's session will occur at 2:15 in the afternoon. There will be a dual language story time (English and Arabic) for parents and their

younger children. If there are requests for Spanish and Polish at Central, we can add in an extra time. After the story time, children will then complete a craft with their parent. This program is limited to 20 adult participants per building.

Person responsible: EL Director and elementary paraprofessionals

EL Family Nights

There will be one family night per year per building. Family nights can range from fitness nights to game nights to literacy nights. Night should be on building calendar. The date is decided with the building Principal.

Person responsible: EL and Bilingual teachers

Adult English Classes

This will occur for 11 weeks in a school year. They will start in late February and end in late April early May. Classes will start at five and end at six.

Person responsible: Adult English Class teachers

Coffee with Director

This will be a bi-yearly event that will occur both elementary schools during tutoring times. Parents will have coffee with the director and social activity while children are in tutoring. Parents will have a chance to mingle with each other and spend time with the EL Director.

Person responsible: EL Director

Culture Week

During the first week of May, each school will hold a Discovery Education linked Culture Week to educate students about cultures of the world. They will also invite families to participate in culture week as well as students to participate in displaying their own culture.

Elementary Schools: 3-5th grade will complete the projects; PreK-2 will be the audience.

Persons responsible: Entire Department

BPAC

Bilingual Parent Advisory Committee

Plan

Ridge Lawn

BPAC will be Arabic only. Parents will form a BPAC board once the BPAC can function on its own. BPAC meetings will occur four times a year at 8:30 a.m. and will last one hour.

BPAC Central

BPAC will be multilingual. Parents will form a BPAC board once the BPAC can function on its own. BPAC meetings will occur four times a year at 2:00 pm and will last one hour.

*FJHS parents can chose the BPAC closest to home.

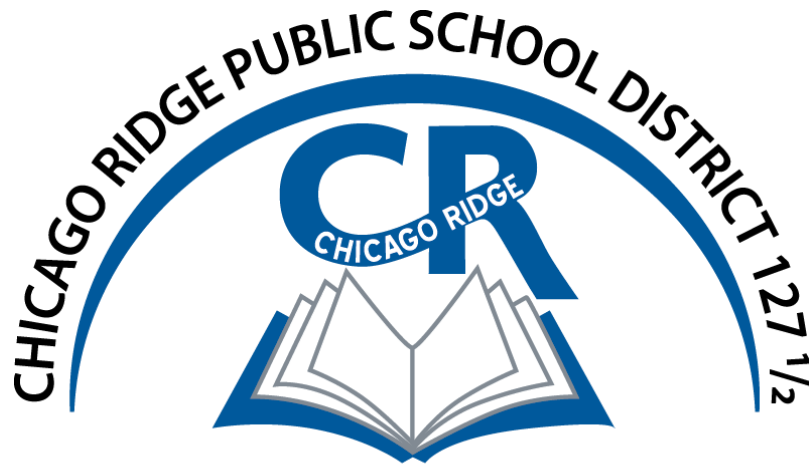
BPAC topics will include (but will not be limited to):

- Title III grant
- Program model
- ACCESS and state assessments
- Curriculum and instruction
- Community Resources
- Community Guest Speakers
- Planning of Events

Per 23 Ill. Adm. Code 228.30:

Parent and Community Participation – Each district or cooperative shall establish a parent advisory committee consisting of parents, legal guardians, transitional bilingual education teachers, counselors, and community leaders. This committee shall participate in the planning, operation, and evaluation of programs. The majority of committee members shall be parents or legal guardians of students enrolled in these programs. Membership on this committee shall be representative of the languages served in programs to the extent possible. (Section 14C-10 of the School Code [105 ILCS 5/14C-10]) A) The committee shall: i) meet at least four times per year; ii) maintain on file with the school district minutes of these meetings; iii) review the district's annual program application to the State Superintendent of Education; and iv) autonomously carry out their affairs, including the election of officers and the establishment of internal rules, guidelines, and procedures. (Section 14C-10 of the School Code) ISBE 23 ILLINOIS ADMINISTRATIVE CODE 228.30 SUBTITLE A SUBCHAPTER f B) Each district or cooperative shall ensure that training is provided annually to the members of its parent advisory committee. This training shall be conducted in language that the parent members can understand and shall encompass, but need not be limited to, information related to instructional approaches and methods in bilingual education; the provisions of State and federal law related to students' participation and parents' rights; and accountability measures relevant to students in bilingual programs.

EL Progress Monitoring



Leaders in Learning

EL Progress Reports Plan

EL Progress reports will be issued once a trimester. This will be administered for all students in the program in order to report the progress of growth in the four domain areas of reading, writing, listening, and speaking.

Procedure: A copy of the progress report will be sent home to families with report cards for students in the district's EL and bilingual programs. Students who are enrolled in the district's bilingual programs will have a native language copy of the progress report sent home as well. Another copy of the report will be filed in the student's EL folder.

A link provided at the bottom of the progress report will provide parents access to the EL/Bilingual teacher's Seesaw account. Parents can see a digital portfolio of their child's progress in all four WIDA domains.

Additionally, parents who request translation are provided with a key to the district's report card. This key is translated into Arabic, Polish, and Spanish. Parents can access it on the district website. It should be printed and provided with the report card if the parent does not have web access.

There are five types of progress reports: WIDA based Newcomer (for students in grades 1-8 in the US less than two years who have a WIDA composite of 2 or less) report, WIDA based Pre-K-KG EL progress report, WIDA based Grades 1-2, WIDA based Grades 3-5, WIDA based FJHS progress report.

The TELL assessment will be used a progress monitor for Newcomers as well as students in the English Learning program who receive RTI services.

Per 23 Ill. Adm. Code 228.40:

Maintenance of Records and Reporting Procedures

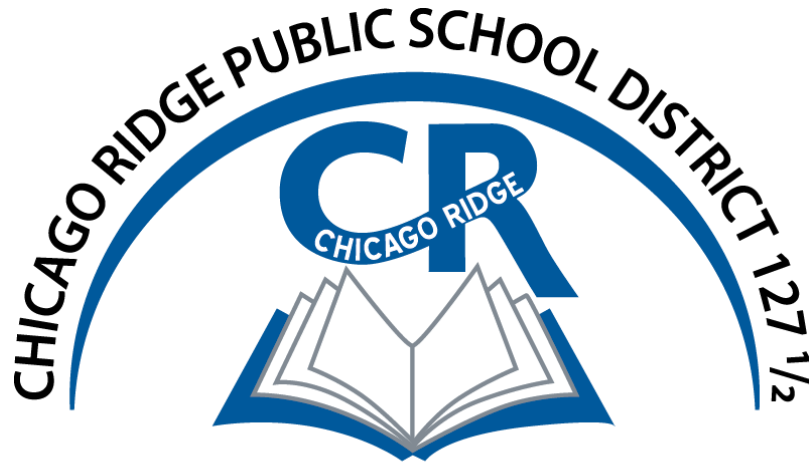
1) Report Cards – The school shall send progress reports to parents or legal guardians of students enrolled in programs in the same manner and with the same frequency as progress reports are sent to parents or legal guardians of other students enrolled in the school district.

A) Progress reports shall indicate the student's progress in the program and in the general program of instruction. ISBE 23 ILLINOIS ADMINISTRATIVE CODE 228.40 SUBTITLE A SUBCHAPTER f

B) Progress reports shall indicate when the student has successfully completed requirements for transition from the program into the general program of instruction if that information has not been reported separately in writing to the parents or legal guardian.

C) Progress reports for all students enrolled in a program under this Part shall be written in English and in the student's home language unless a student's parents or legal guardian agrees in writing to waive this requirement. The parents' waiver shall be kept on file in accordance with subsection (c)(3) of this Section.

Standardized Tests



Leaders in Learning

WIDA ACCESS 2.0 Assessment

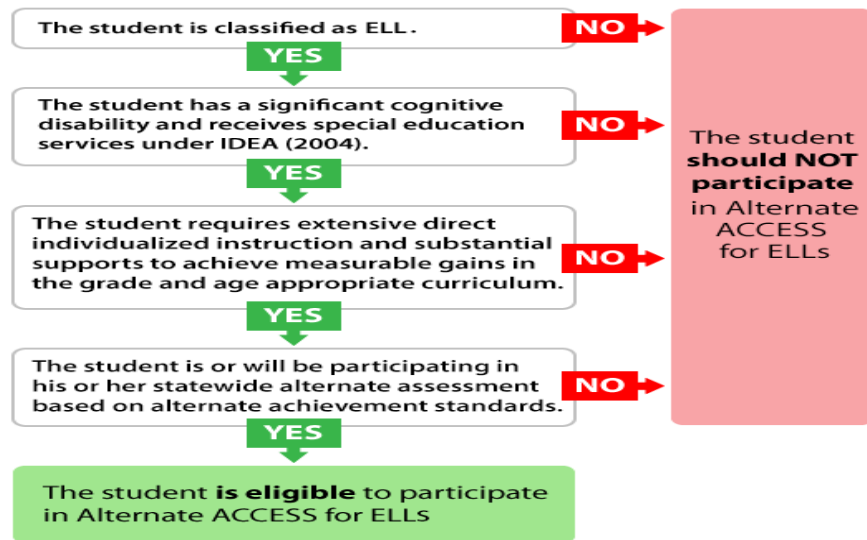
All students grades K-8 who classify as English Learners must take the WIDA ACCESS 2.0 assessment. **Parent refusals will still take the assessment.** Parents must be notified that their child is taking the ACCESS assessment at least two weeks prior to them taking the assessment.

ACCESS 2.0 will be administered via paper for KG students one on one. The district has adopted the online version of ACCESS. All students in grades 1-3 will complete the ACCESS 2.0 assessment via online for reading, listening, and speaking. The writing assessment will be administered via paper. Students in grades 4-8 will complete the ACCESS assessment completely online.

Students with special needs who have paper testing specified in their IEP can complete the test on paper. Students with special needs who participate in alternative assessments instead of state assessments will participate in Alternative ACCESS.

Per WIDA:

Alternate ACCESS for ELLs Participation Criteria Decision Tree



Check with your state education agency for your state's specific participation criteria for Alternate ACCESS for ELLs.

Timeline: October	Submit Pre-ID labels to ISBE based, order materials
December/Early January	Build sessions, Enter accommodations, distribute and organize materials
Mid-January/ February	Testing
Mid-February	Send Materials back to WIDA
May	Data Clean-up
July	Receive Results
August	Distribute Results

PARCC Accommodations

All English Learners will participate in the PARCC assessment. Students who enter the country in May of the previous school year or are new to the country within the school year will be exempt from language arts.

For non- newcomer English Learners, accommodations are as follows:

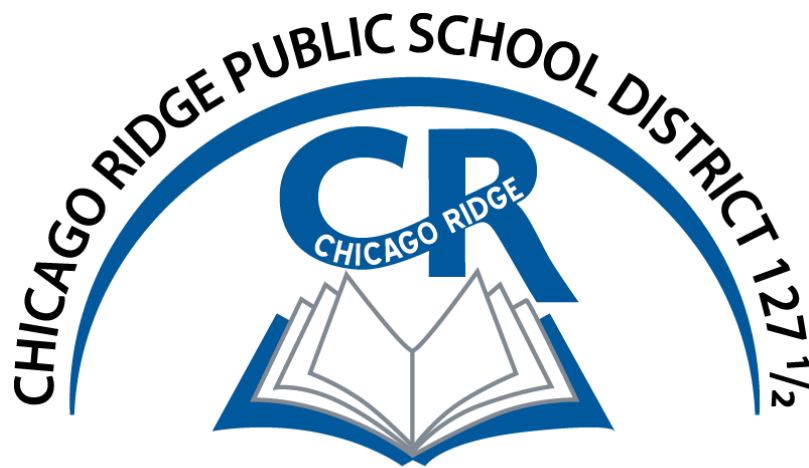
Language Arts: Extended Time for English Learners Native Language Directions

Math: Extended Time for English Learners Native Language Directions Text to Speech Bilingual Dictionary

NWEA Map Accommodations

All English Learners are required to participate in the NWEA Map Assessment. Newcomers may be able to opt out of the ELA assessment during their first trimester in the country. No other accommodations are required.

Pre-Kindergarten Programming



Leaders in Learning

Pre-Kindergarten Programming

All Pre-K students who have “yes” marked on either question for the home language survey will be screened using the Pre-IPT screener. Students who test as FES or “Fluent English Speaker” will not qualify for the Pre-K program.

Due to numbers, Pre-K classrooms will be serviced by an Arabic Bilingual Teacher. In addition to the Bilingual teacher servicing the classroom, there is also a Bilingual paraprofessional in the classroom. Pre-K classroom teachers all have EL endorsements in addition to their Pre-K credentials.

Parents will receive notification for Pre-K students who are receiving EL/Bilingual services.

Parents will also receive an EL progress report for students at the time that the Pre-K teachers release reports on student progress.

Teachers will service classrooms for one period a day. This service will be a push-in service.

Teachers will use play-based instruction to focus on reading, listening, speaking and writing. Teachers will co-plan with classroom teachers to aligned instruction with WIDA recommended topics and genres.



Example Topics and Genres: Content Related to WIDA’s English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
Example Topics <ul style="list-style-type: none"> • Classrooms • Colors • Feelings • Games • Hygiene & safety • Music & movement • Recreational objects & activities • Routines • School • Self & family • Social behavior • Spatial relations 	Example Genres & Topics <ul style="list-style-type: none"> • Chants & songs • Concepts about print • Environmental print • Fairy tales • Forms of print • Make-believe • Nursery rhymes • Picture books • Rhyme • Same & different • Sounds & symbols (Phonemic awareness) • Story elements 	Example Topics <ul style="list-style-type: none"> • Attributes • Equivalency • Geometric shapes • Measurement of time • Non-standard measurement tools • Number sense • Numbers & operations • Patterns • Quantity • Size • Spatial relations • Temperature • Weight 	Example Topics <ul style="list-style-type: none"> • Air • Animals • Body parts • Change in self & environment • Colors • Forces in nature • Living & non-living things • Night/Day • Rocks • Safety practices • Scientific process • Seasons • Senses • Water • Weather 	Example Topics <ul style="list-style-type: none"> • Change from past to present • Classroom/School • Clothing • Community workers • Families • Food • Friends • Historical stories & legends • Homes in a community/ Habitats • Location of objects & places • Neighborhood • Seasons • Shelter • Symbols & holidays • Transportation



PreK - K

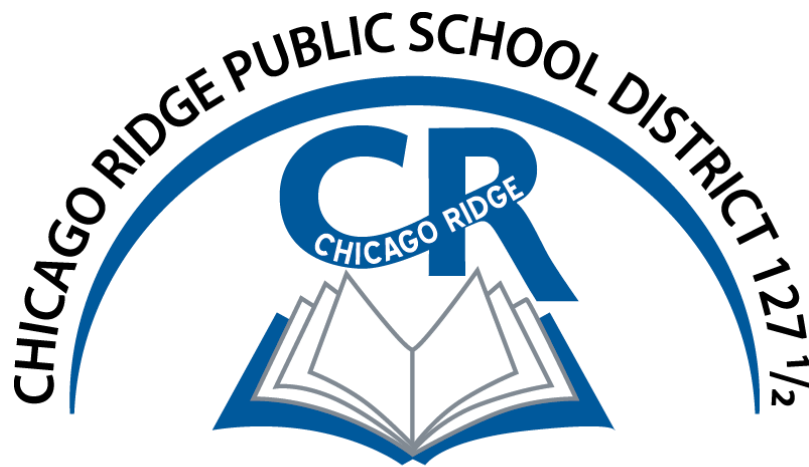
Students who complete Pre-K services will be screened in the spring prior to entering Kindergarten using the WIDA MODEL.

All students in Pre-K who were screened for language based on the home language survey that did not qualify for EL services will need to be screened again in the Spring prior to Kindergarten using the WIDA MODEL.

Per 23 Ill. Adm. Code 228.25 Section A Number 3:

When a preschool program of the school district has an enrollment of 20 or more English learners of any single language classification other than English in an attendance center or a non-school-based facility, the school district shall establish a TBE program for each language classification represented by the students. If the preschool program of an attendance center or non-school-based facility has 19 or fewer English learners of any single language classification other than English, then the school district shall meet the requirements of subsection (a)(2) of this Section when determining placement and the program to be provided.

Exit Monitoring Procedures



Leaders in Learning

Exit Monitoring Procedures

Students who have exited the EL program must be monitored four years after exiting the program to ensure academic success towards college and career readiness. Exit scores are based on the criteria for the year set by ISBE.

Monitoring Procedures will happen as follows:

Year One

Fall	<ul style="list-style-type: none"> - Notification of program exit to parent - Notification of program exit to teacher - Exit monitoring procedure letter to teacher from EL Director - Yellow sticker with a "1" on EL blue folder
Winter	- Exit monitoring review one
Spring	- Exit monitoring review two

Year Two

Fall	<ul style="list-style-type: none"> - Exit monitoring procedure letter to teacher from EL Director - Yellow sticker with a "2" on EL blue folder
Winter	- Exit monitoring review three
Spring	- Exit monitoring review four

Year Three

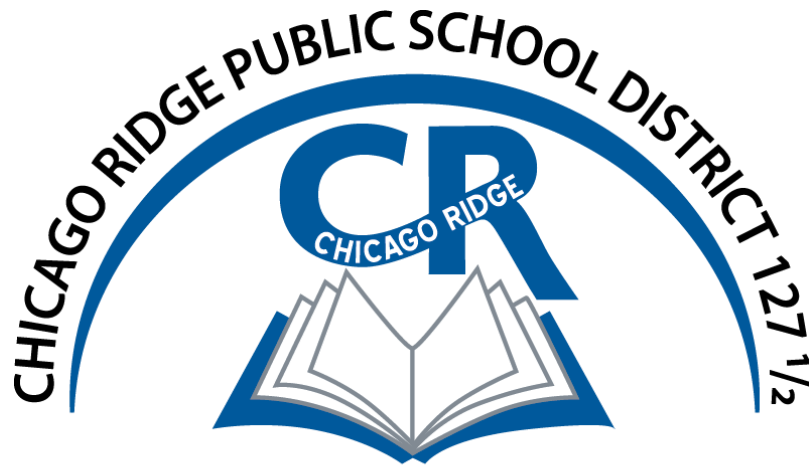
Fall	<ul style="list-style-type: none"> - Exit monitoring procedure letter to teacher from EL Director - Yellow sticker with a "3" on EL blue folder
Winter	- Exit monitoring review five
Spring	- Exit monitoring review six

Year Four

Fall	<ul style="list-style-type: none"> - Exit monitoring procedure letter to teacher from EL Director - Yellow sticker with a "4" on EL blue folder
Winter	- Exit monitoring review seven
Spring	<ul style="list-style-type: none"> - Exit monitoring review eight - Red sticker on EL blue folder to "stop" monitoring.

During exit monitoring, if there are any issues with student performance in the general classrooms EL teachers will begin by supporting teachers with strategies to boost student performance. After 8 weeks, if these interventions still not support student performance. The EL teachers, classroom teacher, EL Director, and Principal will work together to find solutions to support student performance.

Appendix



Leaders in Learning



Home Language Survey

Today's Date _____ Home School _____ Grade _____

Student's Name

(last,first,middle) _____

Address _____

Telephone _____ Date of Birth _____ Male _____ Female _____

Student's Place of Birth (state,country) _____

Mother's Native Language _____ Father's Native Language _____

Is a language other than English spoken in the home? YES NO	Which?
Does your child speak a language other than English? YES NO	Which?
(Spanish) ¿Se habla otro idioma en la casa que no sea el ingles? SI NO	¿Cual?
¿Habla su niño otro idioma que no sea el ingles? SI NO	¿Cual?
(Polish) Czy język inny niz język angielski jest uzywany w domu? TAK NIE	Jaki?
Czy dziecko posluguje sie językiem innym niz język angielski? TAK NIE	Jakim?
هل هناك لغة أخرى غير اللغة الإنجليزية المنطوقة في المنزل؟ نعم لا	أي واحد؟
هل يتكلم طفلك لغة أخرى غير اللغة الإنجليزية؟ نعم لا	أي واحد؟

The information above will be used to help determine your child's eligibility for English Language Services.

La información anterior será usada para ayudar a determinar la elegibilidad de su hijo (a) para Servicios de Lenguaje en Inglés.

Powyższe informacje zostaną wykorzystane w celu ustalenia, czy Twoje dziecko jest uprawnione do korzystania z usług języka angielskiego.

سيتم استخدام المعلومات الواردة أعلاه للمساعدة في تحديد أهلية طفلك لخدمات اللغة الإنجليزية.

The results will be communicated and you will have the option to accept or refuse services.

Los resultados serán comunicados y usted tendrá la opción de aceptar o rechazar servicios.

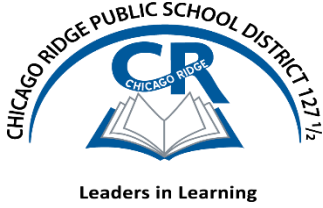
Wyniki zostaną przekazane, a będziesz mieć możliwość zaakceptowania lub odrzucenia usług.

وسيتم إبلاغ النتائج وسيكون لديك خيار لقبول أو رفض الخدمات.

Parent or Guardian Signature

Relationship to Student

Date



Waiver for Written Communication from CRSD 127.5

- I agree to accept all district communications in English and waive the requirement to receive district communications in my native language.
- I would like to receive communication from D127.5 in my native language.
_____.

- Estoy de acuerdo en que se mande las comunicaciones en inglés del distrito y renuncio a que me las manden en Español. (Spanish)
- Me gustaría recibir las comunicaciones (matricula, anuncios, boleta de calificaciones, etc.) del distrito en Español.

- Zaznaczając kwadrat po lewej stronie, odstepują Państwo od wymogu otrzymywania korespondencji z Okregu Szkolnego 127.5 w jezyku polskim i zgadzają sie Państwo na korespondencje tylko w jezyku angielskim. (Polish)
- Wyrażam zgodę na otrzymywanie informacji z Dystryktu (świadectwa, notatki , informacje o rejestracji) w jezyku polskim.

- ضع علامة (X) في هذا المربع اذا كنت توافق على التنازل عن تلقي الرسائل من مديرية التعليم في لغتك الأم وتوافق على قبول جميع الاتصالات مع مديرية التعليم في اللغة الإنجليزية فقط .
- الأم لغتي في (ذلك إلى وما ، العلامات وتقارير ، المدرسية والمعلومات التسجيل مواد) المدرسة مع والمراسلات الاتصالات في المساعدة اتلقى أن أود
(Arabic)

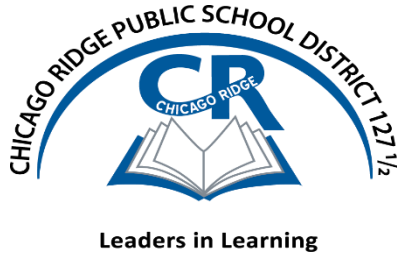
Parent Signature

Date

Student Name (One Name Per Form)

Grade

Notification Materials- PRE-K Service Notification Letter



Chicago Ridge School District 127.5
Dr. Bernard J. Jumbeck Administrative Center
6135 W. 108th Street
Chicago Ridge, IL 60415
Dr. Kevin B. Russell, Superintendent
Phone: (708) 636-2000 Fax: (708) 636-0916
www.crsd1275.org

Date: _____

Dear Parent or Guardian,

Your child _____ is enrolled in the Pre-Kindergarten program here at District 127.5. He/she also qualified for English Learner/Bilingual services based on his/her Pre-IPT scores.

Program:

_____ Transitional Bilingual _____ Transitional Program of Instruction

This program will help your child learn English and the subjects required for grade promotion. We believe that this program is the best option that meets your child’s instructional needs and promotes academic success in school. Information about this program, as well as other programs available for English Learner students is attached.

Your child’s English proficiency test scores are indicated below:

Area Tested	Student Scores
Oral Proficiency	

Proficiency Level	Description of English Proficiency Levels
NES	Non-English Speaking
LES	Limited English Speaking
FES	Fluency English Speaking

You may accept or reject this placement. To accept this placement, you do not need to take any action. As a parent, you have the right to:

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

Sincerely,
Sarah Said

Director of English Learning

**Notification Materials- Letter for notification year 1-3 in program, will be printed via
ELLevation**



Chicago Ridge
School District 127.5

Date _____

Dear _____

Your child, _____, is enrolled in grade _____ in the program checked below based on his/her English language proficiency (ACCESS/W-APT Screener) test scores:

- _____ Transitional Bilingual Education _____ Transitional Program of Instruction
- _____ Dual language/Two-Way Immersion _____ Developmental Bilingual Education
- _____ Newcomer Program

This program will help your child learn English and the subjects required for grade promotion. We believe that this program is the best option to meet your child’s instructional needs and promote academic success in school. Information about this program, as well as other programs available for ELL students, is attached.

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

TEST: _____ WIDA Screener _____ ACCESS for ELLs™

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

Proficiency Level	Description of English Proficiency Levels
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support.
2 - Beginning	Knows and uses some social English and general academic language with visual support.
3 - Developing	Knows and uses social English and specific academic language with visual support.
4 - Expanding	Knows and uses social English and some technical academic language.
5 - Bridging	Knows and uses social and academic language working with grade level material.
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test.

You may accept or reject this placement. To accept this placement, you do not need to take any action.

As a parent, you have the right to:

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

Sarah Said, Director of English Learning

Notification Materials- Letter for notification year 1-3 in program Arabic, will be printed via ELlevation



Chicago Ridge
School District 127.5

اللغة العربية

عينة لإشعار التسجيل/حجز البرنامج 1-3 سنوات (Art. 14C/ 105 ILCS 5)

التاريخ _____

السيد _____

لقد تم تسجيل طفلك/ في البرنامج الذي تم اختياره أدناه بناءً على درجاته في اختبار English language proficiency (ACCESS/W-APT Screener)

التربية الانتقالية ثنائية اللغة _____ برنامج التعليم الانتقالي _____

ازدواجية اللغة/الانغماس الثنائي _____ التربية التطورية ثنائية اللغة _____

برنامج الوافد _____

وسوف يساعد هذا البرنامج طفلك على تعلم اللغة الإنجليزية والمواد المطلوبة للارتقاء الصفّي. إننا نرى أن هذا البرنامج هو الاختيار الأفضل لتلبية احتياجات طفلك التعليمية وتعزيز قدرته على النجاح الدراسي بالمدرسة. ومرفق طي هذا الإشعار مزيد من المعلومات عن هذا البرنامج- والبرامج الأخرى المتاحة للتلاميذ الذين يتعلمون اللغة الإنجليزية ELL.

وفيما يلي درجات طفلك في اختبار الكفاءة في اللغة الإنجليزية:

ACCESS for ELLs™ _____

الاختبار: W-APT _____

مجال الاختبار	درجة التلميذ	مستوى الكفاءة 1-6
الاستماع		
التحدث		
القراءة		
الكتابة		
الإشياء		

مستوى الكفاءة	وصف مستويات الكفاءة في اللغة الإنجليزية
1 - الدخول	يعرف ويستخدم الحد الأدنى من المهارات اللغوية الاجتماعية والحد الأدنى من اللغة الدراسية مع الدعم المرئي
2 - البداية	يعرف ويستخدم بعض التعبيرات الاجتماعية باللغة الإنجليزية واللغة الدراسية العامة مع الدعم المرئي
3 - التطور	يعرف ويستخدم بعض التعبيرات الاجتماعية باللغة الإنجليزية واللغة الدراسية الخاصة مع الدعم المرئي
4 - التوسع	يعرف ويستخدم التعبيرات الاجتماعية باللغة الإنجليزية وبعض مهارات اللغة الدراسية التقنية
5 - الانتقال	يعرف ويستخدم اللغة الاجتماعية والدراسية التي تتعامل مع مواد المستوى الصفّي.
6 - الوصول	يعرف ويستخدم اللغة الاجتماعية والدراسية في أعلى المستويات التي يقيسها هذا الاختبار

يجوز لك أن تقبل أو ترفض هذا الحجز. لقبول هذا الحجز، لا يطلب منك القيام بأي إجراء. كولي أمر، لديك الحق في:

- زيارة الفصول التي يتم تسجيل طفلك فيها والالتقاء بأعضاء التدريس للتعرف على مزيد من المعلومات حول البرنامج.
- رفض التسجيل في البرنامج، أو سحب طفلك في الحال من البرنامج، أو اختيار برنامج آخر إن وجد. ويمكنك القيام بذلك من خلال إرسال خطاب إلى مدرسة طفلك. رفضك للبرنامج المقترح سيعني أن طفلك قد يوضع في برنامج تكون اللغة الإنجليزية هي لغة الدراسة السائدة فيه.

Sarah Said, Director of English Learning _____



Fecha _____

Estimado(a) _____

Su niño(a), _____, está inscrito en el _____ grado en el programa marcado a continuación, basado en sus puntuaciones en los exámenes de [fluidez en el idioma inglés \(ACCESS/W-APT Screener\)](#):

- Educación para la Transición Bilingüe Programa de Instrucción para la Transición
- Lenguaje Dual/Inmersión en dos direcciones Desarrollo de la Educación Bilingüe
- Programa para el Recién Llegado

Este programa ayudará a su niño(a) a aprender el inglés y las materias requeridas para la promoción de grado. Nosotros creemos que este programa es la mejor opción para cumplir con las necesidades de instrucción de su niño y promover el éxito académico en la escuela. Favor de encontrar adjunta la información acerca de este programa, así como otros programas disponibles para los estudiantes del ELL.

Las puntuaciones de los exámenes de fluidez de su niño en el idioma inglés se indican a continuación:

PRUEBA: **W-APT** **ACCESS for ELLs™**

Área Examinada	Puntuación del Estudiante	Nivel de Fluidez 1-6
Escuchando		
Hablando		
Leyendo		
Escribiendo		
Composición		

Nivel de Fluidez	Descripción de los niveles de fluidez en el inglés
1 - Al entrar	Sabe y usa el lenguaje social mínimo y el lenguaje académico mínimo con apoyo visual.
2 - Al comenzar	Sabe y usa un poco de inglés social y el lenguaje académico general con apoyo visual.
3 - En desarrollo	Sabe y usa el inglés social y el lenguaje académico específico con apoyo visual.
4 - En expansión	Sabe y usa el inglés social y un poco del lenguaje académico técnico.
5 - Puentes	Sabe y usa el lenguaje social y académico trabajando con el material al nivel del grado.
6 - Alcanzando	Sabe y usa el lenguaje social y académico al nivel más alto medido por esta prueba.

Usted puede aceptar o rechazar esta colocación. Para aceptar esta colocación, usted no tiene que tomar ninguna acción. Como padre o madre, usted tiene el derecho a:

- visitar las clases en las que su niño está inscrito y reunirse con el personal para conocer más acerca del programa.
- declinar la inscripción en un programa, retirar a su niño del programa, o escoger otro programa, si hay uno disponible. Usted puede tomar esta acción al enviarle una carta a la escuela de su niño. Declinar el programa recomendado significará que su niño puede ser colocado en un programa en el que el inglés es el idioma dominante de instrucción.

Sarah Said, Director of English Learning

Notification Materials- Letter for Service After 3 Years



Chicago Ridge
School District 127.5

Date _____

Dear _____

Your child, _____, is enrolled in grade _____ in the program checked below based on his/her English language proficiency (ACCESS/WIDA Screener) test scores:

Transitional Bilingual Education Transitional Program of Instruction
 Dual language/Two-Way Immersion Developmental Bilingual Education

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

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

ACCESS for ELLs™

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

Proficiency Level	Description of English Proficiency Levels
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support.
2 - Beginning	Knows and uses some social English and general academic language with visual support.
3 - Developing	Knows and uses social English and specific academic language with visual support.
4 - Expanding	Knows and uses social English and some technical academic language.
5 - Bridging	Knows and uses social and academic language working with grade level material.
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test.

We need your written approval to enroll your child in this program beyond three years. To indicate your approval, please sign the attached form and return it to the school. If you do not sign this form, we cannot enroll your child in the program.

As a parent, you have the right to:

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

Sarah Said, Director of English Learning

English
Parent Approval Beyond Three Years (Page 2)
Parent Guardian Consent for Continued Placement for School Year:

_____ Transitional Bilingual Education _____ Transitional Program of Instruction
_____ Dual Language/Two-Way Immersion _____ Developmental Bilingual Education

Check one:

_____ Yes, I give the school permission to place my child, _____, in the
program checked above beyond the three year period.

_____ I request a meeting to discuss the recommendation before I make a decision.

Parent Signature _____

Date _____

Notification Materials- Letter for Service After 3 Years Arabic



Chicago Ridge
School District 127.5

التاريخ _____

السيد _____

لقد تم تسجيل طفلك/ _____ في الصف _____ في البرنامج الذي تم اختياره أدناه بناءً على درجاته في اختبار
[English language proficiency \(ACCESS/W-APT Screener\)](#)

التربية الانتقالية ثنائية اللغة _____
ازدواجية اللغة/الانغماس الثنائي _____
برنامج التعليم الانتقالي _____
التربية التطورية ثنائية اللغة _____

وسوف يساعد هذا البرنامج طفلك على تعلم اللغة الإنجليزية والمواد المطلوبة للارتقاء الصفّي. إننا نرى أن هذا البرنامج هو الاختيار الأفضل لتلبية احتياجات طفلك التعليمية وتعزيز قدرته على النجاح الدراسي بالمدرسة. ومرفق طي هذا الإشعار مزيد من المعلومات عن هذا البرنامج- والبرامج الأخرى المتاحة للتلاميذ الذين يتعلمون اللغة الإنجليزية ELL.

وفيما يلي درجات طفلك في اختبار الكفاءة في اللغة الإنجليزية:

ACCESS for ELLs™

مجال الاختبار	درجة التلميذ	مستوى الكفاءة 1-6
الاستماع		
التحدث		
القراءة		
الكتابة		
الإنشاء		

مستوى الكفاءة	وصف مستويات الكفاءة في اللغة الإنجليزية
1 - الدخول	يعرف ويستخدم الحد الأدنى من المهارات اللغوية الاجتماعية والحد الأدنى من اللغة الدراسية مع الدعم المرئي
2 - البداية	يعرف ويستخدم بعض التعبيرات الاجتماعية باللغة الإنجليزية واللغة الدراسية العامة مع الدعم المرئي
3 - التطور	يعرف ويستخدم بعض التعبيرات الاجتماعية باللغة الإنجليزية واللغة الدراسية الخاصة مع الدعم المرئي
4 - التوسع	يعرف ويستخدم التعبيرات الاجتماعية باللغة الإنجليزية وبعض مهارات اللغة الدراسية التقنية
5 - الانتقال	يعرف ويستخدم اللغة الاجتماعية والدراسية التي تتعامل مع مواد المستوى الصفّي.
6 - الوصول	يعرف ويستخدم اللغة الاجتماعية والدراسية في أعلى المستويات التي يقيسها هذا الاختبار

يرجى موافقتنا بموافقتكم الكتابية لتسجيل طفلكم في هذا البرنامج لمدة تزيد على ثلاث سنوات. للتعبير عن موافقتكم، يرجى التوقيع على النموذج المرفق وإعادته للمدرسة. في حالة عدم التوقيع على النموذج المرفق، لا يمكننا تسجيل طفلكم في البرنامج.

كولي أمر، لديك الحق في:

- زيارة الفصول التي يتم تسجيل طفلك فيها والالتقاء بأعضاء التدريس للتعرف على مزيد من المعلومات حول البرنامج.
- رفض التسجيل في البرنامج، أو سحب طفلك في الحال من البرنامج، أو اختيار برنامج آخر إن وجد. ويمكنك القيام بذلك من خلال إرسال خطاب إلى مدرسة طفلك. رفضك للبرنامج المقترح سيعني أن طفلك قد يوضع في برنامج تكون اللغة الإنجليزية هي لغة الدراسة السائدة فيه.

Sarah Said, Director of English Learning

موافقة ولي الأمر/الوصي على التسجيل المستمر
للعام الدراسي

_____ التربية الانتقالية ثنائية اللغة _____ برنامج التعليم الانتقالي
_____ ازواجية اللغة/الانغماس الثنائي _____ التربية التطورية ثنائية اللغة

اختر واحدًا:

_____ نعم، أصرح للمدرسة بتسجيل طفلي/ _____ في البرنامج
الذي تم اختياره أعلاه لفترة أكثر من ثلاث سنوات.

_____ أطلب باجتماع لمناقشة الاقتراح قبل اتخاذ قرار.

_____ التاريخ

_____ توقيع ولي الأمر



Fecha _____

Estimado(a) _____

Su niño(a), _____, está inscrito en el _____ grado en el programa marcado a continuación, basado en sus puntuaciones en los exámenes de [fluidez en el idioma inglés \(ACCESS/W-APT\)](#):

_____ Educación para la Transición Bilingüe	_____ Programa de Instrucción para la Transición
_____ Lenguaje Dual/Inmersión en dos direcciones	_____ Desarrollo de la Educación Bilingüe

Este programa ayudará a su niño(a) a aprender el inglés y las materias requeridas para la promoción de grado. Nosotros creemos que este programa es la mejor opción para cumplir con las necesidades de instrucción de su niño y promover el éxito académico en la escuela. Favor de encontrar adjunta la información acerca de este programa, así como otros programas disponibles para los estudiantes del ELL.

Las puntuaciones de los exámenes de fluidez de su niño en el idioma inglés se indican a continuación:

ACCESS for ELLs™

Área Examinada	Puntuación del Estudiante	Nivel de Fluidez 1-6
Escuchando		
Hablando		
Leyendo		
Escribiendo		
Composición		

Nivel de Fluidez	Descripción de los niveles de fluidez en el inglés
1 - Al entrar	Sabe y usa el lenguaje social mínimo y el lenguaje académico mínimo con apoyo visual.
2 - Al comenzar	Sabe y usa un poco de inglés social y el lenguaje académico general con apoyo visual.
3 - En desarrollo	Sabe y usa el inglés social y el lenguaje académico específico con apoyo visual.
4 - En expansión	Sabe y usa el inglés social y un poco del lenguaje académico técnico.
5 - Puentes	Sabe y usa el lenguaje social y académico trabajando con el material al nivel del grado.
6 - Alcanzando	Sabe y usa el lenguaje social y académico al nivel más alto medido por esta prueba.

Nosotros necesitamos su aprobación por escrito para inscribir a su niño(a) en este programa después de los tres años. Para indicar su aprobación, por favor, firme el formulario adjunto y devuélvalo a la escuela. Si usted no firma este formulario, nosotros no podemos inscribir a su niño en el programa.

Como padre o madre, usted tiene el derecho a:

- visitar las clases en las que su niño está inscrito y reunirse con el personal para conocer más acerca del programa.
- declinar la inscripción en un programa, retirar a su niño del programa, o escoger otro programa, si hay uno disponible. Usted puede tomar esta acción al enviarle una carta a la escuela de su niño. Declinar el programa recomendado significará que su niño puede ser colocado en un programa en el que el inglés es el idioma dominante de instrucción.

Sarah Said, Director of English Learning

Consentimiento del Padre/Madre/Tutor para la Colocación Continuada
para el Año Escolar

- Educación para la Transición Bilingue Programa de Instrucción para la Transición
 Lenguaje Dual/Inmersión en dos direcciones Desarrollo de la Educación Bilingue

Marque uno:

- Sí, yo le doy permiso a la escuela para colocar a mi niño(a), _____, en el programa marcado arriba después del período de tres años.
- Yo solicito una reunión para discutir la recomendación antes de yo tomar una decisión.

Firma del Padre/Madre

Fecha



Data: _____

Szanowny/a _____

Twoje dziecko, _____ zostało zapisane do klasy _____ w programie zaznaczonym poniżej, na podstawie wyników testu biegłości w języku angielskim (ACCESS/W-APT Screener):

_____ Przejściowa edukacja dwujęzyczna
_____ Dwujęzyczne/Dwustronne zanurzenie

_____ Przejściowy program szkolenia
_____ Dwujęzyczna edukacja rozwojowa

Ten program pomoże Twojemu dziecku uczyć się angielskiego oraz przedmiotów wymaganych do promocji. Wierzmy, że ten program to najlepsza opcja zaspokajająca potrzeby edukacyjne Twojego dziecka i zapewniająca sukcesy w szkole. Informacja o tym programie, oraz o innych programach dostępnych dla uczniów ELL, w załączeniu.

Wyniki testów biegłości w języku angielskim dla Twojego dziecka zostały zaznaczone poniżej:

ACCESS dla ELLs™

Badany obszar	Punkty ucznia	Poziom biegłości 1-6
Słuchanie		
Mówienie		
Czytanie		
Pisanie		
Łącznie		

Poziom biegłości	Opis poziomów biegłości w języku angielskim
1 - Wstępny	Rozumie i używa minimum języka potocznego, oraz minimum języka akademickiego z pomocą wizualną.
2 - Początkujący	Rozumie i używa nieco języka potocznego, oraz ogólnego języka akademickiego z pomocą wizualną.
3 - Rozwijający się	Rozumie i używa języka potocznego, oraz specyficznego języka akademickiego z pomocą wizualną.
4 - Rozszerzony	Rozumie i używa języka potocznego oraz częściowo technicznego języka akademickiego.
5 - Wyrównany	Rozumie i używa potocznego i akademickiego języka pracując z materiałem na poziomie klasy
6 - Dojrzały	Rozumie i używa języka potocznego i akademickiego na najwyższym poziomie badanym przez ten test.

Potrzebujemy Twojej pisemnej zgody aby zapisać Twoje dziecko w tym programie trwającym ponad trzy lata.

Aby wyrazić swoją zgodę, podpisz załączony formularz i zwróć go do szkoły. Jeśli nie podpiszesz formularza, nie będziemy mogli zapisać Twojego dziecka do programu.

Jako rodzic masz prawo:

- Odwiedzić lekcje na które zapisano Twoje dziecko i spotkać nauczycieli aby dowiedzieć się więcej o programie.
- Odmówić zapisania w programie, wycofać niezwłocznie swoje dziecko z programu lub wybrać inny dostępny program. Możesz to zrobić wysyłając list do szkoły swojego dziecka. Odrzucenie proponowanego programu będzie oznaczało, że Twoje dziecko może trafić do programu z dominującym językiem angielskim.

Administrator szkoły

Zgoda rodzica/opiekuna na kontynuowanie zapisu
na rok szkolny

- _____ Przejściowa edukacja dwujęzyczna _____ Przejściowy program szkolenia
_____ Dwujęzyczne/Dwustronne zanurzenie _____ Dwujęzyczna edukacja rozwojowa

Wybierz jedno:

- _____ Tak, zezwalam szkole na umieszczenie mojego dziecka, _____, w
programie zaznaczonym powyżej, na okres przekraczający trzy lata.
- _____ Proszę o spotkanie aby przedyskutować rekomendacje przed podjęciem decyzji.

Podpis rodzica

Data

Notification Materials- Letter for Parent Refusal Previous Year



Leaders in Learning

Chicago Ridge School District 127.5
Dr. Bernard J. Jumbeck Administrative Center
6135 W. 108th Street
Chicago Ridge, IL 60415
Dr. Kevin B. Russell, Superintendent
Phone: (708) 636-2000 Fax: (708) 636-0916
www.crsd1275.org

Dear Parents of: _____

Based on the previous year's ACCESS assessment, your child continues to qualify for EL/Bilingual services. In the past, you declined services for your child and submitted a parent refusal letter.

If you would like your child to receive Bilingual/EL services this school year, you would need to do nothing. However, if you do not want your child to participate in the program this school year, you would need to write a letter indicating that you do not want services. In the letter, include the date, your child's name and your signature. You can return this letter to your child's EL teacher. Please keep in mind that your child will continue to take the yearly ACCESS for ELs test until they attain a proficient score to exit.

If you have questions or concerns, please email me at ssaid@crsd127.5.org I will be happy to speak with you.

Thank you,

Sarah Said, Director of English Learning
Chicago Ridge School District 127.5

Notification Materials- Letter for Parent Refusal Previous Year Arabic



Chicago Ridge
School District 127.5

منطقة مدارس شيكاغو ريدج 127.5
الدكتور برنارد ج جومباك مسؤول المركز الاداري
6135 غرب شارع 108
شيكاغو ريدج، الينويز 60412
الدكتور كيفين ب. راسل، المشرف العام
هاتف: 7086360916 فاكس 7086362000
www.crsd1275

31 اب 2016

السادة أولياء الأمور: -----

استنادا الى تقييم برنامج اكسس نعلمكم ان ابنك/ ابنتك مستمر في خدمات تعليم اللغة الثنائية . في حال رفضكم لهذا البرنامج في هذا العام الدراسي يرجى اعلامنا برسالة خطية لرفضكم.

سوف تحتاج إلى القيام بأي شيء. ومع ذلك، إذا كنت لا تريد EL / إذا كنت ترغب طفلك في الحصول على خدمات ثنائي اللغة لطفلك للمشاركة في برنامج هذا العام الدراسي، وكنت بحاجة إلى إرسال بريد إلكتروني تشير إلى أنك لا تريد الخدمات. في طفلك. يرجى أن نضع في اعتبارنا أن EL الرسالة، وتشمل التاريخ واسم طفلك وتوقيعك. يمكن إرجاع الرسالة إلى المعلم حتى بلوغهم درجة يتقن للخروج ELS سنوي لاختبار ACCESS طفلك سوف تستمر في اتخاذ

سأكون سعيدا للتحدث معك ssaid@crsd127.5.org إذا كان لديك أسئلة أو استفسارات، يرجى البريد الإلكتروني لي في

شكرا،

سارة سعيد، مدير تعليم الإنجليزية

منطقة شيكاغو ريدج مدرسة 127.5

Notification Materials- Program Description Letter Website Link

Program Description Access Letter



Chicago Ridge
School District 127.5

Dear Parent,

You can access our program description and all documents for our program on our website www.crsd1275.org. Please click on "Departments" on the top bar .Then click on the "English Learning" link. Finally, click on "Program Overview" on the side bar. Please contact your child's teacher if you would like an overview, but cannot access internet.

Thank you,
CRSD 127.5 English Learning Department

أولياء الأمور الأعزاء،
الانترنت على موقعنا على لبرنامجنا الوثائق وجميع برنامجنا وصف على الحصول يمكنكم
".الإنجليزية اللغة تعلم" الرابط على اضغط ثم العلوي الشريط على "الإدارات" على الضغط يرجى . www.crsd1275.org
، عامة نظرة في ترغب كنت إذا طفلك بمعلم الاتصال يرجى .الجانب الشريط على "البرنامج على العامة النظرة" على اضغط ،وأخيرا
.الإنترنت إلى الوصول يمكن لا ولكن

شكرا،
الإنجليزية باللغة التعلم إدارة 127.5 كرسد

Drogi rodzicu,

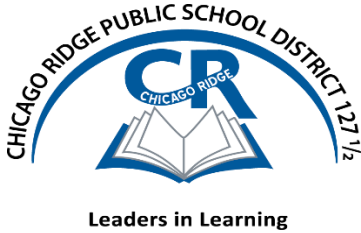
Możesz uzyskać dostęp do opisu naszego programu i wszystkich dokumentów na szkolnej stronie internetowej www.crsd1275.org. Kliknij na "Departamenty" na górnym pasku. Następnie wejdź na link "Nauka języka angielskiego". Na końcu kliknij "Przegląd programu" na bocznym pasku. Skontaktuj się z nauczycielem dziecka, jeśli chcesz mieć wgląd do dokumentów, ale nie masz dostępu do internetu.

Dziękuję,
CRSD 127.5 Dział Nauczania Języka Angielskiego

Querido padre,

Puede acceder a nuestra descripción del programa y todos los documentos en nuestro sitio web www.crsd1275.org. Presione en "Departamentos" en la barra superior. Luego presione en el enlace "Aprendizaje en inglés". Finalmente, presione en " Reseña del programa " en la barra lateral. Comuníquese con el maestro de su hijo o hija si desea obtener una visión general, pero no puede acceder a Internet.

Gracias,
CRSD 127.5 Departamento de Aprendizaje en ingles



Notification Materials Packet- WIDA ACCESS Letter English

Chicago Ridge School District 127.5
Dr. Bernard J. Jumbeck Administrative Center
6135 W. 108th Street
Chicago Ridge, IL 60415
Dr. Kevin B. Russell, Superintendent
Phone: (708) 636-2000 Fax: (708) 636-0916
www.crsd1275.org

Kindergarten ACCESS for ELLs

Students in Kindergarten take a paper format of the test which engages students with cards, books, and grade-appropriate test items. Students at this grade level take the test individually with a test administrator.

Key Terms to Know

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

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

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

WIDA ACCESS for ELLs 2.0

What is ACCESS for ELLs 2.0?

ACCESS for ELLs 2.0 is an English *language proficiency* assessment for Grades K–12. The test is administered every year to help school districts monitor the English *language development* of students identified as *English language learners*.

What is the purpose of the test?

ACCESS for ELLs 2.0 measures students' abilities to understand and produce English used within school settings. The four sections of the test are Listening, Reading, Speaking, and Writing.

Why does my child have to take the test?

Your child is identified as an *English language learner*. Your child will take the test every year until his/her scores meet the criteria to exit the language support program. Contact your child's school for more information on how your child was identified as an English language learner.

When will my child take the test?

Every state sets a time frame for schools to administer ACCESS for ELLs 2.0.

Schools schedule when students will take the four sections of the test during the testing time frame. Contact your child's school for more specific information on when your child is scheduled to take ACCESS for ELLs 2.0.

How are the test scores used?

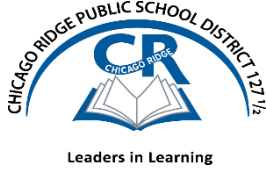
Scores from ACCESS for ELLs 2.0 can be used in many ways. Parents can use the scores to advocate for their child. Teachers use the scores to plan instruction and assessments. Districts use the scores to evaluate their language support programs, to monitor student progress in acquiring English, and to 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

Parents can use the following questions to obtain more information about their child's testing experience:

- How will my child take the test?
- Who will give my child ACCESS for ELLs 2.0?
- Where will my child take the test?
- Did someone from the school explain the test to my son/daughter?
- Are all of my child's teachers aware that he/she is taking the test?
- If my child has an Individualized Education Program (IEP), what accommodations will be provided to him/her during the test?
- When and how will the scores be shared with me?

Contact your child's school if you have questions about ACCESS for ELLs 2.0.



Notification Materials Packet- WIDA ACCESS Letter Arabic

Chicago Ridge School District 127.5
Dr. Bernard J. Jumbeck Administrative Center
6135 W. 108th Street
Chicago Ridge, IL 60415
Dr. Kevin B. Russell, Superintendent
Phone: (708) 636-2000 Fax: (708) 636-0916
www.crsd1275.org

اختبار ACCESS لدارسي اللغة الإنجليزية في مرحلة رياض الأطفال

يتسلم الطلبة في مرحلة رياض الأطفال نسخة ورقية من الاختبار والذي يتضمن استخدام الطلبة للبطاقات والكتب ومواد الاختبار الملائمة لفهم الدراسي. يقوم الطلبة في مستوى الصف الدراسي المذكور بإجراء هذا الاختبار بصورة فردية مع المسؤول عن الاختبار.

مصطلحات أساسية يجب أن تعرفها

دارسو اللغة الإنجليزية هم الطلبة المؤهلون ليتلقوا الدعم في تعلم اللغة الإنجليزية داخل المدرسة.

إتقان اللغة هو مقياس للمستوى الذي وصل إليه الطلبة في عملية تطور اللغة.

تطور اللغة هي عملية تستغرق بعض الوقت. ويتقدم الطلبة في هذه المنظومة بمعدلات مختلفة.

لدارسي WIDA من ACCESS اختبار
اللغة الإنجليزية النسخة 2.0

لدارسي اللغة الإنجليزية النسخة 2.0؟ ACCESS ما هو اختبار

لدارسي اللغة الإنجليزية النسخة 2.0 هو تقييم لمدى إتقان اللغة الإنجليزية للصفوف الدراسية ACCESS اختبار بداية من رياض الأطفال وحتى الصف 12. يتم تنظيم الاختبار كل عام لمساعدة المناطق التعليمية على مراقبة مدى تطور اللغة الإنجليزية لدى الطلبة والذين تم تعريفهم على أنهم دارسي اللغة الإنجليزية.

ما هو الغرض من الاختبار؟

لدارسي اللغة الإنجليزية النسخة 2.0 قدرات الطلبة على فهم وإنتاج ACCESS يقيس اختبار اللغة الإنجليزية المستخدمة داخل المدارس. الأقسام الأربعة للاختبار هي الاستماع والقراءة والتحدث والكتابة.

لماذا يجب أن يقوم ابني بإجراء الاختبار؟

تم تعريف ابني على أنه دارس للغة الإنجليزية. سيخضع ابني للاختبار كل عام حتى تصل درجاته/درجاتها إلى المعيار المطلوب للانتهاء من برنامج دعم اللغة. اتصل بمدرسة ابني للتعرف على مزيد من المعلومات عن كيف تم تعريف ابني على أنه دارس للغة الإنجليزية.

متى سيقوم ابني بإجراء الاختبار؟

لدارسي اللغة الإنجليزية النسخة 2.0 ACCESS تحدد كل ولاية إطار زمني تقوم خلاله المدارس بتنظيم اختبار تضع المدارس جدولاً زمنياً يحدد مواعيد إجراء الطلبة للأقسام الأربعة للاختبار خلال الإطار الزمني المحدد. اتصل لدارسي اللغة ACCESS بمدرسة ابني للحصول على معلومات أكثر تحديداً عن الموعد المحدد لإجراء اختبار الإنجليزية النسخة 2.0.

كيف يتم استخدام درجات الاختبار؟

لدارسي اللغة الإنجليزية النسخة 2.0 بطرق متعددة. يمكن أن ACCESS يمكن الاستفادة من درجات اختبار يستخدمها الآباء من أجل دعم وتشجيع أبنائهم. يستخدم المعلمون الدرجات من أجل التخطيط للتوجيهات الدراسية وعمليات التقييم. تستخدم المناطق التعليمية الدرجات لتقييم برامج دعم اللغة الخاصة بها، ولمراقبة مدى تقدم الطلبة في اكتساب مهارات اللغة الإنجليزية، ولتحديد إذا كان الطالب مؤهلاً للانتهاء برنامج دعم اللغة الإنجليزية. يتم استخدام الدرجات أيضاً من أجل استيفاء متطلبات المسؤولية الفيدرالية.

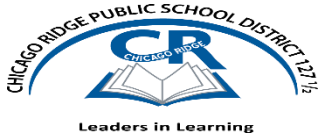
الأسئلة التي يجب طرحها

يمكن أن يستخدم الآباء الأسئلة التالية للحصول على مزيد من المعلومات عن تجربة الاختبار التي يقوم بها الأبناء.

- كيف سيقوم ابني بإجراء الاختبار؟
- لدارسي اللغة الإنجليزية النسخة 2.0؟ ACCESS من الذي سيعطي ابني اختبار
- أين سيقوم ابني بإجراء الاختبار؟
- هل قام شخص ما من المدرسة بتوضيح الاختبار لابني/ابنتي؟
- هل يعلم جميع معلمي ابني أنه سيخضع للاختبار؟
- ، فما هي التسهيلات التي سيتم توفيرها لابني/ابنتي أثناء الاختبار؟ (IEP) "برنامج التعليم الفردي" إذا كان ابني يستكمل متى وكيف سيتم إخطاري بالنتائج؟

لدارسي اللغة الإنجليزية النسخة 2.0 ACCESS اتصل بمدرسة ابني إذا كان لديك أي أسئلة عن اختبار

Notification Materials Packet- WIDA ACCESS Letter Spanish



Chicago Ridge School District 127.5

Dr. Bernard J. Jumbeck Administrative Center

6135 W. 108th Street

Chicago Ridge, IL 60415

Dr. Kevin B. Russell, Superintendent

Phone: (708) 636-2000 Fax: (708) 636-0916

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ACCESS for ELLs para kínder

Los alumnos de kínder toman la prueba en formato impreso y trabajan con tarjetas, libros e ítems de la prueba adecuados según el grado. Los alumnos de este nivel de grado toman la prueba de manera individual con un administrador de la prueba.

WIDA ACCESS for ELLs
2.0

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.

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

¿Qué es ACCESS for ELLs 2.0?

ACCESS for ELLs 2.0 es una prueba de *desempeño lingüístico* en inglés para niños desde el grado kínder hasta 12.º grado. La prueba se administra todos los años con el objetivo de ayudar a los distritos escolares a monitorear el *desarrollo del lenguaje* de alumnos identificados como *aprendices del inglés*.

¿Cuál es el propósito de la prueba?

La prueba ACCESS for ELLs 2.0 mide las capacidades de los alumnos para comprender y producir el inglés usado dentro de entornos escolares. Las cuatro secciones de la prueba son Escuchar, Leer, Hablar y Escribir.

¿Por qué tiene que tomar la prueba mi hijo/a?

Su hijo/a fue identificado/a como *aprendiz del inglés*. Su hijo/a tomará la prueba todos los años hasta que su puntuación alcance los criterios necesarios para salir del programa de apoyo lingüístico. Comuníquese con la escuela de su hijo/a para obtener más información sobre cómo se identificó su hijo/a como un aprendiz del inglés.

¿Cuándo tomará la prueba mi hijo/a?

Cada estado establece un marco de tiempo para que las escuelas administren la prueba ACCESS for ELLs 2.0. Las escuelas programan cuándo los alumnos tomarán las cuatro secciones de la prueba durante el marco de tiempo evaluativo. Comuníquese con la escuela de su hijo/a para obtener información más específica sobre la fecha programada para que su hijo/a tome la prueba ACCESS for ELLs 2.0.

¿Cómo se utilizan las puntuaciones 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 para plantear

Los padres de familia pueden usar las siguientes preguntas para obtener más información acerca de la experiencia evaluativa de sus hijos/as:

- ¿De qué manera tomará la prueba mi hijo/a?
- ¿Quién estará a cargo de la administración de la prueba ACCESS for ELLs 2.0 que tomará mi hijo/a?
- ¿Dónde tomará la prueba mi hijo/a?
- ¿Alguien de la escuela le explicó la prueba a mi hijo/a?
- ¿Todos los maestros de mi hijo/a están al tanto de que él/ella tomará la prueba?
- Si mi hijo/a participa en un Programa de Educación Personalizada, ¿qué adaptaciones se le ofrecerán durante la prueba?
- ¿Cuándo y de qué manera se compartirán las puntuaciones conmigo?

Si tiene preguntas acerca de la prueba ACCESS for ELLs 2.0, comuníquese con la escuela de su hijo.



Leaders in Learning

Chicago Ridge School District 127.5

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Dear Classroom Teacher,

We are excited to work with you this year. Please take a moment to look over information that is provided in this folder. Never hesitate to come to us with questions you may have. Please utilize your EL teachers as a resource. You can also email me at ssaid@crsd1275.org. In this packet, you will find the following:

- EL Cheat Sheet with Simple Strategies
- ELLevation information sheets on each student
- Can Do Chart
- Student ACCESS scores

These documents will eventually become part of your classroom English Learner folder. We are here to support you and together we can help build our students in Listening, Speaking, Reading, and Writing.

Thank you for all that you do!
Mrs. Said, Director of English Learning
and
The CRSD 127.5 English Learning Team

English Learner Strategy Cheat Sheet

- 1) Simplify for language (Homework, Tests, Provide Study Guides)
 - Oral - Drawings - Physical Response - Manipulatives
- 2) Pair/Group Work (Cooperative Learning Strategies)
- 3) Repeat/Rephrase (Model Spoken Language)
- 4) Visuals (maps, graphs, photographs, drawings, charts, graphic organizers)
- 5) Slow Down/Use Gestures/Body Language
- 6) Allow sufficient wait time
- 7) Vocabulary: will require direct instruction of key terms
 - Pronunciation - connect to prior knowledge - hidden vocabulary

English Learner Strategy Cheat Sheet

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Classroom Teacher Notification Packet- Can Do Chart Grades Pre K-KG

Domain	Level 1 - Entering		Level 2 - Beginning		Level 3 - Developing		Level 4 - Expanding		Level 5 - Bridging		Level 6
	Can Do	Names	Can Do	Names	Can Do	Names	Can Do	Names	Can Do	Names	
Listening	<ul style="list-style-type: none"> Match oral language to classroom and everyday objects Point to stated pictures in context Respond non-verbally to oral commands or statements (e.g., through physical movement) Find familiar people and places named orally 		<ul style="list-style-type: none"> Sort pictures or objects according to oral instructions Match pictures, objects or movements to oral descriptions Follow one-step oral directions Identify simple patterns described orally Respond with gestures to songs, chants, or stories 		<ul style="list-style-type: none"> Follow two-step oral directions, one step at a time Draw pictures in response to oral instructions Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) Act out songs and stories using gestures 		<ul style="list-style-type: none"> Find pictures that match oral descriptions Follow oral directions and compare with visual or nonverbal models Distinguish between what happens first and next in oral activities or readings Role play in response to stories read aloud 		<ul style="list-style-type: none"> Order pictures of events according to sequence language Arrange objects or pictures according to descriptive oral discourse Identify pictures/realia associated with grade-level academic concepts from oral descriptions Make patterns from real objects or pictures based on detailed oral descriptions 		
Speaking	<ul style="list-style-type: none"> Identify people or objects in illustrated short stories Repeat words, simple phrases Answer yes/no questions about personal information Name classroom and everyday objects 		<ul style="list-style-type: none"> Retell some facts from illustrated short stories Describe pictures, classroom objects or familiar people using simple phrases Answer questions with one or two words Complete phrases in rhymes, songs, and chants 		<ul style="list-style-type: none"> Retell short narrative stories through pictures Repeat sentences from rhymes and patterned stories Make predictions (e.g., "What will happen next?") Answer explicit questions from stories read aloud (e.g., who, what, or where) 		<ul style="list-style-type: none"> Retell narrative stories through pictures with emerging detail Sing repetitive songs and chants independently Compare attributes of real objects Indicate spatial relations of real-life objects using phrases or short sentences 		<ul style="list-style-type: none"> Tell original stories with emerging detail Explain situations (e.g., involving feelings) Offer personal opinions Express likes, dislikes, or preferences with reasons 		
Reading	<ul style="list-style-type: none"> Match icons and symbols to corresponding pictures Identify name in print Find matching words or pictures Find labeled real-life classroom objects 		<ul style="list-style-type: none"> Match examples of the same form of print Distinguish between same and different forms of print (e.g., single letters and symbols) Demonstrate concepts of print Match labeled pictures to those in illustrated scenes 		<ul style="list-style-type: none"> Use pictures to identify words Classify visuals according to labels or icons (e.g., animals v. plants) Demonstrate concepts of print (e.g., title, author, illustration) Sort labeled pictures by attribute (e.g., number, initial sound) 		<ul style="list-style-type: none"> Identify some high frequency words in context Order a series of labeled pictures described orally to tell stories Match pictures to phrases/ short sentences Classify labeled pictures by two attributes (e.g., size and color) 		<ul style="list-style-type: none"> Find school-related vocabulary items Differentiate between letters, words, and sentences String words together to make short sentences Indicate features of words, phrases, or sentences that are the same and different 		
Writing	<ul style="list-style-type: none"> Draw pictures and scribble Circle or underline pictures, symbols, and numbers Trace figures and letters Make symbols, figures or letters from models and realia (e.g., straws, clay) 		<ul style="list-style-type: none"> Connect oral language to print (e.g., language experience) Reproduce letters, symbols, and numbers from models in context Copy icons of familiar environmental print Draw objects from models and label with letters 		<ul style="list-style-type: none"> Communicate using letters, symbols, and numbers in context Make illustrated "notes" and cards with distinct letter combinations Make connections between speech and writing Reproduce familiar words from labeled models or illustrations 		<ul style="list-style-type: none"> Produce symbols and strings of letters associated with pictures Draw pictures and use words to tell a story Label familiar people and objects from models Produce familiar words/phrases from environmental print and illustrated text 		<ul style="list-style-type: none"> Create content-based representations through picture and words Make "story books" with drawings and words Produce words/phrases independently Relate everyday experiences using phrases/short sentences 		

CAN DO's ELL Student Chart – Grade Level Cluster 1-2

Domain	Level 1 - Entering		Level 2 - Beginning		Level 3 - Developing		Level 4 - Expanding		Level 5 - Bridging		Level 6
	Can Do	Names	Can Do	Names	Can Do	Names	Can Do	Names	Can Do	Names	
Listening	<ul style="list-style-type: none"> Follow modeled, one-step oral directions Identify pictures of everyday objects as stated orally (e.g., in books) Point to real-life objects reflective of content related vocabulary or oral statements Mimic gestures or movement associated with statements 		<ul style="list-style-type: none"> Match oral reading of stories to illustrations Carry out two- to three step oral commands (e.g., "Take out your science book. Now turn to page 25.") Sequence a series of oral statements using real objects or pictures Locate objects described orally 		<ul style="list-style-type: none"> Follow modeled multi-step oral directions Sequence pictures of stories read aloud (e.g., beginning, middle, and end) Match people with jobs or objects with functions based on oral descriptions Classify objects according to descriptive oral statements 		<ul style="list-style-type: none"> Compare/contrast objects according to physical attributes based on oral information Find details in illustrated narrative, or expository text read aloud Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed descriptions 		<ul style="list-style-type: none"> Use context clues to gain meaning from grade-level text read orally Apply ideas from oral discussions to new situations Use pre-information from oral reading of narrative or expository text Identify ideas/concepts expressed with grade-level content-specific language 		
Speaking	<ul style="list-style-type: none"> Repeat simple words, phrases, and memorized chunks of language Respond to visually supported questions of academic content with one word or phrase Identify and name everyday objects Participate in whole group chants and songs 		<ul style="list-style-type: none"> Use first language to fill in gaps in oral English (code switch) Repeat facts or statements Describe what people do from action pictures (e.g., jobs or community workers) Compare real-life objects (e.g., "smaller," "bigger") 		<ul style="list-style-type: none"> Ask questions of a social nature Express feelings (e.g., "I'm happy because...") Retell simple stories from picture cues Sort and explain grouping of objects Make predictions or hypotheses Distinguish features of content-based phenomena 		<ul style="list-style-type: none"> Ask questions for social and academic purposes Participate in class discussions on familiar social and academic topics Retell stories with details Sequence stories with transitions 		<ul style="list-style-type: none"> Use academic vocabulary in class discussions Express and support ideas with examples Give oral presentations on content-based topics approaching grade level Initiate conversation with peers and teachers 		
Reading	<ul style="list-style-type: none"> Identify symbols, icons, and environmental print Connect print to visuals Match real-life familiar objects to labels Follow directions using diagrams or pictures 		<ul style="list-style-type: none"> Search for pictures associated with word patterns Identify and interpret pretaught labeled diagrams Match voice to print by pointing to icons, letters, or illustrated words Sort words into word families 		<ul style="list-style-type: none"> Make text-to-self connections with prompting Select titles to match a series of pictures Sort illustrated content words into categories Match phrases and sentences to pictures 		<ul style="list-style-type: none"> Put words in order to form sentences Identify basic elements of fictional stories (e.g., title, setting, characters) Follow sentence-level directions Distinguish between general and specific language (e.g., "flower v. rose) in context 		<ul style="list-style-type: none"> Begin using features of non-fiction text to aid comprehension Use learning strategies (e.g., context clues) Identify main ideas Match figurative language to illustrations (e.g., "as big as a house") 		
Writing	<ul style="list-style-type: none"> Copy written language Use first language (L1, when L1 is a medium of instruction) to help from works in English Communicate through drawings Label familiar objects or pictures 		<ul style="list-style-type: none"> Provide information using graphic organizers Generate lists of words/phrases from banks or walls Complete modeled sentence starters Describe people, places, or objects from illustrated examples and models 		<ul style="list-style-type: none"> Engage in prewriting strategies (e.g., use of graphic organizers) Form simple sentences using word/phrases banks Participate in interactive journal writing Give content-based information using visuals or graphics 		<ul style="list-style-type: none"> Produce original sentences Create messages for social purposes (e.g., get well cards) Compose journal entries about personal experiences Use classroom resources to compose sentences 		<ul style="list-style-type: none"> Create a related series of sentences in response to prompts Produce content-related sentences Compose stories Explain processes or procedures using connected sentences 		

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CAN DO'S ELL Student Chart – Grade Level Cluster 3-5

Classroom Teacher Notification Packet- Can Do Chart Grades 3-5

Domain	Level 1 - Entering		Level 2 - Beginning		Level 3 - Developing		Level 4 - Expanding		Level 5 - Bridging		Level 6
	Can Do	Names	Can Do	Names	Can Do	Names	Can Do	Names	Can Do	Names	
Listening	<ul style="list-style-type: none"> Point to stated pictures, words, or phrases Follow 1-step oral directions Identify objects, figures, people from oral statements. Match classroom language to routines 		<ul style="list-style-type: none"> Categorize content-based pictures Arrange pictures and objects per oral information Follow 2-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 		<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 		<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work from oral readings, videos, or multi-media 		<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas 		
Speaking	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams & pictures. Recite words/phrases from pictures of everyday objects from oral modeling Answer yes-no questions 		<ul style="list-style-type: none"> Ask simple, everyday questions Restate content based facts Describe pictures, events, objects or people using phrases, short sentences Share basic social information with peers 		<ul style="list-style-type: none"> Answer simple content based questions Retell short stories or events Make predictions or hypotheses from Offer solutions to social conflict Present content-based information Engage in problem-solving 		<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 		<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade level problem-solving Explain in detail results of inquiry (e.g., scientific experiments) 		
Reading	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 		<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to root words in context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Draw a star in the sky.") 		<ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases 		<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales) Match graphic organizers to different texts Find details that support main ideas Differentiate between fact and opinion in 		<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level 		
Writing	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word or phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 		<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually supported materials 		<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content based information Describe events, people, processes, procedures 		<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author or multiple forms of writing from models Explain strategies or use of information in solving problems 		<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports 		

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Classroom Teacher Notification Packet- Can Do Chart Grades 6-8

CAN DO's ELL Student Chart – Grade Level Cluster 6 - 8

Do main	Level 1 - Entering		Level 2 - Beginning		Level 3 - Developing		Level 4 - Expanding		Level 5 - Bridging		Level 6
	Can Do	Names	Can Do	Names	Can Do	Names	Can Do	Names	Can Do	Names	
L I S T E N I N G	<ul style="list-style-type: none"> Follow one-step oral commands/instructions Match social language to visual/graphic displays Identify objects, people, or places from oral statements/questions using gestures Match instructional language with visual representation 		<ul style="list-style-type: none"> Follow multi-step oral commands/instructions Classify/sort content-related visuals per oral descriptions Sequence visuals per oral directions Identify information on charts or tables based on oral statements 		<ul style="list-style-type: none"> Categorize content based examples from oral directions Match main ideas of familiar text read aloud to visuals Use learning strategies described orally Identify everyday examples of content-based concepts described orally Associate oral language with different time frames 		<ul style="list-style-type: none"> Identify main ideas and details of oral discourse Complete content-related tasks or assignments based on oral discourse Apply learning strategies to new situations Role play, dramatize, or re-enact scenarios from oral reading 		<ul style="list-style-type: none"> Use oral information to accomplish grade-level tasks Evaluate intent of speech and act accordingly Make inferences from grade-level text read aloud Discriminate among multiple genres read orally 		
S P E A K I N G	<ul style="list-style-type: none"> Answer yes/no and choice questions Begin to use general and high frequency vocabulary Repeat words, short phrases, memorized chunks Answer select WH- questions within context of lessons or personal experiences 		<ul style="list-style-type: none"> Convey content through high frequency words/phrases State big/main ideas of classroom conversation Describe situations from modeled sentences Describe routines and everyday events Express everyday needs and wants Communicate in social situations Make requests 		<ul style="list-style-type: none"> Begin to express time through multiple tenses Retell/rephrase ideas from speech Give brief oral content based presentations State opinions Connect ideas in discourse using transitions Use different registers inside and outside class State big/main ideas with some supporting details Ask for clarification 		<ul style="list-style-type: none"> Paraphrase and summarize ideas presented orally Defend a point of view Explain outcomes Explain and compare content-based concepts Connect ideas with Supporting details /evidence Substantiate opinions with reasons and evidence 		<ul style="list-style-type: none"> Defend a point of view and give reasons Use and explain metaphors and similes Communicate with fluency in social and academic contexts Negotiate meaning in group discussions Discuss and give examples of abstract, content-based ideas 		
R E A D I N G	<ul style="list-style-type: none"> Associate letters with sounds and objects Match content-related objects/pictures to words Identify common symbols, signs and words Recognize concepts of print Find single word responses to WH questions Use picture dictionaries 		<ul style="list-style-type: none"> Sequence illustrated text of fictional and non-fictional events Locate main ideas in a series of simple sentences Find information from text Follow text read aloud Sort/group pre-taught words/phrases Use pre-taught vocabulary to complete simple sentences Use L1 to support L2 Use bilingual dictionaries and glossaries 		<ul style="list-style-type: none"> Identify topic sentences, main ideas and details in paragraphs Identify multiple meanings of words in context Use context clues Make predictions based on illustrated text Identify frequently used affixes and root words to make/extract meaning Identify frequently used affixes and root words to make/extract meaning Initiate between fact and opinion Answer questions about explicit information in texts Use English dictionaries and glossaries 		<ul style="list-style-type: none"> Order paragraphs Identify summaries of passages Identify figurative language Interpret adapted classics or modified text Match cause to effect Identify specific language of different genres and formal texts Use an array of strategies 		<ul style="list-style-type: none"> Differentiate and apply multiple meanings of words/phrases Apply strategies to new situations Infer meaning from modified grade-level text Critique material and support argument Sort grade-level text by genre 		

File Folder Contents- File Folder Checklist

Year	20__-20__	20__-20__	20__-20__	20__-20__	20__-20__	20__-20__	20__-20__	20__-20__	20__-20__	20__-20__	20__-20__
	Date & Initial	Date & Initial	Date & Initial	Date & Initial	Date & Initial	Date & Initial	Date & Initial	Date & Initial	Date & Initial	Date & Initial	Date & Initial
Copy of Home Language Survey											
Report Card Waiver Form											
Report Card											
Screener Booklet											
ACCESS score Report											
ELL Progress Report											
Parent Notification (1-3 Years)											
Parent Notification (3 years and beyond)											
Rationale for Part Time TBE Placement											
Exit Letter											
Monitoring Form											
Parent Letter to Re-enroll into EL Program											
Parent Refusal Letter											

File Folder Contents- Part-Time TBE Rationale Form

Part-Time Transitional Bilingual Education (TBE) Placement Rationale

Student Name: _____ Current Grade _____ Date _____

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

Pre-K through Kindergarten EL Progress Report

Student Name: _____ School: _____ Year: _____

Grade: _____ Quarter: 1 2 3 4

Your child is enrolled in the: TBE TPI program

	Entering	Emerging	Developing	Expanding	Bridging
Listening	<p>Match oral language to classroom and everyday objects</p> <p>Point to stated pictures in context</p> <p>Respond nonverbally to oral commands or statements (e.g., through physical movement)</p> <p>Find familiar people and places named orally</p>	<p>Sort pictures or objects according to oral instructions</p> <p>Match pictures, objects or movements to oral descriptions</p> <p>Follow one-step oral directions (e.g., “stand up”; “sit down”)</p> <p>Identify simple patterns described orally</p> <p>Respond with gestures to songs, chants, or stories</p>	<p>Follow two-step oral directions, one step at a time</p> <p>Draw pictures in response to oral instructions</p> <p>Respond nonverbally to confirm or deny facts (e.g., thumbs up, thumbs down)</p> <p>o Act out songs and stories using gestures</p>	<p>Find pictures that match oral descriptions</p> <p>Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”)</p> <p>Distinguish between what happens first and next in oral activities or readings</p> <p>Role play in response to stories read aloud</p>	<p>Order pictures of events according to sequential language</p> <p>Arrange objects or pictures according to descriptive oral discourse</p> <p>Identify pictures / real life objects associated with grade-level academic concepts from oral descriptions</p> <p>Make patterns from real objects or pictures based on detailed oral descriptions</p>
Speaking	<p>Identify people or objects in illustrated short stories</p> <p>Repeat words, simple phrases</p> <p>Answer yes/no questions about personal information</p> <p>Name classroom and everyday objects</p>	<p>Restate some facts from illustrated short stories</p> <p>Describe pictures, classroom objects or familiar people using simple phrases</p> <p>Answer questions with one or two words (e.g., “Where is Sonia?”)</p> <p>Complete phrases in rhymes, songs, and chants</p>	<p>Retell short narrative stories through pictures.</p> <p>Repeat sentences from rhymes and patterned stories</p> <p>Make predictions (e.g., “What will happen next?”)</p> <p>Answer explicit questions from stories read aloud (e.g., who, what, or where)</p>	<p>Retell narrative stories through pictures with emerging detail</p> <p>Sing repetitive songs and chants independently</p> <p>Compare attributes of real objects (e.g., size, shape, color)</p> <p>Indicate spatial relations of real-life objects using phrases or short sentences</p>	<p>Tell original stories with emerging detail</p> <p>Explain situations (e.g., involving feelings)</p> <p>Offer personal opinions</p> <p>Express likes, dislikes, or preferences with reasons</p>

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	Entering	Emerging	Developing	Expanding	Bridging
Reading	<p>Match icons and symbols to corresponding pictures</p> <p>Identify name in print</p> <p>Find matching words or pictures</p> <p>Find labeled real-life classroom objects</p>	<p>Match examples of the same form of print</p> <p>Distinguish between same and different forms of print (e.g., single letters and symbols)</p> <p>Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page)</p> <p>Match labeled pictures to those in illustrated scenes</p>	<p>Use pictures to identify words</p> <p>Classify visuals according to labels or icons (e.g., animals v. plants)</p> <p>Demonstrate concepts of print (e.g., title, author, illustrator)</p> <p>Sort labeled pictures by attribute (e.g., number, initial sound)</p>	<p>Identify some high-frequency words in context</p> <p>Order a series of labeled pictures described orally to tell stories</p> <p>Match pictures to phrases/ short sentences</p> <p>Classify labeled pictures by two attributes (e.g., size and color)</p>	<p>Find school-related vocabulary items</p> <p>Differentiate between letters, words, and sentences</p> <p>String words together to make short sentences</p> <p>Indicate features of words, phrases, or sentences that are the same and different</p>
Writing	<p>Draw pictures and scribble</p> <p>Circle or underline pictures, symbols, and numbers</p> <p>Trace figures and letters</p> <p>Make symbols, figures or letters from models and realia (e.g., straws, clay)</p>	<p>Connect oral language to print (e.g., language experience)</p> <p>Reproduce letters, symbols, and numbers from models in context</p> <p>Copy icons of familiar environmental print</p> <p>Draw objects from models and label with letters</p>	<p>Communicate using letters, symbols, and numbers in context</p> <p>Make illustrated “notes” and cards with distinct letter combinations</p> <p>Make connections between speech and writing</p> <p>Reproduce familiar words from labeled models or illustrations</p>	<p>Produce symbols and strings of letters associated with pictures</p> <p>Draw pictures and use words to tell a story</p> <p>Label familiar people and objects from models</p> <p>Produce familiar words/phrases from environmental print and illustrated text</p>	<p>Create content-based representations through pictures and words</p> <p>Make “story books” with drawings and words</p> <p>Produce words/phrases independently</p> <p>Relate everyday experiences using phrases/short sentences</p>

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*Please view more detail of your child’s progress on the Seesaw account you were provided with.

Grades 1-2

EL Progress Report

Student Name: _____ School: _____ Year: _____

Grade: _____ Trimester: 1 2 3

Your child is enrolled in the: TBE TPI program

	Entering	Emerging	Developing	Expanding	Bridging
Listening	<p>Follow modeled, one-step oral directions ("Find a pencil.")</p> <p>Identify pictures of everyday objects as stated orally (in books)</p> <p>Point to real-life objects reflective of content-related vocabulary or oral statements</p> <p>Mimic gestures or movement associated with statements</p>	<p>Match oral reading of stories to illustrations</p> <p>Carry out two- to three-step oral commands ("Take out your science book. Now turn to page 25.")</p> <p>Sequence a series of oral statements using real objects or pictures</p> <p>Locate objects described orally</p>	<p>Follow modeled multi-step oral directions</p> <p>Sequence pictures of stories read aloud (beginning, middle, and end)</p> <p>Match people with jobs or objects with functions based on oral descriptions</p> <p>Classify objects according to descriptive oral statements</p>	<p>Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information</p> <p>Find details in illustrated, narrative, or expository text read aloud</p> <p>Identify illustrated activities from oral descriptions</p> <p>Locate objects, figures, places based on visuals and detailed oral descriptions</p>	<p>Use context clues to gain meaning from grade-level text read orally</p> <p>Apply ideas from oral discussions to new situations</p> <p>Interpret information from oral reading of narrative or expository text</p> <p>Identify ideas/concepts expressed with grade-level content-specific language</p>
Speaking	<p>Repeat simple words, phrases, and memorized chunks of language</p> <p>Respond to visually-supported (calendar) questions of academic content with one word or phrase</p> <p>Identify and name everyday objects</p> <p>Participate in whole group chants and songs</p>	<p>Use first language to fill in gaps in oral English (code switch)</p> <p>Repeat facts or statements</p> <p>Describe what people do from action pictures (jobs of community workers)</p> <p>Compare real-life objects ("smaller," "biggest")</p>	<p>Ask questions of a social nature</p> <p>Express feelings ("I'm happy because...")</p> <p>Retell simple stories from picture cues</p> <p>Sort and explain grouping of objects sink v. float)</p> <p>Make predictions or hypotheses</p> <p>Distinguish features of content-based phenomena (caterpillar, butterfly)</p>	<p>Ask questions for social and academic purposes</p> <p>Participate in class discussions on familiar social and academic topics</p> <p>Retell stories with details</p> <p>Sequence stories with transitions</p>	<p>Use academic vocabulary in class discussions</p> <p>Express and support ideas with examples</p> <p>Give oral presentations on content-based topics approaching grade level</p> <p>o Initiate conversation with peers and teachers</p>

	Entering	Emerging	Developing	Expanding	Bridging
Reading	<p>Identify symbols, icons, and environmental print</p> <p>Connect print to visuals</p> <p>Match real-life familiar objects to labels</p> <p>Follow directions using diagrams or pictures</p>	<p>Search for pictures associated with word patterns</p> <p>Identify and interpret pre-taught labeled diagrams</p> <p>Match voice to print by pointing to icons, letters, or illustrated words</p> <p>Sort words into word families</p>	<p>Make text-to-self connections with prompting</p> <p>Select titles to match a series of pictures</p> <p>Sort illustrated content words into categories</p> <p>Match phrases and sentences to pictures</p>	<p>Put words in order to form sentences</p> <ul style="list-style-type: none"> o Identify basic elements of fictional stories (e.g., title, setting, characters) <p>Follow sentence-level directions</p> <p>Distinguish between general and specific language (e.g., flower v. rose) in context</p>	<p>Begin using features of non-fiction text to aid comprehension</p> <p>Use learning strategies (e.g., context clues)</p> <p>Identify main ideas</p> <p>Match figurative language to illustrations (“as big as a house”)</p>
Writing	<p>Copy written language</p> <p>Use first language (L1, when L1 is a medium of instruction) to help form words in English</p> <p>Communicate through drawings</p> <p>Label familiar objects or pictures.</p>	<p>Provide information using graphic organizers</p> <p>Generate lists of words/phrases from banks or walls</p> <p>Complete modeled sentence starters (“I like ____.”)</p> <p>Describe people, places, or objects from illustrated examples and models.</p>	<p>Engage in prewriting strategies (use of graphic organizers)</p> <p>Form simple sentences using word/phrase banks</p> <p>Participate in interactive journal writing</p> <p>Give content-based information using visuals or graphics</p>	<p>Produce original sentences</p> <p>Create messages for social purposes (get well cards)</p> <p>Compose journal entries about personal experiences</p> <p>Use classroom resources (picture dictionaries) to compose sentences</p>	<p>Create a related series of sentences in response to prompts</p> <p>Produce content-related sentences</p> <p>Compose stories</p> <p>Explain processes or procedures using connected sentences</p>

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*Please view more detail of your child’s progress on the Seesaw account you were provided with.

Grades 3-5

EL Progress Report

Student Name: _____ School: _____ Year: _____

Grade: _____ Trimester: 1 2 3

Your child is enrolled in the: TBE TPI program

	Entering	Emerging	Developing	Expanding	Bridging
Listening	<p>Point to stated pictures, words, or phrases</p> <p>Follow one-step oral directions (e.g., physically or through drawings)</p> <p>Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?")</p> <p>Match classroom oral language to daily routines</p>	<p>Categorize content-based pictures or objects from oral descriptions</p> <p>Arrange pictures or objects per oral information</p> <p>Follow two-step oral directions</p> <p>Draw in response to oral descriptions</p> <p>Evaluate oral information (e.g., about lunch options)</p>	<p>Follow multi-step oral directions</p> <p>Identify illustrated main ideas from paragraph-level oral discourse</p> <p>Match literal meanings of oral descriptions or oral reading to illustrations</p> <p>Sequence pictures from oral stories, processes, or procedures</p>	<p>Interpret oral information and apply to new situations</p> <p>Identify illustrated main ideas and supporting details from oral discourse</p> <p>Infer from and act on oral information</p> <p>Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media</p>	<p>Carry out oral instructions containing grade-level, content-based language</p> <p>Construct models or use manipulatives to problem-solve based on oral discourse</p> <p>Distinguish between literal and figurative language in oral discourse</p> <p>Form opinions of people, places, or ideas from oral scenarios</p>
Speaking	<p>Express basic needs or conditions</p> <p>Name pre-taught objects, people, diagrams, or pictures</p> <p>Recite words or phrases from pictures of everyday objects and oral modeling</p> <p>Answer yes/no and choice questions</p>	<p>Ask simple, everyday questions (e.g., "Who is absent?")</p> <p>Restate content-based facts</p> <p>Describe pictures, events, objects, or people using phrases or short sentences</p> <p>Share basic social information with peers</p>	<p>Answer simple content-based questions</p> <p>Re/tell short stories or events</p> <p>Make predictions or hypotheses from discourse</p> <p>Offer solutions to social conflict</p> <p>Present content-based information</p> <p>Engage in problem-solving</p>	<p>Answer opinion questions with supporting details</p> <p>Discuss stories, issues, and concepts</p> <p>Give content-based oral reports</p> <p>Offer creative solutions to issues/problems</p> <p>Compare/contrast content-based functions and relationships</p>	<p>Justify/defend opinions or explanations with evidence</p> <p>Give content-based presentations using technical vocabulary</p> <p>Sequence steps in grade-level problem-solving</p> <p>Explain in detail results of inquiry (e.g., scientific experiments)</p>

	Entering	Emerging	Developing	Expanding	Bridging
Reading	<p>Match icons or diagrams with words/concepts</p> <p>Identify cognates from first language, as applicable</p> <p>Make sound/symbol/word relations</p> <p>Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)</p>	<p>Identify facts and explicit messages from illustrated text</p> <p>Find changes to root words in context</p> <p>Identify elements of story grammar (e.g., characters, setting)</p> <p>Follow visually supported written directions (e.g., “Draw a star in the sky.”)</p>	<p>Interpret information or data from charts and graphs</p> <p>Identify main ideas and some details</p> <p>Sequence events in stories or content-based processes</p> <p>Use context clues and illustrations to determine meaning of words/phrases</p>	<p>Classify features of various genres of text (e.g., “and they lived happily ever after” — fairy tales)</p> <p>Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)</p> <p>Find details that support main ideas</p> <p>Differentiate between fact and opinion in narrative and expository text</p>	<p>Summarize information from multiple related sources</p> <p>Answer analytical questions about grade-level text</p> <p>Identify, explain, and give examples of figures of speech</p> <p>Draw conclusions from explicit and implicit text at or near grade level</p>
Writing	<p>Label objects, pictures, or diagrams from word/phrase banks</p> <p>Communicate ideas by drawing</p> <p>Copy words, phrases, and short sentences</p> <p>Answer oral questions with single words</p>	<p>Make lists from labels or with peers</p> <p>Complete/produce sentences from word/ phrase banks or walls</p> <p>Fill in graphic organizers, charts, and tables</p> <p>oMake comparisons using real-life or visually-supported materials</p>	<p>Produce simple expository or narrative text</p> <p>String related sentences together</p> <p>Compare/contrast content-based information</p> <p>Describe events, people, processes, procedures</p>	<p>Take notes using graphic organizers</p> <ul style="list-style-type: none"> o Summarize content-based information <p>Author multiple forms of writing (e.g., expository, narrative, persuasive) from models</p> <p>Explain strategies or use of information in solving problems</p>	<p>Produce extended responses of original text approaching grade level</p> <p>Apply content-based information to new contexts</p> <p>Connect or integrate personal experiences with literature/content</p> <p>Create grade-level stories or reports</p>

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INFORME DE PROGRESO DE INGLÉS COMO SEGUNDO IDIOMA PK-K

Nombre del estudiante: _____ Escuela: _____ Año: _____

Grado: _____ Trimestre: 1 2 3

Su hijo/a está inscrito en el programa: TBE TPI

	Entrado	Emergiendo	Desarrollando	Extendiendo	Conectando
Escuchar	<p>Emparejar lenguaje oral con objetos en el salón de clase y objetos diarios</p> <p>Señalar dibujos mencionados de un context</p> <p>Responder a instrucciones verbales con movimientos físicos</p> <p>Encontrar personas familiares en lugares descritos verbalmente</p>	<p>Clasificar dibujos u objetos siguiendo instrucciones verbales</p> <p>Emparejar dibujos, objetos, movimientos con instrucciones verbales</p> <p>Seguir instrucciones verbales de un paso (ejemplo: párate, siéntate)</p> <p>Identificar patrones/ pautas simples descritos/as verbalmente</p> <p>Responder con gestos a canciones o cuentos modelados por el maestro</p>	<p>Seguir instrucciones verbales de dos pasos un paso al tiempo</p> <p>Hacer dibujos como respuesta a instrucciones verbales</p> <p>Responder con movimientos físicos para confirmar o negar hechos (ejemplo: mover la cabeza para indicar sí o no)</p> <p>Actuar canciones y cuentos con gestos</p>	<p>Encontrar dibujos siguiendo descripciones verbales</p> <p>Seguir instrucciones verbales y compararlas a visuales</p> <p>modelos no verbales (ejemplo: “Dibuja un círculo debajo de la línea”)</p> <p>Distinguir entre lo que pasa antes o después en actividades verbales o cuentos</p> <p>Actuar en respuesta a cuentos leídos en voz alta</p>	<p>Ordenar dibujos de eventos de acuerdo a lenguaje secuencial</p> <p>Organizar objetos o dibujos de acuerdo a discurso descriptivo</p> <p>Identificar dibujos de descripciones verbales asociados con conceptos académicos de acuerdo al nivel escolar</p> <p>Hacer patrones de objetos reales o dibujos basados en descripciones verbales detalladas</p>
Hablar	<p>Identificar personas u objetos en cuentos cortos ilustrados</p> <p>Repetir palabras, frases simples o</p> <p>Contestar preguntas de “sí o no” acerca de información personal</p> <p>Nombrar objetos en el salón y objetos diarios</p>	<p>Recontar algunos hechos de cuentos cortos ilustrados</p> <p>Describir dibujos, objetos en el salón o personas familiares usando frases simples</p> <p>Responder preguntas con una o dos palabras (ejemplo: ¿Dónde está?) Completar frases en rimas o canciones</p>	<p>Recontar cuentos cortos narrados a través de dibujos</p> <p>Repetir oraciones de rimas o cuentos con patrones</p> <p>Hacer predicciones (ejemplo: “¿Qué pasará después?”)</p> <p>Contestar preguntas específicas de cuentos leídos en voz alta (ejemplo: quién, qué, dónde)</p>	<p>Recontar cuentos narrativos a través de dibujos detallados</p> <p>Cantar líricas repetitivas independientemente</p> <p>Comparar atributos u objetos reales (ejemplo: tamaño, color, forma)</p> <p>Indicar relación espacial de objetos reales usando frases u oraciones cortas</p>	<p>Contar cuentos originales con detalles emergentes</p> <p>Explicar situaciones (ejemplo: incluir sentimientos)</p> <p>Ofrecer opiniones personales o</p> <p>Expresar con razones los gustos, disgustos, o preferencias</p>

	Entrado	Emergiendo	Desarrollando	Extendiendo	Conectando
Leer	<p>Emparejar íconos y símbolos con los dibujos que corresponden</p> <p>Identificar el nombre escrito</p> <p>Encontrar palabras y dibujos que emparejan</p> <p>Encontrar objetos de vida real en el saló</p>	<p>Emparejar ejemplos de la misma escritura</p> <p>Distinguir entre diferentes tipos de escritura (ejemplo: letras y símbolos)</p> <p>Mostrar conceptos de escritura (ejemplo: movimiento de izquierda a derecha, principio/fin o la parte de arriba/abajo de la página)</p> <p>Emparejar dibujos etiquetados con los que están ilustrados</p>	<p>Usar dibujos para identificar palabras</p> <p>Clasificar visuales de acuerdo a etiquetas o íconos (ejemplo: animales versus plantas)</p> <p>Mostrar conceptos de escritura (ejemplo: título, autor, ilustrador)</p> <p>Clasificar dibujos etiquetados por atributo (ejemplo: número, inicial, sonido)</p>	<p>o Identificar algunas palabras con alta frecuencia en un contexto</p> <p>Ordenar una serie de dibujos etiquetados descriptos verbalmente para contar cuentos</p> <p>Emparejar dibujos con frases/oraciones cortas</p> <p>Clasificar dibujos etiquetados por dos atributos (ejemplo: tamaño y color)</p>	<p>Encontrar vocabulario relacionado con la escuela</p> <p>Diferenciar entre dos letras, palabras y oraciones</p> <p>Juntar palabras para hacer oraciones cortas</p> <p>Indicar características de palabras, frases, u oraciones que son iguales y diferentes</p>
Escribir	<p>Dibujar y escribir garabatos</p> <p>Circular o subrayar palabras, símbolos y números</p> <p>Trazar figuras y letras</p> <p>Hacer símbolos, figuras, o letras de objetos diarios (ejemplo: hacer algo de plastilina)</p>	<p>Conectar lenguaje oral con lo escrito</p> <p>Reproducir letras, símbolos, y números siguiendo modelos en un contexto</p> <p>Copiar íconos conocidos de la escritura en el medioambiente</p> <p>Dibujar objetos siguiendo modelos y etiquetar con letras</p>	<p>Comunicarse usando letras, símbolos, y números de un contexto</p> <p>Hacer “cartas” ilustradas con combinaciones de letras</p> <p>Hacer conexiones entre lo hablado y lo escrito</p> <p>Reproducir palabras conocidas de ilustraciones etiquetada</p>	<p>Producir símbolos y letras que son asociados con dibujos</p> <p>Dibujar y usar palabras para contar un cuento</p> <p>Etiquetar personas y objetos conocidos de un modelo</p> <p>Producir palabras/frases conocidas de ilustraciones y escritura del medioambiente</p>	<p>Crear representaciones con contenidos académicos a través de dibujos y palabras</p> <p>Hacer “libros de cuentos” con dibujos y palabras</p> <p>Producir palabras/frases independientemente</p> <p>Recontar experiencias de la vida diaria usando frases/oraciones cortas</p>

* Favor de ver el progreso de su hijo / a en la aplicación de Seesaw.

INFORME DE PROGRESO DE INGLÉS COMO SEGUNDO IDIOMA 1-2

Nombre del estudiante: _____ Escuela: _____ Año: _____

Grado: _____ Trimestre: 1 2 3

Su hijo/a está inscrito en el programa: TBE TPI

	Entrado	Emergiendo	Desarrollando	Extendiendo	Conectando
Escuchar	<p>Seguir instrucciones de un paso siguiendo un modelo (“Encuentra un lápiz”) Señalar dibujos de objetos reales según indicaciones verbales Indicar objetos de la vida real que reflejen vocabulario de contenido o indicaciones orales Imitar gestos o movimientos asociados con una declaración (“Esta es mi mano izquierda”)</p>	<p>Emparejar cuentos leídos con sus ilustraciones Seguir instrucciones verbales de dos a tres pasos (“Saca tu libro de ciencias. Anda a la página número 25.”) Ordenar una serie de declaraciones verbales usando objetos reales o dibujos Localizar objetos descritos verbalmente</p>	<p>Seguir instrucciones modeladas de múltiples pasos Ordenar dibujos de cuentos leídos en voz alta (el comienzo, la mitad, el final) Emparejar personas con sus trabajos u objetos con funciones descritas verbalmente Clasificar objetos de acuerdo a declaraciones descriptivas verbales</p>	<p>Comparar/Contrastar objetos de acuerdo a atributos físicos (tamaño, forma, color) basados en información oral Encontrar detalles en narrativa ilustrada o en texto leído en voz alta Identificar actividades ilustradas por medio de descripciones verbales Localizar objetos, figuras y lugares basados en apoyos visuales y descripciones verbales detalladas</p>	<p>Usar pistas del contexto para entender el significado de un texto leído Aplicar ideas de discusiones verbales a situaciones nuevas Interpretar información de lectura narrativa leída o de texto expositivo Identificar ideas/conceptos expresados en lenguaje específico del grado escolar</p>
Hablar	<p>Repetir palabras simples, frases y partes del lenguaje memorizadas Responder a preguntas académicas de contenido con una palabra o frase con apoyo gráfico (ejemplo: calendario) Identificar y nombrar objetos de la vida diaria Participar en cantos y gritos de un grupo</p>	<p>Usar el lenguaje nativo para llenar verbalmente los espacios del lenguaje inglés (cambio de código) Repetir hechos o declaraciones Describir lo que hacen las personas en los dibujos (los trabajos de la gente de la comunidad) Comparar objetos de la vida real (el más chiquito, el más grande)</p>	<p>Hacer preguntas de naturaleza social Expresar sentimientos (“Estoy feliz porque..”) Recontar cuentos simples usando dibujos Clasificar y explicar la relación de los objetos (lo que se hunde v. lo que flota) o Hacer predicciones o hipótesis Distinguir características del contenido académico (oruga, mariposa)</p>	<p>Hacer preguntas con propósitos académicos y sociales Participar en pláticas de la clase relacionadas con temas sociales y académicos Recontar cuentos con detalles Ordenar cuentos con transiciones</p>	<p>Usar vocabulario académico en pláticas de la clase Expresar ideas y apoyarlas con ejemplos Dar presentaciones orales basadas en temas de contenido académico Iniciar conversaciones con compañeros/as y maestros/as</p>

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	Entrado	Emergiendo	Desarrollando	Extendiendo	Conectando
Leer	<p>Identificar símbolos, íconos y escritos del medioambiente</p> <p>Conectar lo escrito con lo visual</p> <p>Emparejar objetos familiares de la vida real con sus etiquetas</p> <p>Seguir instrucciones usando diagramas o dibujos</p>	<p>Buscar dibujos asociados con patrones de palabras</p> <p>Identificar e interpretar diagramas etiquetados que ya han sido enseñados</p> <p>Emparejar lo dicho con lo escrito al señalar íconos, letras, o palabras ilustradas</p> <p>Clasificar palabras en grupos de palabras</p>	<p>Hacer conexión entre sí mismo y el texto con incitaciones</p> <p>Escoger títulos que se emparejan con una serie de dibujos</p> <p>Clasificar palabras ilustradas en categorías</p> <p>Emparejar frases y oraciones con dibujos</p>	<p>Poner palabras en orden para formar oraciones</p> <p>Identificar elementos básicos de cuentos de ficción (ejemplo: título, lugar, personajes)</p> <p>Seguir instrucciones a nivel de oraciones</p> <p>Distinguir entre lenguaje general y específico de un contexto (ejemplo: flor v. rosa)</p>	<p>Empezar a usar características de escritura no ficción para estimular comprensión</p> <p>Usar estrategias de aprendizaje</p> <p>Identificar ideas principales</p> <p>Emparejar lenguaje figurativo con ilustraciones (ejemplo: “tan grande como una casa”)</p>
Escribir	<p>Copiar lenguaje escrito</p> <p>Usar lenguaje nativo (L1 cuando L1 es el medio de instrucción) para formar palabras en inglés</p> <p>Comunicarse a través de dibujos</p> <p>Etiquetar dibujos u objetos conocidos</p>	<p>Proveer información usando organizadores gráficos</p> <p>Crear listas de palabras/frases usando bancos de palabras</p> <p>Completar oraciones en las que se ha provisto el inicio siguiendo un modelo</p> <p>Describir personas, lugares, y objetos según ejemplos y modelos ilustrados</p>	<p>Participar en estrategias de pre escritura (ejemplo: uso de organizadores gráficos)</p> <p>Crear oraciones simples con bancos de palabras/frases</p> <p>Participar en escritura interactiva</p> <p>Dar información con contenido académico usando gráficos o apoyos visuales</p>	<p>Crear oraciones originales</p> <p>Crear mensajes con un propósito social (ejemplo: una carta para un enfermo)</p> <p>Escribir en un diario acerca de sus experiencias personales</p> <p>Usar recursos de la clase para crear oraciones (ejemplo: usar diccionarios ilustrados)</p>	<p>Crear una serie de oraciones para responder preguntas</p> <p>Producir oraciones con contenido académico</p> <p>Crear cuentos</p> <p>Explicar procesos o pasos usando oraciones relacionadas entre si</p>

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INFORME DE PROGRESO DE INGLÉS COMO SEGUNDO IDIOMA 3-5

Nombre del estudiante: _____ Escuela: _____ Año: _____

Grado: _____ Trimestre: 1 2 3

Su hijo/a está inscrito en el programa: TBE TPI

	Entrado	Emergiendo	Desarrollando	Extendiendo	Conectando
Escuchar	<p>Señalar dibujos, palabras, o frases según lo indicado</p> <p>Seguir instrucciones orales de un paso (físicamente o a través de dibujos)</p> <p>Identificar objetos, figuras, o personas siguiendo declaraciones verbales o preguntas (“¿Cuál de estos objetos es una piedra?”)</p> <p>Emparejar lenguaje oral del salón de clase con rutinas diarias</p>	<p>Categorizar dibujos de contenido u objetos siguiendo instrucciones verbales</p> <p>Acomodar dibujos u objetos según información oral</p> <p>Seguir instrucciones verbales de dos pasos</p> <p>Hacer dibujos que respondan a instrucciones verbales</p> <p>Evaluar información oral (las opciones para el almuerzo)</p>	<p>Seguir instrucciones verbales de múltiples pasos</p> <p>Identificar las ideas principales ilustradas en discurso verbal a nivel de párrafos</p> <p>Emparejar significados literales con ilustraciones siguiendo descripciones verbales o leídas</p> <p>Ordenar dibujos de cuentos, procesos o pasos orales</p>	<p>Interpretar información oral y aplicarla a situaciones nuevas</p> <p>Identificar puntos y detalles ilustrados principales a través de discurso oral</p> <p>Inferir y actuar en relación a información oral</p> <p>Hacer actuaciones de las obras o el trabajo de autores, matemáticos, científicos o historiadores aprendidos a través de videos, lecturas o multimedia</p>	<p>o Seguir instrucciones orales que contienen lenguaje de contenido académico del grado escolar</p> <p>Hacer modelos o usar objetos interactivos para resolver problemas en discurso oral</p> <p>Distinguir entre lenguaje literal y figurativo en discurso oral</p> <p>Formarse opiniones de personas, lugares, o ideas de escenarios presentados oralmente</p> <p>Hablar</p>
Hablar	<p>Expresar necesidades o condiciones básicas</p> <p>Nombrar objetos, personas, diagramas, o dibujos que han sido pre-enseñados</p> <p>Recitar palabras o frases de dibujos de objetos de la vida diaria y de modelos presentados oralmente</p> <p>Contestar preguntas de selección multiple y preguntas de sí o no</p>	<p>Hacer preguntas simples cotidianas (“¿Quién faltó hoy a clases?”)</p> <p>Reformular hechos de contenido académico</p> <p>Describir dibujos, eventos, objetos o personas usando frases u oraciones cortas</p> <p>Compartir información básica social con sus compañeros</p>	<p>Contestar preguntas simples de contenido académico</p> <p>Recontar/contar cuentos cortos o eventos</p> <p>Predecir algo o hacer un hipótesis por medio de ejecutar un discurso</p> <p>Ofrecer soluciones para conflicto social o</p> <p>Presentar información con contenido académico</p> <p>Participar en la resolución de problemas.</p>	<p>Contestar preguntas de opinión con detalles que apoyen un argumento</p> <p>Hablar acerca de cuentos, asuntos y conceptos</p> <p>Dar presentaciones orales de contenido académico</p> <p>Ofrecer soluciones creativas para resolver asuntos/problemas</p> <p>Comparar/Contrastar relaciones y funciones con contenido académico</p>	<p>Justificar/defender opiniones o explicaciones con apoyo de evidencia</p> <p>Dar presentaciones con contenido académico usando vocabulario técnico</p> <p>Ordenar en secuencia los pasos para resolver problemas según el grado escolar</p> <p>Explicar resultados en detalles de una investigación (experimento científico)</p>

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	Entrado	Emergiendo	Desarrollando	Extendiendo	Conectando
Leer	<p>Emparejar íconos o diagramas con palabras/conceptos</p> <p>Identificar cognados del lenguaje nativo, según se apliquen</p> <p>Hacer conexiones con sonido/símbolos /palabras</p> <p>Emparejar palabras/frases ilustradas en diferentes contextos (ejemplo: en la pizarra, en un libro)</p>	<p>Identificar hechos o mensajes específicos de un texto ilustrado</p> <p>Encontrar cambios a la raíz de un palabra en un contexto específico o</p> <p>Identificar elementos de un cuento (ejemplo: personajes, lugar)</p> <p>Seguir instrucciones escritas con apoyos visuales (ejemplo: “Dibuja una estrella en el cielo”)</p>	<p>Interpretar información o datos de cuadros o de un gráfico</p> <p>Identificar las ideas principales y algunos detalles</p> <p>Odenar eventos de un cuento o procesos de contenido académico</p> <p>Usar pistas del contexto e ilustraciones para determinar el significado de palabras/frases</p>	<p>Clasificar características de varios géneros de texto (ejemplo: “y vivieron felices para siempre” cuentos de hadas)</p> <p>Emparejar organizadores gráficos con diferentes textos (ejemplo: comparar/contrastar con un diagrama de Venn)</p> <p>Encontrar detalles que apoyen las ideas principales</p> <p>Diferenciar entre un hecho y una opinión en un texto narrativo o en un texto expositivo</p>	<p>Resumir información de diferentes orígenes relacionados entre sí</p> <p>Contestar preguntas analíticas acerca de texto al nivel del grado escolar</p> <p>Identificar, explicar y dar ejemplos de elementos del lenguaje retórico</p> <p>Sacar conclusiones de un texto explícito o implícito al nivel de grado o cerca del nivel de grado escolar</p>
Escribir	<p>Etiquetar objetos, dibujos, o diagramas usando bancos de palabras o frases</p> <p>Comunicar ideas a través de dibujos</p> <p>Copiar palabras, frases y oraciones cortas</p> <p>Contestar preguntas orales con una palabra</p>	<p>Hacer listas de etiquetas con compañeros</p> <p>Completar/producir oraciones usando bancos de palabras o frases o Completar organizadores gráficos, cuadros o tablas</p> <p>Hacer comparaciones usando materiales de la vida real o apoyos visuales</p>	<p>Crear un texto narrativo o expositivo simple</p> <p>Unir oraciones relacionadas</p> <p>Comparar/Contrastar información con contenido académico</p> <p>Describir eventos, personas, procesos o pasos</p>	<p>Tomar notas usando organizadores gráficos</p> <p>Resumir información con contenido académico</p> <p>Crear múltiples formas de escritura siguiendo un modelo (ejemplo: texto narrativo, texto persuasivo)</p> <p>Explicar estrategias o el uso de información para resolver problemas)</p>	<p>Escribir texto original al nivel de grado escolar</p> <p>Aplicar información con contenido académico a nuevos contextos</p> <p>Conectar o integrar experiencias personales con contenido/literatura</p> <p>Crear informes o cuentos al nivel de grado escolar</p>

* Favor de ver el progreso de su hijo / a en la aplicación de Seesaw.

تقرير التقدم لمتعلمي اللغة الإنجليزية: الروضة-التمهيدى

العام:

المدرسه:

إسم الطالب:

المستوى الأول: الدخول	المستوى الثاني: الناشئة	المستوى الثالث: التطوير	المستوى الرابع: توسيع النمو	المستوى الخامس: التواصل
<p>* تطابق اللغة الشفهية في الصف المدرسي و الحياة اليومية</p> <p>* الإشارة إلى صورة في الدرس</p> <p>* رد غير لفظي إلى بيانات أو أوامر شفوية (الحركة الجسدية)</p> <p>* العثور على أشخاص و أماكن تم تسميتهم شفويًا</p>	<p>* ترتيب الصور أو الكائنات وفقاً للتعليمات الشفهية</p> <p>* تطابق الصور، الكائنات أو الحركات للوصف الشفوي</p> <p>* إتباع التعليمات الشفهية ذات الخطوة الواحدة (قف، اجلس)</p> <p>* التعرف على النماذج البسيطة تم وصفها شفويًا</p> <p>* الرد مع الإيماءات على الأغاني والأناشيد والقصص</p>	<p>* إتباع تعليمات ذات الخطوتين ، خطوة واحدة في كل مرة</p> <p>* رسم صور كاستجابة لتعليمات شفوية</p> <p>* رد غير لفظي لتأكيد أو رفض الحقائق (الابهام للأعلى أو للأسفل)</p> <p>* الرد مع الإيماءات على الأغاني و القصص</p>	<p>* إيجاد الصور التي تتطابق مع الوصف الشفوي</p> <p>* إتباع التعليمات الشفهية و المقارنة مع النماذج البصرية و الغير لفظية (رسم دائرة تحت الخط)</p> <p>* التمييز بين ما يحدث قبل و بعد في أنشطة شفوية أو قراءات</p> <p>* تمثيل دور إستجابة لقصص قرأت بصوت عالي</p>	<p>* ترتيب الصور للأحداث حسب تتابع اللغة</p> <p>* ترتيب الصور أو الكائنات وفقاً للحديث الشفوي الوصفي</p> <p>* تحديد الصور المرتبطة بالمفاهيم الأكاديمية ذات المستوى المناسب</p> <p>* عمل أنماط من الصور وفقاً لأوصاف تفصيلية شفوية</p>
<p>* التعرف على الشخصيات أو الأشياء الموجودة في القصص القصيرة</p> <p>* تكرار كلمات، عبارات بسيطة</p> <p>* الإجابة على الأسئلة بنعم أو لا عن المعلومات الشخصية</p> <p>* تسمية الصف و أشياء من الحياة اليومية</p>	<p>* يكرر بعض الحقائق من القصص القصيرة المصورة</p> <p>* القدرة على وصف صور أو أشياء بسيطة أو أشخاص مألوفة</p> <p>* باستخدام عبارات بسيطة</p> <p>* الإجابة على أسئلة باستخدام كلمه أو كلمتين (أين ذهب سونيا؟)</p> <p>* تكلمة عبارات باستخدام القوافي والأغاني والأناشيد</p>	<p>* رواية القصص القصيرة من خلال الصور</p> <p>* تكرار الجمل من القوافي ونماذج القصص</p> <p>* بناء التوقعات (ماذا سيحدث بعد ذلك؟)</p> <p>* الإجابة على الأسئلة الصريحة من خلال القصص التي تم قراءتها بصوت عالي (الذي، ما، أين)</p>	<p>* إعادة رواية القصص السردية من خلال الصور مع إنشاء التفاصيل</p> <p>* تكرار الأغاني والأناشيد بشكل مستقل</p> <p>* مقارنة صفات الكائنات الحقيقية (الحجم، الشكل، اللون)</p> <p>* الاستدلال على العلاقة بين الكائنات الحية باستخدام عبارات أو جمل قصيرة</p>	<p>* سرد القصص الأصلية مع إنشاء التفاصيل</p> <p>* شرح المواقف (التي تنطوي على المشاعر)</p> <p>* تقديم الرأي الشخصي</p> <p>* التعبير عن المحبب أو الغير محبب أو التفضيل مع الأسباب</p>

الإستماع

المحادثة

المستوى الأول: الدخول	المستوى الثاني: الناشئة	المستوى الثالث: التطوير	المستوى الرابع: توسيع النمو	المستوى الخامس: التواصل
<p>* التوفيق بين الرمز و الصور المناسبة</p> <p>* تحديد الاسم في الطباعة</p> <p>* ايجاد التوافق بين الكلمات أو الصور</p> <p>* ايجاد الأشياء الحقيقية المصنفة في الصف</p>	<p>* مطابقة أمثلة بين الأشكال المطبوعة</p> <p>* التمييز بين اشكال النصوص المطبوعة (مثل الحرف و الرمز)</p> <p>* يستطيعون إدراك بعض المفاهيم الأساسية المتعلقة بالنصوص المكتوبة (مثل متابعة الكلمات من اليسار الى اليمين ومن الأعلى الى الأسفل)</p> <p>* التوفيق بين الصور المسماه و المشاهد المصورة</p>	<p>* استخدام الصور لاختيار الكلمة</p> <p>* تصنيف المرئيات وفقا للتسميات أو الرموز (مثل الحيوانات أو النباتات)</p> <p>* إظهار مفاهيم القراءة (مثل العنوان، المؤلف، المصور)</p> <p>* تصنيف الصور المسماه حسب الصفات المشتركة بينها (مثل الرقم أو الاصوات)</p>	<p>* تحديد الكلمات الشائعة في سياق النص</p> <p>* ترتيب سلسلة صور المسماة بعد أن تكون قد وصفت شفويا</p> <p>* التوفيق بين الصور و الجمل القصيرة</p> <p>* التصنيف بواسطة صفتين مشتركين (الحجم و اللون)</p>	<p>* ايجاد مفردات لأشياء متعلقة بالمدرسة</p> <p>* التمييز بين الحرف و الكلمة و الجملة</p> <p>* تجميع الكلمات معا لتكوين جمل قصيرة</p> <p>* الإشارة الى ملامح الكلمات و العبارات و الجمل المتشابهة و المختلفة</p>
<p>* رسم صور وخریشة و وضع دائرة حول أو سطر تحت صور، رموز و أرقام</p> <p>* تخطيط على الأشكال و الأحرف</p> <p>* عمل الرموز، الأشكال او الأحرف من نماذج وحقائق (قصبه الشرب، الصلصال)</p>	<p>* إيصال اللغة الشفوية بالمطبوعة الخيرة (اللغوية)</p> <p>* نسخ الأحرف ، الرموز، و الأرقام من النماذج المعروضه في السياق</p> <p>* نسخ الرموز البيئية المألوفه المطبوعه</p> <p>* رسم الأشياء من النماذج و التسميه بالحروف</p>	<p>* الإیصال باستخدام الأحرف، الرموز، و الأرقام في السياق</p> <p>* تقديم الملاحظات و البطاقات المصورة مع مجموعات الأحرف المتميزه</p> <p>* ربط الكلام بالكتابه</p> <p>* استخراج الكلمات المألوفه من النماذج و الرسوم التوضيحيه</p>	<p>* إنتاج الرموز و سلاسل الحروف المرتبطة بالصور</p> <p>* رسم صور و استخدام الكلمات لرواية قصة</p> <p>* تسمية الأشخاص و الأشياء المألوفة من النماذج</p> <p>* إنتاج كلمات / عبارات مستقل</p> <p>* ربط التجارب اليومية باستخدام العبارات و الجمل قصيرة</p>	<p>* إنشاء محتوى متملاً بالصور و الكلمات</p> <p>* عمل الكتب قصصية مع الرسومات و الكلمات</p> <p>* إنتاج كلمات/ عبارات بشكل مستقل</p> <p>* ربط التجارب اليومية باستخدام العبارات و الجمل قصيرة</p>

القراءة

الكتابة

تقرير التقدم لمتعلمي اللغة الإنجليزية: 2-1

إسم الطالب: _____ المدرسة: _____ العام: _____

المستوى الأول: الدخول	المستوى الثاني: الناشئة	المستوى الثالث: التطوير	المستوى الرابع: توسيع النمو	المستوى الخامس: التواصل	
<ul style="list-style-type: none"> * إتباع التعليمات الشفوية ذات الخطوة الواحدة (جد القلم) * التعرف على الصور اليومية للكائنات كما أشير إليها شفويًا (في الكتب) * الإشارة إلى كائنات من الحياة اليومية * تقليد الإيماءات أو الحركات المرتبطة بالتعبيرات 	<ul style="list-style-type: none"> * تطابق القراءة الشفوية للقصص مع الصور التوضيحية * تنفيذ التعليمات الشفوية ذات الخطوتين أو الثلاثة (أخرج الكتاب ثم افتح الصفحة) * ترتيب البيانات الشفوية باستخدام الصور أو الكائنات الحقيقية * تحديد موقع الأشياء التي وُصفت شفويًا 	<ul style="list-style-type: none"> * إتباع عدة تعليمات شفوية * ترتيب تسلسل صور القصص التي قرأت عاليًا (البداية، الوسط والنهاية) * تطابق الناس مع الوظائف أو الأشياء حسب الوصف الشفوي * تصنيف الكائنات حسب وصف التعليمات الشفوية 	<ul style="list-style-type: none"> * مقارنة الكائنات وفقاً للمميزات الجسدية (الحجم، الشكل، اللون) * تعتمد على المعلومات الشفوية * العثور على تفاصيل في الرواية المصورة أو النص التفسيري الذي قرأ عاليًا * تحديد الأنشطة المصورة حسب الوصف الشفوي * تحديد موقع الأشياء، الأشكال والأماكن حسب الوصف الشفوي المفصل 	<ul style="list-style-type: none"> * استخدام الأدلة للحصول على المعنى من قراءة النص شفويًا * تطبيق الأفكار من المناقشة الشفوية على حالات جديدة * تفسير المعلومات من القراءة الشفوية لسرد النص * تحديد الأفكار والمفاهيم التي تعبر عن محتوى اللغة المناسبة 	الإستماع
<ul style="list-style-type: none"> * تكرار الكلمات والعبارات البسيطة وحفظ أجزاء من اللغة * الإجابة على الأسئلة التي تحتوي علي البصريات بكلمه أو عبارة صغيرة * تسمية و معرفة الأشياء اليومية المحيطة بنا * مشاركة المجموعة في غناء الأناشيد 	<ul style="list-style-type: none"> * استخدام اللغة الأم لملئ الفراغات الموجودة باللغة الإنجليزية * إعادة تكرار الحقائق والبيانات * وصف ما يفعله الأشخاص من خلال الصور (وظائف عمال المجتمع) * مقارنة ما بين الأجسام (الأصغر، الأكبر) 	<ul style="list-style-type: none"> * طرح أسئلة عن الطبيعة الإجتماعية * التعبير عن المشاعر (أنا سعيد لأنني...) * رواية الحكايات الصغيرة من النظر إلى الصور * تصنيف الأجسام وشرح سبب هذا التصنيف (الغرق، العوم) * التنبؤ والفرضيات * التمييز بين ملامح وظواهر الأشياء (برقة، فراشة) 	<ul style="list-style-type: none"> * طرح أسئلة ذات هدف إجتماعي وأكاديمي * المشاركة في الحديث في الفصل عن المواضيع الإجتماعية والأكاديمية المألوفة * إعادة رواية القصص مع التفاصيل * إعادة تسلسل القصص مع التفاصيل 	<ul style="list-style-type: none"> * استخدام المفردات الأكاديمية في المناقشة في الصف * التعبير ودعم الأفكار بأمثلة * تقديم عروض شفوية قريبة من مستوى الصف * البدئ بالمحادثة مع المعلم والتلاميذ 	المحادثة

المستوى الأول: الدخول	المستوى الثاني: الناشئة	المستوى الثالث: التطوير	المستوى الرابع: توسيع النمو	المستوى الخامس: التواصل
<p>* تحديد الرموز والنصوص الموجودة في البيئة</p> <p>* الوصل بين النص والصور</p> <p>* التوفيق بين الأشياء المتواجدة وسمياتها</p> <p>* اتباع التعليمات باستعمال الرسوم البيانية أو الصور</p>	<p>* البحث عن الصور المتعلقة بأتماط الكلمة</p> <p>* تحديد و تفسير الرسوم البيانية التي قد تم تعلمها من قبل</p> <p>* التوفيق بين الصوت والكلمة بالإشارة إلى الرموز، الأحرف والكلمات البيانية</p> <p>* تصنيف الكلمات التابعة لنفس المجموعة</p>	<p>* الوصل بين النص والخبرة الذاتية مع الحدث والتشجيع</p> <p>* اختيار العنوان المناسب لمجموعة من الصور</p> <p>* تصنيف الكلمات المصورة حسب نوعها</p> <p>* الوصل بين العبارات والجمل مع الصور</p>	<p>* ترتيب الكلمات لتكوين جملة مفيدة</p> <p>* التعرف على الصفات التي يجب توفرها لكتابة القصة الخيالية (مثل العنوان، الشخصيات، والزمان و المكان)</p> <p>* اتباع تعليمات مستوى الجملة</p> <p>* التمييز بين اللغة بشكل عام وبشكل خاص (مثل الزهرة و الورد) في هذا السياق</p>	<p>* البدء باستخدام ملامح القصة الحقيقية لتساعد على الانشاء التعبيري</p> <p>* استخدام استراتيجيات التعليم (مثل السياق)</p> <p>* تحديد الأفكار الرئيسية</p> <p>* توافق بلاغة اللغة مع الصور (مثل كبير كالبيت)</p>
<p>* نسخ اللغة المكتوبه</p> <p>* استخدام اللغة الأولى (حين تكون اللغة الأولى لغة التدریس) لتساعد في تكوين كلمات بالإنجليزية</p> <p>* التواصل من خلال الرسومات</p> <p>* تسمية الأشياء أو الصور المألوفه</p>	<p>* توفير المعلومات باستخدام المخططات البيانية</p> <p>* إنشاء قوائم للكلمات/العبارات من بنك الكلمات</p> <p>* إكمال الجمل الممثلة (أنا أحب.....)</p> <p>* وصف الأشخاص، الأماكن، أو الأشياء من أمثله و نماذج مصوره</p>	<p>* الإنخراط في استراتيجيات ما قبل الكتابة (استخدام المخططات البيانية)</p> <p>* تكوين جمل بسيطه مستخدماً كلمه/ عبارة من بنك الكلمات</p> <p>* المشاركة في فعاليات كتابة مجلة</p> <p>* إعطاء محتوى المعلومات باستخدام صور أو رسومات</p>	<p>* إنتاج جمل أصليه</p> <p>* إنشاء رسائل لأغراض إجتماعية (بطاقات المعايدة)</p> <p>* إنشاء دفتر يوميات عن التجارب الشخصية</p> <p>* استخدام مصادر الصف (القاموس المصور) لتكوين جمل</p>	<p>* إنشاء سلسله من الجمل المتصله إستجابة للمطالبات</p> <p>* إنتاج محتوى ذات جمل متصلة</p> <p>* تأليف قصص شرح العمليات أو الإجراءات باستخدام جمل متصلة</p>

القرائة

الكتابة

تقرير التقدم لمتعلمي اللغة الإنجليزية: 3-5

إسم الطالب: _____ المدرسة: _____ العام: _____

المستوى الأول: الدخول	المستوى الثاني: الناشئة	المستوى الثالث: التطوير	المستوى الرابع: توسيع النمو	المستوى الخامس: التواصل
<p>* الإشارة إلى الصور، أو الكلمات أو العبارات</p> <p>* اتباع التعليمات الشفوية ذات الخطوة الواحدة (بدنياً أو بالرسم)</p> <p>* تحديد الأشياء، و الشخصيات والأماكن كما جاءت شفويا بالتعبيرات أو الأسئلة</p> <p>* تطابق اللغة الشفوية بالفصل مع الروتين اليومي</p>	<p>* تصنيف المحتويات مرتكزة على الصور والأشياء من الوصف الشفوي</p> <p>* ترتيب الصور والأشياء حسب وصفها شفويا</p> <p>* إتباع التعليمات الشفوية ذات الخطوتين</p> <p>* رسم ما تم وصفه شفويا</p> <p>* تقييم المعلومات الشفوية (اختيارات فترة الغداء</p>	<p>* إتباع عدة تعليمات شفوية</p> <p>* تحديد الفكرة الرئيسية المصورة من النص</p> <p>* تطابق المعاني الحرفية في القراءة الشفوية بالرسوم التوضيحية</p> <p>* ترتيب تسلسل الصور من القصص الشفهية</p>	<p>* تطبيق الأفكار من المناقشة الشفوية لحالات جديدة</p> <p>* تحديد الفكرة الرئيسية المصورة والتفاصيل الداعمة</p> <p>* الاستنتاج والتمثيل للمعلومات الشفوية</p> <p>* تمثيل دور المؤلفين، علماء الرياضيات، العلماء، المؤرخين من القراءة الشفوية أو الوسائل المتعددة</p>	<p>* تنفيذ التعليمات الشفهية التي تحتوي على مستوى الصف اللغوي</p> <p>* إنشاء نماذج أو استخدام المهارات اليدوية لحل المشاكل</p> <p>* التمييز بين اللغة الواقعية و الرمزية</p> <p>* تكوين آراء الناس، و الأماكن أو الأفكار بحوارات شفوية</p>
<p>* التعبير عن الإحتياجات أو الظروف الأساسية</p> <p>* تسمية الأشياء والأشخاص والرسوم البيانية أو الصور المتعلمة من قبل</p> <p>* سرد الكلمات والعبارات من خلال صور الأشياء اليومية شفويا</p> <p>* الإجابة على الأسئلة بنعم أم لا وإختيار الأسئلة</p>	<p>* طرح الأسئلة اليومية البسيطة (من هو الغائب؟)</p> <p>* تكرار المحتويات القائمة على الحقائق</p> <p>* وصف الصور والأشياء والأحداث والأشخاص عن طريق عبارات أو جمل صغيرة</p> <p>* تبادل المعلومات الإجتماعية الأساسية مع الأصدقاء</p>	<p>* الجواب على أسئلة بسيطة من المنهاج</p> <p>* إعادة رواية لقصة لقصيرة أو أحداث</p> <p>* تنبؤات أو إفتراضات من خلال الحديث</p> <p>* تقديم حلول للصراع الإجتماعي</p> <p>* عرض محتوى المعلومات الأساسية</p> <p>* المشاركة في حل المشكلات</p>	<p>* الإجابة على أسئلة الرأي مع دعم التفاصيل</p> <p>* مناقشة الفصص والقضايا والمفاهيم</p> <p>* إعطاء تقرير شفوي عن المنهاج</p> <p>* تقديم حل مبتكر لمشكلة أو قضية</p> <p>* مقارنة وظائف والعلاقات</p>	<p>* التبرير والدفاع عن الآراء أو التفسيرات مع الأدلة</p> <p>* تقديم عروض للمنهاج باستخدام المفردات التقنية</p> <p>* إعادة تسلسل الخطوات في حل مشكلة لمستوى الصف</p> <p>* الشرح بالتفصيل في نتائج التحقيق (تجارب العلوم العملية)</p>

المستوى الأول: الدخول	المستوى الثاني: الناشئة	المستوى الثالث: التطوير	المستوى الرابع: توسيع النمو	المستوى الخامس: التواصل
<p>* صل بين الرموز او الرسوم البيانية بالكلمات أو المفاهيم</p> <p>* تحديد الكلمات المشتركة من اللغة الأم حسب الحاجة</p> <p>* إيجاد العلاقة بين الصوت والرمز في الكلمة</p> <p>* تطابق الكلمات والعبارات المصوّرة في السياقات المختلفة (على اللوح ، في الكتاب)</p>	<p>* تحديد الحقائق و العبارات الواضحة من النص المصوّر</p> <p>* إيجاد تغييرات في أصول الكلمات من النص</p> <p>* تحديد العناصر لقواعد القصة (مثل الإشخاص والمكان)</p> <p>* اتباع التعليمات المكتوبة والموضحة بالصور (ارسـم نجمة بالسـماء)</p>	<p>* ترجمة المعلومات أو المعطيات من الرسوم البيانية</p> <p>* تحديد الفكرة الرئيسية مع بعض التفاصيل</p> <p>* تسلسل حوادث القصة حسب تطورها</p> <p>* استخدام الدليل في السياق و الصور لتحديد معنى الكلمة أو العبارة</p>	<p>* تصنيف أنواع الملامح المختلفة في النص (مثل عاشوا بسيات ونبات و خلفوا ولاد و بنات)</p> <p>* تطابق منظم الرسوم البيانية للنصوص المختلفة(مثل قارن الرسوم ،وازن البيانية "فين")</p> <p>* إيجاد تفاصيل لدعم الأفكار الرئيسية</p> <p>* المفارقة بين الحقيقة و الرأي في السرد و الإيضاح في النص</p>	<p>* تلخيص المعلومات من مصادر متعددة متراصة</p> <p>* إجابة أسئلة تحليلية عن النص والتي تناسب مستوى الصف</p> <p>* تحديد وشرح وإعطاء أمثلة على أنواع الخطاب</p> <p>* استخلاص النتائج من النص الواضح والضمني التي تناسب مع مستوى الصف</p>
<p>* تسمية الأشياء، الصور، او الرسوم البيانية من بنك الكلمات</p> <p>* توصيل الأفكار بالرسم * نسخ كلمات، عبارات وجمل صغيرة * إجابة على الأسئلة الشفهية بكلمة واحدة</p>	<p>* حمل قوائم من الملصقات او مع الأصدقاء</p> <p>* تكملة / إنتاج جمل من كلمه/ عباره من بنك الكلمات او الحائط</p> <p>* تعبئة الرسوم البيانية، الجداول والقوائم</p> <p>* إجراء مقارنة باستخدام الحياة الحقيقية أو المواد المدعومة بصرياً</p>	<p>* إنتاج نص سردي أو تفسيري بسيط</p> <p>* التسلسل الذي يربط الجمل معاً</p> <p>* مقارنة/ تباين محتوى المعلومات الأساسية</p> <p>* وصف الأحداث، الأشخاص، العمليات والإجراءات</p>	<p>* تدوين الملاحظات باستخدام الرسومات البيانية</p> <p>* تلخيص محتوى المعلومات الأساسية</p> <p>* الأشكال المتعدده من كتابة المؤلف من النماذج(تفسيرية، سرديّة، مقنعة)</p> <p>* شرح الإستراتيجيات أو استخدام للمعلومات في حل المشاكل</p>	<p>* إنتاج إستجابات موسعة للنص الأصلي والتي تقترب من مستوى الصف</p> <p>* تطبيق محتوى المعلومات الأساسية على سياقات جديدة</p> <p>* ربط أو دمج الخبرات الشخصية مع الأدب / المحتوى</p> <p>* إنشاء قصص أو تقرير في مستوى الصف</p>

الناشئة

الكتابة

Progress Reports- Middle School
Finley Junior High School EL Progress Report

Name الإسم	Student Progress Rating تقييم تقدم الطالب				Proficiency Level
Grade الصف	E	G	S	N	مستوى اللغة
ESL Teacher مدرسة اللغة الإنجليزية كلغة ثانية	Excellent ممتاز	Good جيد	Some بعض التقدم	No Progress لا تقدم	4 Advanced المرحلة المتقدمة
Academic Year العام الدراسي					5 Bridging المرحلة الانتقالية

Standard معيار	Semester الفصل		Standard معيار	Semester الفصل	
Listening الإستماع	1	2	Speaking المحادثة	1	2
Follows multiple-step directions يتبع تعليمات ذو خطوات متعددة			Communicates information and feelings clearly توصل المعلومات و المشاعر بوضوح		
Comprehends stories read aloud, content information, and oral presentation يفهم قصص تقرأ بصوت عالي, معلومات المحتوى, و العرض الشفوي			Retells, narrates and paraphrases stories with descriptive detail including character and setting يعيد رواية, يروي, و يعيد صياغة قصص مع التفاصيل عن الشخصيات ووضع القصة		
Responds to complex and content related questions يستجيب على الأسئلة المعقدة و المتعلقة بالمحتوى			Contributes to classroom discussions يساهم في المناقشات في الصف		

Standard معيار	Semester الفصل		Standard معيار	Semester الفصل	
Reading القراءة	1	2	Writing الكتابة	1	2
Uses reading strategies to make meaning يستخدم إستراتيجيات للقراءة لفهم المعنى بمحتوى الدرس			Gathers and organizes information related to academic content areas from various sources in written reports يجمع وينظم المعلومات المتصلة بالمحتوى الأكاديمي من مختلف المصادر في تقارير مكتوبة		
Comprehends text and uses new information يفهم النص و يستخدم معلومات جديدة			Writes a variety of sentences متنوعه من الجمل		
Uses conventions to make meaning يستخدم القواعد لفهم معني الدرس			Demonstrates content knowledge by writing sentences and paragraphs يظهر معرفته للمحتوى من خلال كتابة جمل و نصوص		
Identifies main idea and story elements يحدد الفكرة و عناصر الرئيسية في القصة			Uses organization and details in writing يستخدم التنظيم و التفاصيل في الكتابة		
Summarizes text using logical, cohesive sentences يلخص النص باستخدام المنطقية, و بجمل متماسكة			Uses conventional spelling, punctuation, grammar, and sentence structure in writing يستخدم الإملاء, و علامات الترقيم و النحو و بناء جمل مفيدة		

WORK HABITS عادات العمل	Semester الفصل		Comments Semester 1	Comments Semester 2
5 = always دائما 4 = often غالبا 3 = sometimes أحيانا 2 = seldom نادرا 1 = never أبدا	1	2	تعليقات المدرس للفصل 1	تعليقات المدرس للفصل 2

Standard معيار		Semester الفصل		Standard معيار		Semester الفصل	
Listening الإستماع		1	2	Speaking المحادثة		1	2
Follows clear two/three step directions يتبع تعليمات واضحة ذو خطوتين أو ثلاث خطوات				Uses vocabulary learned in academic content يستخدم المفردات و الكلمات الذي تعلمها من المنهج			
Comprehends stories, information, and oral presentations with support يستفهم القصص, والمعلومات , والشرح الشفوي مع المساعدة				Contributes to small/large group discussions يساهم في المناقشة مع مجموعة صغير أو كبيرة			
Responds to familiar social language يستجيب للغة الاجتماعية المألوفة				Contributes to content area discussion in small group يساهم في المناقشة عن الدرس في مجموعة صغيرة			
Asks for help when it is needed يطلب المساعدة عند الحاجة							
Puts forth consistent effort يبذل جهد مستمر دائما							
Participates in class activities يشارك في جميع النشاطات الصف							
Works independently يعمل بشكل مستقل							
Name الإسم	Student Progress Rating تقييم تقدم الطالب			Proficiency Level			
Grade الصف	E	G	S	N	مستوى اللغة		
ESL Teacher مدرسة اللغة الإنجليزية كلغة ثانية	Excellent ممتاز	Good جيد	Some بعض التقدم	No Progress لا تقدم	المرحلة 3 Intermediate المتطورة		
Academic Year الدراسي					المرحلة 2 Developing الإبتدائية		

Standard معيار		Semester الفصل		Standard معيار		Semester الفصل	
Reading القراءة		1	2	Writing الكتابة		1	2
Reads and understands the meaning of words and short sentences يقراء ويفهم معنى الكلمات و الجمل المختصرة				Writes simple sentences, phrases, and paragraphs يكتب الجمل البسيطة, و العبارات, والفقرات			
Comprehends key concepts in content areas يفهم المفاهيم الأساسية في الدرس و محتواه				Writes summaries and narratives sequentially يكتب ملخصات و روايات بالتتابع			
Describes text features, title, author, illustrations, content, and index يصف العنوان, المؤلف, الرسوم, المحتوى, مؤشر, و المعنى من النص				Uses more conventional spelling يستخدم الإملاء با طريقة صحيحة والمعتادة			
Understands prediction, main idea, and sequencing يفهم التنبؤ, الفكرة الرئيسية, وتسلسل الأحداث				Uses basic mechanics correctly يستخدم القواعد في اللغة الإنجليزية بشكل صحيح			

Standard معيار	Semester الفصل		Standard معيار	Semester الفصل	
	1	2		1	2
Listening الإستماع			Speaking المحادثة		
Follows clear one step directions يتبع تعليمات واضحة ذو خطوة			Communicates through simple phrases يتواصل باستخدام عبارات بسيطة		
Understands key words and familiar phrases يفهم الكلمات و مصطلحات الأساسية و عبارات المؤلفوة			States basic information يقول معلومات الأساسية		
Responds in one or two word phrases يستجيب بعبارات ذو كلمة أو كلمتين			Responds to simple questions in context with single words يستجيب إلى أسئلة بسيطة باستخدام كلمات مفردة		
Summarizes and discusses text يلخص و يناقش الدرس			Writes to express opinions يكتب للتعبير عن أفكار		

WORK HABITS عادات العمل	Semester الفصل		Comments Semester 1	Comments Semester 2
5 = always دائما 4 = often غالبا 3 = sometimes أحيانا 2 = seldom نادرا 1 = never أبدا	1	2	تعليقات المدرس للفصل 1	تعليقات المدرس للفصل 2
Asks for help when it is needed يطلب المساعدة عند الحاجة				
Puts forth consistent effort يبذل جهدا باستمرار				
Participates in class activities يشارك في جميع نشاطات الصف				
Works independently يعمل بشكل مستقل				

Name الإسم	Student Progress Rating تقييم تقدم الطالب				Proficiency Level
Grade الصف	E	G	S	N	مستوى اللغة
ESL Teacher مدرسة اللغة الإنجليزية كلغة ثنائية	Excellent ممتاز	Good جيد	Some بعض التقدم	No Progress لا تقدم	1 Beginner
Academic Year العام الدراسي					المرحلة التمهيدية

Standard معيار	Semester الفصل		Standard معيار	Semester الفصل	
	1	2		1	2
Reading القراءة			Writing الكتابة		
Uses background knowledge to create meaning يستخدم المعرفة الخلفية للمساعدة على فهم المعنى بالقراءة			Reproduces print ينقل الكتابة		
Recognizes simple words, familiar phrases, and simple sentences يعرف كلمات بسيطة, عبارات مؤلوفة, و جمل بسيطة عند القراءة			Writes simple sentences يكتب جمل بسيطة		
Recognizes content area vocabulary that has been taught in context			Labels familiar objects in pictures يسمي الأشياء المؤلفوة في صور		

يعرف مفردات الدرس التي تم تدريسها				
Answers in one or two-word phrases literal questions about text يجيب على أسئلة تتعلق بالمحتوى بعبارات ذو كلمة أو كلمتين			Writes familiar words in content areas يكتب كلمات مؤلوفة في المنهج الدراسي	

WORK HABITS عادات العمل	Semester الفصل		Comments Semester 1	Comments Semester 2
5 = always دائما 4 = often غالبا 3 = sometimes أحيانا 2 = seldom نادرا 1 = never أبدا	1	2	تعليقات المدرس للفصل 1	تعليقات المدرس للفصل 2
Asks for help when it is needed يطلب المساعدة عند الحاجة				
Puts forth consistent effort يبذل جهدا بإستمرار				
Participates in class activities يشارك في جميع نشاطات الصف				
Works independently يعمل بشكل مستقل				

*This report will be sent by trimester by EL and Bilingual teachers to parents.

Student Name: _____ School: _____ Grade: _____

ARABIC ORAL LANGUAGE SCREENING (FALL)

Social Language	1	2	3	4	5

Academic Language	1	2	3	4	5

ARABIC READING ASSESSMENT

Arabic Phonics ✓ Current Skill Record Date Assessed	Phonemic Awareness	Alphabet Recognition	Connected Letters	Letter Recognition with Diacritical Marks	Blending Short Vowels in Words	Letter Recognition with Long Vowels

Arabic Sight Words ✓ Current List Record Date Assessed	Kindergarten List	First Grade List	Second Grade List	Third Grade List	Fourth Grade List	Fifth Grade List

Arabic Reading Levels Record Date Assessed	Level 1 Pre-Reader	Level 2 Emerging Reader	Level 3 Developing	Level 4 Expanding	Level 5 Proficient	Level 6 Independent

FALL Record Date Assessed						
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SPRING Record Date Assessed						
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Newcomer Program Documents- DRIVE Elementary School Framework

DRIVE Developing Rigor Intensive Values for Excellence Program Information and Criteria Grades 1-5 Ridge Lawn Elementary School

The DRIVE program is a program devoted to assisting Newcomer and SLIFE (Students with Limited or Interrupted Formal Education) in the EL program who need more amounts of support than their peers in English Learning. The program is a half-day block of EL/Bilingual instruction that will support grades 1-5 in Language Arts and Social Studies/Science. In addition to this, the program will consist of a social emotional learning component and PEP (parents as educational partners) component.

This is a ten to fifteen week program (dependent on student needs) that will provide students with a basic foundation of the English Language to provide content area support, help transition students into schooling in the United States, and engage families in the Ridge Lawn Elementary School culture.

Criteria (Entrance): - Below 2.0 on the W-APT screener or ACCESS assessment (if in school after November of previous school year.)

- Recent arrival to the United States (less than two years) and/or came to United States with limited or interrupted formal education in home country.
- Arabic is marked on the home language survey.
- Parent phone or in person interview.
- Score below 70% on Newcomer checklist
- Approval of EL Director, Principal, and EL Team

Criteria (Exit):

- Exhibits growth above Emerging to Developing on TELL assessment
- Assessment of four collected writing samples in student Seesaw digital portfolio. Student writes above an emerging level based on WIDA Can Do's per grade level.
- Student exhibits comfortability to be in a general education classroom all day.
- Newcomer checklist mastered
- EL teacher input
- General Education teacher input
- Parent input

ELA Foundation:

Reading:

- Introduction of basic vocabulary in the English language through Bridging from Arabic to English.
- Introduction to phonemic awareness in English and phonics.
- Practice in reading fluency.
- Begin to learn identity as a reader
- Beginning exposure of genres in English by Bridging English to Arabic texts.
- Beginning exposure of literacy metacognitive skills.

Writing:

- Begin learning identity as a writer
- Begin to understand the writing process
- Using pictures and inventive spelling to journal.
- Exposure of different spelling conventions.
- Exposure of grammatical conventions.
- Exposure to sentence structure and paragraph structure
- Introduction to different genres of writing.

Listening:

- Help students bridge from listening comprehension in L1 to listening comprehension in L2 by utilizing group work and viewing activities.

Speaking:

- Help students develop social and academic speaking skills through group work and presentations.

SS/Science:

- Teacher will teach similar content as the general education teacher that is adapted for ELs.
- Teacher will focus on content vocabulary as a large part of the instruction.
- Group projects and activities will help develop knowledge in the content area as well as language skills.
- Teacher will utilize AV2 books and twinkl as well as Reading A-Z content books to assist students in the learning of content.

Social Emotional:

- Teachers will directly teach school skills and behavior. Social contract, character counts

Grades 1 and 2

- Teacher will focus on the different pillars of character counts
- How do we work with peers?
- What does our school and community look like?
- Celebration of different American holidays
- Learning about different aspects of American culture

Grades 3 - 5 MAWI Elementary ELL Modules

- Mindset exploration
- Relationships
- Skill

Parent as Educational Partners:

- Coffee with director and at times principal during after school tutoring times once a month.
- Tour of school with Director on child's first day with program orientation (will not always be on the same day)
- Parent Day: October, December, March, and May- in class activity with child and teacher (Painting, Book Making, Science experiment, and joint parent and child America presentation)
- Dual Language Story-time
- Work with child on project for cultural diversity fair: May 2018
- Bilingual Parent Summit

Newcomer Program Documents- DRIVE Middle School Instructional Framework

DRIVE Developing Rigor Intensive Values for Excellence Program Information and Criteria Grades 6-8 Finley Junior High

The DRIVE program is a program devoted to assisting Newcomer and SLIFE (Students with Limited or Interrupted Formal Education) in the EL program who need more amounts of support than their peers in English Learning. The program will support newcomers in Language Arts, Social Studies, and Science. The program also has a social emotional component, which will be utilized in afterschool tutoring.

This is a ten to fifteen week program (dependent on student needs) that will provide students with a basic foundation of the English Language and content area support, help transition students into schooling in the United States, and engage families in the Ridge Lawn Elementary School culture.

Criteria (Entrance): - Below 2.0 on the W-APT screener or ACCESS assessment (if in school after November of previous school year.)

- Recent arrival to the United States (less than two years) and/or came to United States with limited or interrupted formal education in home country.
- Arabic is marked on the home language survey.
- Parent phone or in person interview.
- Score below 70% on Newcomer checklist
- Approval of EL Director, Principal/Assistant Principal, and EL Team

Criteria (Exit):

- Exhibits growth above Emerging to Developing on TELL assessment
- Assessment of four collected writing samples in student digital portfolio. Student writes above an emerging level based on WIDA Can Do's per grade level.
- Student exhibits comfortability to be in a general education classroom all day.
- Newcomer checklist mastered
- EL teacher input
- General Education teacher input
- Parent input

ELA Foundation:

Reading:

- Introduction of basic vocabulary in the English language through Bridging from Arabic to English.
- Introduction to phonemic awareness in English and phonics.
- Practice in reading fluency.
- Begin to learn identity as a reader
- Beginning exposure of genres in English by Bridging English to Arabic texts.
- Beginning exposure of literacy metacognitive skills.

Writing:

- Begin learning identity as a writer
- Begin to understand the writing process
- Utilizing a seed notebook to write
- Exposure of different spelling conventions.
- Exposure of grammatical conventions.
- Exposure to sentence structure and paragraph structure
- Introduction to different genres of writing.

Listening:

- Help students bridge from listening comprehension in L1 to listening comprehension in L2 by utilizing group work and viewing activities.

Speaking:

- Help students develop social and academic speaking skills through group work and presentations.

- Utilizes fish-bowl discussion methods to build speaking skills.

SS:

- Teacher will teach similar content as the general education teacher that is adapted for ELs.
- Teacher will focus on content vocabulary as a large part of the instruction.
- Group projects and activities will help develop knowledge in the content area as well as language skills.
- Teacher will utilize AV2 books and Twinkl as well as Reading A-Z content books to assist students in the learning of content.
- Teacher will plan targets using C3 and WIDA standards.

Science:

- DRIVE teacher will push into general education Science classrooms where DRIVE students are clustered along with other ELs
- DRIVE teacher will co-plan with Science teachers
- DRIVE teacher will utilize a combination of WIDA and NGSS standards

Social Emotional:

MAWI Elementary ELL Modules

- Mindset exploration
- Relationships
- Skill

DRIVE teacher will devise a social contract.

Parent as Educational Partners

- Coffee with director and at times principal during after school tutoring times once a month.
- BPAC meetings
- Tour of school with Director on child's first day with program orientation (will not always be on the same day)
- Parent Day: October, December, March, and May- in class activity with child and teacher in Social Studies class
- Dual Language Story-time (For families with small children at the Elementary schools)
- Work with child on project for cultural diversity fair: May 2018
- Bilingual Parent Summit

DRIVE Program Family Interview (Script)

Language Ability

1. Does your child speak any English? Fluent Polite None
2. Does anyone in the household speak English? Fluent Polite None
3. Does your child watch television in English or home language? How often?
4. Can your child read and write in the native language?
5. Do you read to your child? In which language?
6. Does anyone in your family speak another language besides the language indicated in the home language survey or English?
7. Does the child speak clearly in native language?

Schooling History

1. Preschool: Any kind of program prior to kindergarten?
2. Schooling history:
3. School outside the U.S.: Try to get a narrative of what a typical school day was like for the child.
4. Prior reports of concerns at school: If there are not any concerns reported by the parent, you could also ask what previous teachers said about the student. (e.g., good at art; learning English well, etc.)
5. School in the U.S.: Details please. If possible, include the name and dates of each school attended.
6. Missing school in the U.S./Abroad: Attendance is an important issue to explore. Also, find out if child has gone back to country of origin for more than a week and perhaps attended school there.
7. Homework: Is your child used to having homework?
8. How is the child with learning new concepts? :
9. How does your child learn?

Social/Emotional

1. Does the child have a good relationship with siblings? :
2. Does the child have many friends? :
3. Are there any behaviors of concern? :
4. Does the child have strong organizational skills?
5. How does the child react to strangers?
6. Prior to coming to the US, has the child moved around alot?
7. Has the transition of moving to the US changed the behavior at home? How?
8. Can the child express ideas age appropriately?
9. Hobbies:
10. Likes and Dislikes:
11. Is there anything else you would want to share with us?

Newcomer Program Documents- Exit Checklist

Student Name		Date	
Grade		School Name	
Teacher		Trimester (Quarter)	

Newcomer Exit Checklist

Meets/Exceeds: 70% to 100%

Approaches: 50%

No Response: 0

Language Skills

Skill Student can...	No response	Approaches	Meets	Exceeds
Identify letters of the alphabet (ABC)				
Recognize of letters and sounds including writing upper and lower case letters.				
Recognize first and last name.				
Use English grammar at a basic level				
Comprehend and produce simple questions and phrases.				
Identify school subjects				
Identify family/extended family members				
Name basic articles of clothing				
Recognize and names of basic body parts				
Recognize school supplies				
Identify school lunch menu				
Identify community occupations. (teacher, firefighter, nurse, police, and etc.)				

Mathematics

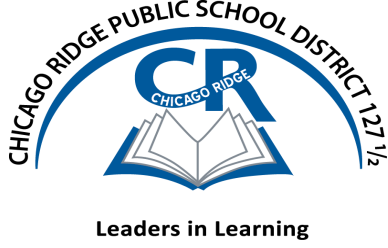
Skills Student can...	No response	Approaches	Meets	Exceeds
Recognize and Identify numbers 0 to 100.				
Use and understand Time and Calendar.				
Use one to one groups of counting up to 20.				
Skip count by 2s and 5s				
Identify basic understanding of colors, shapes, and sizes				
Understand basic math vocabulary.				

Social Skills

Skill Student can...	No response	Approaches	Meets	Exceeds
Tell name, age, grade, address, phone number, and birthday.				
Use basic expressions of courtesy, greetings, and departures				
Follow, understand, and respond to teacher directions				
Understand school physical environment, expectation, rules, and routines.				
Demonstrate basic hygiene routines of self care				
Demonstrate respect self and others				
Use language to express emotions appropriately				

Students that have more than 18 skills as a meets or exceeds are considered to have a 70% on this checklist.

$$\frac{\quad}{25} = \frac{\quad}{\quad} * 100 = \frac{\quad}{\quad}$$



Chicago Ridge School District 127.5
Dr. Bernard J. Jumbeck Administrative Center
6135 W. 108th Street
Chicago Ridge, IL 60415
Dr. Kevin B. Russell, Superintendent
Phone: (708) 636-2000 Fax: (708) 636-0916
www.crsd1275.org

Date

Dear Parent or Guardian,

During the week of _____, we will start ACCESS testing. Your child will participate in the WIDA ACCESS assessment because he or she has qualified for English Language services. This assessment is given yearly to monitor language development of students identified as English Learners.

If there are any questions, please contact Sarah Said, Director of English Learning at ssaid@crsd1275.org.

Sincerely,
Sarah Said, Director of English Learning

عزيري الوالد أو الوصي،

خلال الأسبوع _____، سنبدأ اختبار ACCESS. سوف يشارك طفلك في تقييم وصول WIDA. إذا كان قد تأهل لخدمات اللغة الإنجليزية. يعطى هذا التقييم سنويا لمراقبة تطور تعليم اللغة الإنجليزية للطلاب.

إذا كان هناك أي أسئلة، يرجى الاتصال سارة سعيد، مدير تعليم اللغة الإنجليزية
.ssaid@crsd1275.org

بإخلاص،
سارة سعيد، مديرة تعليم اللغة الإنجليزية

Queridos padre(s) o guarda,

Durante la semana del _____ vamos empezar el examen de ACCESS. Su niño o niña va a participar en la evaluación de WIDA ACCESS porque él o ella califica para servicios de lenguaje de inglés. Esta evaluación se da anualmente para monitorear el desarrollo del lenguaje de estudiantes identificados como estudiantes de inglés.

Si tiene alguna pregunta, póngase en contacto con Sarah Said, Directora del programa de aprendizaje de inglés en ssaid@crsd1275.org.

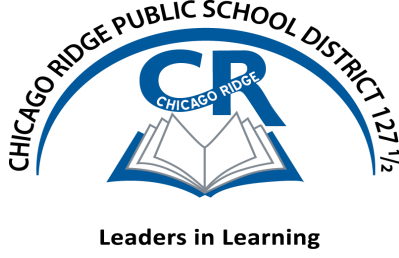
Sinceramente,
Sarah Said, Directora del programa de aprendizaje de inglés

Drogi Rodzicu lub Opiekunie,

Zaczynając od _____ roku zaczniemy testowanie ACCESS. Pana/Pani dziecko będzie brać udział w teście WIDA ACCESS ponieważ zakwalifikowało się do programu Angielski Jako Drugi Język. Jest to coroczny test mający na celu monitorowanie rozwoju języka u uczniów którzy zostali zidentyfikowani jako Uczący się Angielskiego.

W przypadku jakichkolwiek pytań, proszę skontaktować się z Sarah Said, Dyrektorką Programu na email ssaid@crsd1275.org.

Z poważaniem,
Sarah Said, Dyrektorka Programu



Chicago Ridge School District 127.5
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Dear Parent or Guardian,

During week of the_____, your child will participate in the WIDA ACCESS assessment. This assessment is given yearly to help the district monitor language development of students identified as English Language Learners.

You have refused services for this current school year. Your child is not being serviced in our program. However, your child will still partake in our ACCESS testing per state and federal guidelines. Your child will take the test every year until his/her scores meet the criteria to exit the language support program.

If you have any questions or concerns about this test, please contact Sarah Said, Director of English Learning at ssaid@crsd1275.org

Sincerely,
Sarah Said,

Director of English Learning

عزيزي الوالد أو الوصي،

خلال الأسبوع _____، سوف يشارك طفلك في تقييم WIDA. يعطى هذا التقييم سنويا للطلاب متعلمي اللغة الإنكليزية للمساعدة في رصد تطوير لغة.

إذا رفضت خدمات برنامجنا لهذا العام الدراسي الحالي. فإن طفلك لا يزال يشارك في تقييم WIDA وفقا لتوجيهات الدولة والحكومة الاتحادية. سوف يتم إجراء الاختبار لطفلك كل عام حتى تفي درجاته بالمعايير للخروج من برنامج دعم اللغة.

إذا كان لديك أي أسئلة أو استفسارات حول هذا الاختبار، يرجى الاتصال سارة سعيد، مدير تعليم اللغة الإنجليزية ssaid@crsd1275.org.

بإخلاص،
سارة سعيد،
مدير تعليم الإنجليزي

Queridos padre(s) o guarda,

Durante la semana del _____ vamos empezar el examen de ACCESS. Su niño o niña va a participar en la evaluación de WIDA ACCESS porque él o ella califica para servicios de lenguaje de inglés. Esta evaluación se da anualmente para monitorear el desarrollo del lenguaje de estudiantes identificados como estudiantes de inglés.

Usted ha rechazado los servicios este año escolar. Su niño o niña no ha recibido servicios en nuestro programa. Sin embargo, va a participar en la evaluación de ACCESS por las normas del estado y federal. Su niño o niña tomará el examen cada año hasta que reciba los resultados necesarios para salir del programa

Si tiene alguna pregunta, póngase en contacto con Sarah Said, Directora del programa de aprendizaje de inglés en ssaid@crsd1275.org.

Sinceramente,
Sarah Said, Directora del programa de aprendizaje de inglés

Drogi Rodzicu lub Opiekunie,

Zaczynając od _____ roku, Pana/Pani dziecko będzie brać udział w teście WIDA ACCESS. Jest to coroczny test mający na celu pomoc okregowi szkolnemu w monitorowaniu rozwoju języka u uczniów którzy zostali zidentyfikowani jako Uczący się Angielskiego.

W bieżącym roku szkolnym, Pan/Pani nie wyraził/a zgody na zapisanie dziecka do naszego programu. Pomimo, że Pana/Pani dziecko nie należy do naszego programu to będzie ono brało udział w teście ACCESS według stanowych i federalnych przepisów. Pan/Pani dziecko będzie brało ten test każdego roku, dotąd aż uzyska ono wyniki spełniające wymogi na wypisanie z programu.

W przypadku jakichkolwiek pytań, proszę skontaktować się z Sarah Said, Dyrektorką Programu na email ssaid@crsd1275.org.

Z poważaniem,
Sarah Said, Dyrektorka Programu

بطاقة علامات خاصة بدائرة مدارس شيكاغو ريدج 127.5
روضة الأطفال

الطالب:

الصف:

السنة:

غرفة الصف الأساسية:

الفصل الأول	الفصل الثاني	الفصل الثالث
متأخر		
غائب		

السلوك

متفوق	3	S
مرضي	2	S-
بحاجة إلى تحسين	1	N
غير مرضٍ	0	U

التقدم المحرز في روضة الأطفال

المهارة غير مكتسبة في هذا الوقت	5	X
مقبول	4	S
المهارات في طور الاكتساب	3	S-
بحاجة إلى تحسين	2	N
غير مقبول	1	U
تم اكتساب المهارة	0	C

ملاحظات	النهائي	الفصل 3	الفصل 2	الفصل 1	التقييم	المدرّس	الصف
					يلعب/يعمل جيداً في المجموعة		تنمية اجتماعية
					يشارك ويتبادل الأدوار		
					يصغي بينما يتكلم الآخرون		
					يظهر سيطرة على الذات		
					يحترم ملكية الغير		
					يعرف اسمه بالكامل		على الصعيد الشخصي
					يعرف عنوانه		
					يعرف رقم هاتفه		
					يعرف تاريخ ميلاده		
					يحترم قواعد المدرسة		عادات العمل

					يتبع التوجيهات	
					يتمتع بفترة انتباه جيدة	
					يعمل بترتيب	
					يبدأ وينهي الأنشطة بسرعة	
					يعمل باستقلالية بصورة جيدة	
					ينظف ويرتب بعد فترة العمل	
					يعرف الألوان	الجهوزية للقراءة
					يدرك اسمه	
					يدرك أسماء الأحرف التي يتم تدريسها	
					يربط الأصوات بالأحرف التي يتم تدريسها	
					يستطيع مزج الأصوات لتركيب كلمات	
					يدرك المفردات الأساسية	
					يعمل من جهة اليسار إلى اليمين	
					يعبر عن الأفكار جيداً	التنمية اللغوية
					يشارك في محادثات المجموعة	
					يخبر قصة بتسلسل	
					يمكنه كتابة اسمه	التنمية اللغوية خطياً
					يكتب الأحرف بصورة صحيحة (الأحرف الكبيرة)	
					يكتب الأحرف بصورة صحيحة (الأحرف الصغيرة)	
					يحدد الأشكال الأساسية	التنمية على مستوى الأعداد
					يدرك الأعداد حتى العدد 10	
					يكتب بوضوح حتى العدد 10	
					يستطيع العد حتى الرقم 25	
					يستطيع العد حتى الرقم 50	
					يستطيع العد حتى الرقم 100	
					يستوعب مفاهيم الرياضيات	
					يستطيع ارتداء ثيابه (الأزرار، السحابات، الربطات)	التنمية الحركية الدقيقة
					يتحكم بقلم الرصاص\التلوين جيداً	

					يتحكم بالمقص جيداً	
					يستخدم الصمغ بترتيب	
					السلوك	السلوك
					التحصيل	التربية البدنية الخاصة بروضة الأطفال
					السلوك	
					التحصيل	الموسيقى الخاصة بروضة الأطفال
					السلوك	
					التحصيل	الفن الخاص بروضة الأطفال
					السلوك	
					التحصيل	المكتبة الخاصة بروضة الأطفال
					السلوك	

بطاقة علامات خاصة بدائرة مدارس شيكاغو ريدج 127.5

الصف الأول-الثاني

الطالب:
الصف:
السنة:
غرفة الصف الأساسية:

الفصل الأول	الفصل الثاني	الفصل الثالث	
			متأخر
			غائب

السلوك

متفوق	3	S
مرضي	2	S-
بحاجة إلى تحسين	1	N
غير مرضٍ	0	U

التقوية

X	بحاجة إلى تقوية
---	-----------------

مقياس التدرج الاساسي من الصف الأول إلى الثاني

ممتاز	90%	E
جيد جداً	80%	S+
وسط	70%	S
دون الوسط	60%	S-
راسب	0%	N

الصف	التقييم	الفصل 1	الفصل 2	الفصل 3	النهائي	ملاحظات
الرياضيات للصف الأول	التحصيل					
القراءة للصف الأول	التحصيل					
اللغة الإنكليزية للصف الأول	التحصيل					
التهجئة للصف الأول	التحصيل					
السمعيات (علم الصوت) للصف الأول	التحصيل					
العلوم للصف الأول	التحصيل					
العلوم الاجتماعية للصف الأول	التحصيل					
مهارات الدراسة الخاصة بالصف الأول	التحصيل					
السلوك	السلوك					

					التحصيل	الفن الخاص بالصف الأول
					السلوك	
					التحصيل	الموسيقى الخاصة بالصف الأول
					السلوك	
					التحصيل	التربية البدنية الخاصة بالصف الأول
					السلوك	
					التحصيل	المكتبة الخاصة بالصف الأول
					السلوك	
					يعمل ويلعب جيداً مع الآخرين	غرفة الصف الأساسية الخاصة بالصف الأول
					يعمل باستقلالية	
					يعمل من دون إزعاج الآخرين	
					يتصرف بلباقة	
					يحترم السلطة	
					يحترم حقوق الآخرين وملكيتهم	
					يظهر سيطرة على الذات	
					يحسن التصرف	
					يصغي جيداً	
					يتبع التوجيهات	
					يمكن الاعتماد عليه	
					يبدأ وينهي الواجبات اليومية في الوقت المحدد	
					يحافظ على الترتيب	
					يبذل جهداً	
					يحترم قواعد المدرسة	
					يتمّ فروضه المنزلية	
					يحافظ على اللوازم المدرسية	

بطاقة علامات خاصة بدائرة مدارس شيكاغو ريدج 127.5

الصف الثالث- الخامس

الطالب:
الصف:
السنة:
غرفة الصف الأساسية:

الفصل الأول	الفصل الثاني	الفصل الثالث

السلوك

متفوق	3	S
مرضٍ	2	S-
بحاجة إلى تحسين	1	N
غير مرضٍ	0	U

مقياس التدرج المتوسط المعدل 5-2

وسط	72%	C	ممتاز	%99	A+
وسط	70%	C-	ممتاز	%92	A
دون الوسط	68%	D+	ممتاز	%90	A-
دون الوسط	62%	D	جيد جداً	%88	B+
دون الوسط	60%	D-	جيد جداً	%82	B
راسب	0%	F	جيد جداً	80%	B-
			وسط	78%	C+

ملاحظات	الفصل 3	الفصل 2	الفصل 1	التقييم	الصف
				التحصيل	الرياضيات
				التحصيل	القراءة
				التحصيل	اللغة الإنكليزية
				التحصيل	التهجئة
				التحصيل	العلوم
				التحصيل	العلوم الاجتماعية
				السلوك	
				التحصيل	الفن
				السلوك	
				التحصيل	الموسيقى
				السلوك	

				التحصيل	الرياضة البدنية
				السلوك	
				التحصيل	مهارات المكتبة
				السلوك	

Translated Report Card Key- Junior High Arabic

بطاقة علامات خاصة بدائرة مدارس شيكاغو ريدج 127.5
 فينلي جونيور هاي سكول (مدرسة فينلي جونيور العالية)
 "موطن الفايكينغ"

الطالب:
 الصف:
 السنة:
 غرفة الصف الأساسية:

الفصل الأول	الفصل الثاني	الفصل الثالث	
			متأخر
			غائب

الفصل الأول	الفصل الثاني	الفصل الثالث	
			المعدل التراكمي
			النهائي

مقياس التدرج في فينلي

وسط	2	%76	C	ممتاز	4	%99	A+
وسط	2	%74	C-	ممتاز	4	%95	A
دون الوسط	1	%70	D+	ممتاز	4	%93	A-
دون الوسط	1	%68	D	جيد جداً	3	%90	B+
دون الوسط	1	%66	D-	جيد جداً	3	%86	B
راسب	0	%0	F	جيد جداً	3	%84	B-
				وسط	2	%80	C+

ملاحظات	الفصل 4	الفصل 3	الفصل 2	الفصل 1	المدرّس	الصف
						أداب اللغة
						القراءة
						الرياضيات
						العلوم
						العلوم الاجتماعية
						الفن
						اللغة الإسبانية
						التربية البدنية
						التربية الصحية
						التكنولوجيا المطبقة
						التربية البدنية

						الموسيقى
						التربية البدنية



Chicago Ridge
School District 127.5

Leading in Learning™

Karta wyników 127.5 dla Chicago Ridge School District

Przedszkole

Uczeń:

Poziom:

Rok:

Klasa:

	T1	T2	T3
Spóźnienie			
Nieobecność			

Zachowanie

S	3	Wzorowe
S-	2	Zadowolające
N	1	Niezbędna poprawa
U	0	Niezadowolające

Postępy w przedszkolu

X	5	Umiejętność obecnie nieuwzględniona
S	4	Oznacza poziom zadowolający
S-	3	Postęp w zakresie umiejętności
N	2	Niezbędna poprawa
U	1	Poziom niezadowolający
C	0	Umiejętność zdobyta

Przedmiot	Nauczyciel	Ocena	T1	T2	T3	Ocena końcowa	Uwagi
Rozwój społeczny		Dobrze bawi się / współpracuje w grupie					
		Dzieli się i potrafi się zmieniać					
		Słucha innych, gdy mówią					
		Wykazuje się samokontrolą					
Kwestie personalne		Szanuje własność innych					
		Zna swoje imię i nazwisko					
		Zna swój adres					
		Zna numer telefonu					
Nawyki w pracy		Zna swoją datę urodzin					
		Przestrzega zasad obowiązujących w szkole					
		Stosuje się do wskazówek					
		Wykazuje się umiejętnością koncentracji					
		Pracuje w sposób staranny					
	Sprawnie doprowadza rozpoczęte czynności do końca						
	Umie pracować samodzielnie						
	Sprząta po sobie po zakończonej pracy						

Rozumienie		Rozpoznaje kolory					
		Rozpoznaje własne imię/nazwisko					
		Rozpoznaje litery, których się uczył/-a					
		Potrafi powiązać dźwięki z literami, których się uczył/-a					
		Jest w stanie połączyć dźwięki z wyrazami					
		Rozumie proste słowa					
		Czyta od lewej do prawej					
Rozwój językowy		Umiejętnie wyraża swoje myśli					
		Uczestniczy w dyskusjach w grupie					
		Opowiada historie we właściwej kolejności					
Rozwój językowy w piśmie		Potrafi napisać swoje imię					
		Prawidłowo pisze litery (wielkie litery)					
		Prawidłowo pisze litery (małe litery)					
Rozwój w zakresie liczb		Rozpoznaje podstawowe kształty					
		Rozpoznaje liczby do 10					
		Pisze wyraźnie liczby do 10					
		Potrafi policzyć do 25					
		Potrafi policzyć do 50					
		Potrafi policzyć do 100					
		Rozumie reguły matematyczne					
Dobry rozwój motoryczny		Ubiera się sam/-a (guziki, zamek błyskawiczny, sznurówki)					
		Dobrze posługuje się ołówkiem/kredkami					
		Dobrze posługuje się nożyczkami					
		Starannie klei					
Zachowanie		Zachowanie					
Wychowanie fizyczne przedszkolne		Osiągnięcia					
		Zachowanie					
Wychowanie muzyczne przedszkolne		Osiągnięcia					
		Zachowanie					
Sztuki piękne w przedszkolu		Osiągnięcia					
		Zachowanie					
Wychowanie biblioteczne przedszkolne		Osiągnięcia					
		Zachowanie					



Chicago Ridge
School District 127.5

Karta wyników 127.5 dla Chicago Ridge School District

Poziom 1-2

Uczeń:

Poziom:

Rok:

Klasa:

	T1	T2	T3
Spóźnienie			
Nieobecność			

Zachowanie

S	3	Zadowolające
S-	2	Zadowolające
N	1	Niezbędna poprawa
U	0	Niezadowolające

Główna skala ocen 1-2

E	90%	Doskonale
S+	80%	Bardzo dobrze
S	70%	Przeciętnie
S-	60%	Poniżej średniej
N	0%	Wynik negatywny

Motywacja

X	Niezbędna dodatkowa zachęta
---	-----------------------------

Przedmiot	Ocena	T1	T2	T3	Ocena końcowa	Uwagi
Matematyka 1 stopnia	Osiągnięcia					
Czytanie 1 stopnia	Osiągnięcia					
Język angielski 1 stopnia	Osiągnięcia					
Ortografia 1 stopnia	Osiągnięcia					
Fonetyka 1 stopnia	Osiągnięcia					
Nauki ścisłe 1 stopnia	Osiągnięcia					
Nauki społeczne 1 stopnia	Osiągnięcia					
Umiejętność uczenia się 1 stopnia	Osiągnięcia					
Zachowanie	Zachowanie					
Sztuki piękne 1 stopnia	Osiągnięcia					
	Zachowanie					
Wychowanie muzyczne 1 stopnia	Osiągnięcia					
	Zachowanie					
Wychowanie fizyczne 1 stopnia	Osiągnięcia					
	Zachowanie					
Wychowanie biblioteczne 1 stopnia	Osiągnięcia					
	Zachowanie					

Godzina wychowawcza 1 stopnia	Dobrze współpracuje i bawi się z innymi					
	Pracuje samodzielnie					
	Pracuje, nie przeszkadzając innym					
	Uprzejmy/-a					
	Szanuje autorytety					
	Szanuje prawa i własność innych					
	Samokontrola					
	Postawa					
	Słucha					
	Stosuje się do wskazówek					
	Godny/-a zaufania					
	Rozpoczyna i kończy codzienne zadania na czas					
	Staranny/-a					
	Wyśitek					
	Przestrzega zasad obowiązujących w szkole					
	Zadania domowe					
	Rzeczy niezbędne w szkole					



Chicago Ridge
School District 127.5

Leading in Learning™

Karta wyników 127.5 dla Chicago Ridge School District

Poziom 3-5

Uczeń:

Poziom:

Rok:

Klasa:

	T1	T2	T3
Spóźnienie			
Nieobecność			

Zachowanie

S	3	Wzorowe
S-	2	Zadawalające
N	1	Niezbędna poprawa
U	0	Niezadawalające

Zmieniona śródoterminowa skala ocen 2-5

A+	99%	Doskonale	C	72%	Przeciętnie
A	92%	Doskonale	C-	70%	Przeciętnie
A-	90%	Doskonale	D+	68%	Poniżej średniej
B+	88%	Bardzo dobrze	D	62%	Poniżej średniej
B	82%	Bardzo dobrze	D-	60%	Poniżej średniej
B-	80%	Bardzo dobrze	F	0%	Wynik negatywny
C+	78%	Przeciętnie			

Przedmiot	Ocena	T1	T2	T3	Uwagi
Matematyka 3-5 stopnia	Osiągnięcia				
Czytanie 3-5 stopnia	Osiągnięcia				
Język angielski 3-5 stopnia	Osiągnięcia				
Ortografia 3-5 stopnia	Osiągnięcia				
Nauki ścisłe 3-5 stopnia	Osiągnięcia				
Nauki społeczne 3-5 stopnia	Osiągnięcia				
Umiejętność uczenia się 3-5 stopnia	Osiągnięcia				
	Zachowanie				
Sztuki piękne 3-5 stopnia	Osiągnięcia				
	Zachowanie				
Wychowanie muzyczne 3-5 stopnia	Osiągnięcia				
	Zachowanie				
Wychowanie fizyczne 3-5 stopnia	Osiągnięcia				
	Zachowanie				
Umiejętności biblioteczne 3-5 stopnia	Osiągnięcia				
	Zachowanie				

Translated Report Card Key- Grades 6-8 Polish



Karta wyników 127.5 dla Chicago Ridge School District

Szkoła średnia „Finley Junior High School”

„Dom Wikingów”

Uczeń:

Poziom:

Rok:

Klasa:

	Q1	Q2	Q3	Q4
Spóźnienie				
Nieobecność				

	Q1	Q2	Q3	Q4
Średnia ocen				
Ocena końcowa				

Skala ocen Finley

A+	99%	4	Doskonale	C	76%	2	Przeciętnie
A	95%	4	Doskonale	C-	74%	2	Przeciętnie
A-	93%	4	Doskonale	D+	70%	1	Poniżej średniej
B+	90%	3	Bardzo dobrze	D	68%	1	Poniżej średniej
B	86%	3	Bardzo dobrze	D-	66%	1	Poniżej średniej
B-	84%	3	Bardzo dobrze	F	0%	0	Wynik negatywny
C+	80%	2	Przeciętnie				

Przedmiot	Nauczyciel	Q1	Q2	Q3	Q4	Uwagi
Umiejętności językowe						
Czytanie						
Matematyka						
Nauki ścisłe						
Nauki społeczne						
Sztuki piękne						
Język hiszpański						
Wychowanie fizyczne						
Edukacja zdrowotna						
Technika w codziennym życiu						
Wychowanie fizyczne						
Wychowanie muzyczne						
Wychowanie fizyczne						



Chicago Ridge
School District 127.5
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Distrito Escolar de Chicago Ridge 127.5 Boletín de calificaciones

Jardin de Infancia

Estudiante:

Grado:

Año:

Aula:

X	5	Habilidad no cubierta en este momento
S	4	Indica nivel satisfactorio
S-	3	Habilidades en progreso
N	2	Necesita mejorar
U	1	No satisfactorio
C	0	Habilidad adquirida

Conducta

S	3	Superior
S-	2	Satisfactoria
N	1	Necesita Mejorar
U	0	No satisfactoria

	T1	T2	T3
Retrasos			
Ausencias			

Clase	Instructor	Evaluación	T1	T2	T3	Final	Comentarios
Desarrollo social		Juega/trabaja bien en grupo					
		Comparte y se turna					
		Escucha cuando hablan los demás					
		Muestra autocontrol					
Personal		Respeto las cosas de los demás					
		Sabe su nombre completo					
		Sabe su dirección					
		Sabe su número de teléfono					
Hábitos de trabajo		Sabe su fecha de nacimiento					
		Respeto las normas escolares					
		Sigue las instrucciones					
		Presenta un buen periodo de atención					
		Trabaja ordenadamente					
		Comienza y completa las actividades rápidamente					
Preparación para la lectura		Trabaja bien de forma independiente					
		Limpia después del periodo de trabajo					
		Identifica colores					

		Reconoce su nombre					
		Reconoce los nombres de las letras estudiadas					
		Asocia sonidos con las letras estudiadas					
		Es capaz de combinar sonidos en palabras					
		Reconoce el vocabulario básico					
		Trabaja de izquierda a derecha					
Desarrollo lingüístico		Expresa bien las ideas					
		Participa en grupos de debate					
		Cuenta historias en orden					
Desarrollo lingüístico escrito		Puede escribir su nombre					
		Escribe letras correctamente (mayúsculas)					
		Escribe letras correctamente (minúsculas)					
Desarrollo numérico		Identifica formas básicas					
		Reconoce números hasta el 10					
		Escribe claramente hasta el 10					
		Puede contar hasta 25					
		Puede contar hasta 50					
		Puede contar hasta 100					
		Entiende conceptos matemáticos					
Desarrollo motor fino		Se viste (botones, cremalleras, nudos)					
		Controla bien lápices/colores					
		Controla bien las tijeras					
		Usa el pegamento de forma prolija					
Conducta		Conducta					
Educación física jardín de infancia		Logros					
		Conducta					
Música jardín de infancia		Logros					
		Conducta					
Arte jardín de infancia		Logros					
		Conducta					
Biblioteca jardín de infancia		Logros					
		Conducta					

Translated Report Card Key: Grades 1- 2 Spanish



Chicago Ridge
School District 127.5

Leading in Learning

Distrito Escolar de Chicago Ridge 127.5 Boletín de calificaciones

Grado 1-2

Estudiante:

Grado:

Año:

Aula:

	T1	T2	T3
Retrasos			
Ausencias			

Conducta

S	3	Satisfactoria
S-	2	Satisfactoria
N	1	Necesita mejorar
U	0	No satisfactoria

Escala de calificación primaria 1.º a 2.º

E	90 %	Excelente
S+	80%	Muy bien
S	70%	En la media
S-	60 %	Por debajo de la media
N	0 %	Reprobado

Refuerzo

X	Necesita refuerzo
---	-------------------

Clase	Evaluación	T1	T2	T3	Final	Comentarios
Matemáticas de 1.º grado	Logros					
Lectura de 1.º grado	Logros					
Lengua inglesa de 1.º grado	Logros					
Ortografía de 1.º grado	Logros					
Fonética de 1.º grado	Logros					
Ciencia de 1.º grado	Logros					
Ciencias sociales de 1.º grado	Logros					

Aptitudes para el estudio de 1.º grado	Logros					
Conducta	Conducta					
Arte de 1.º grado	Logros					
	Conducta					
Música de 1.º grado	Logros					
	Conducta					
Educación física de 1.º grado	Logros					
	Conducta					
Biblioteca de 1.º grado	Logros					
	Conducta					
Aula de primer grado	Trabaja y juega bien con los demás					
	Trabaja independientemente					
	Trabaja sin molestar a los demás					
	Cortesía					
	Respeto la autoridad					
	Respeto los derechos y las cosas de los demás					
	Autocontrol					
	Actitud					
	Escucha					
	Sigue las instrucciones					
	Fiable					
	Comienza y finaliza las tareas diarias a tiempo					
	Limpieza					
	Esfuerzo					
	Respeto las normas escolares					
	Deberes					
	Útiles escolares					

Translated Report Card Key: Grades 3-5 Spanish



Chicago Ridge
School District 127.5

Distrito Escolar de Chicago Ridge 127.5 Boletín de calificaciones
Grados 3-5

Estudiante:

Grado:

Año:

Aula:

	T1	T2	T3
Retrasos			
Ausencias			

Conducta

S	3	Superior
S-	2	Satisfactoria
N	1	Necesita mejorar
U	0	No satisfactoria

Escala de calificación intermedia revisada 3-5

A+	99 %	Excelente	C	72 %	En la media
A	92 %	Excelente	C-	70 %	En la media
A-	90 %	Excelente	D+	68 %	Por debajo de la media
B+	88 %	Muy bien	D	62 %	Por debajo de la media
B	82 %	Muy bien	D-	60 %	Por debajo de la media
B-	80 %	Muy bien	F	0 %	Reprobado
C+	78 %	En la media			

Clase	Evaluación	T1	T2	T3	Comentarios
Matemáticas del grado	Logros				
Lectura del grado	Logros				
Lengua inglesa del grado	Logros				
Ortografía del grado	Logros				
Ciencia del grado	Logros				
Ciencias sociales del grado	Logros				
Aptitudes para el estudio del grado	Logros				
	Conducta				
Arte del grado	Logros				
	Conducta				
Música del grado	Logros				
	Conducta				
Educación física del grado	Logros				
	Conducta				
Aptitudes de biblioteca del grado	Logros				
	Conducta				



Distrito Escolar de Chicago Ridge 127.5 Boletín de calificaciones

Finley Junior High School

“Home of the Vikings”

Estudiante:

Grado:

Año:

Aula:

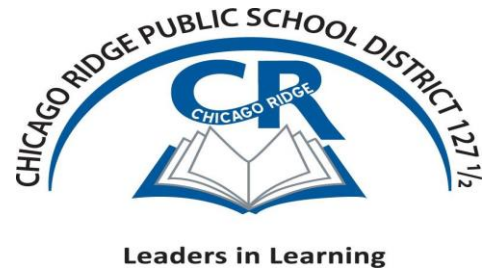
	1. ^{ER} TR.	2. ^º TR.	3. ^{ER} TR.	4. ^º TR.
Retrasos				
Ausencias				

	1. ^{ER} TR.	2. ^º TR.	3. ^{ER} TR.	4. ^º TR.
PROMEDIO GENERAL (GPA)				
Final				

Escala de calificación Finley

A+	99 %	4	Excelente	C	76 %	2	En la media
A	95 %	4	Excelente	C-	74 %	2	En la media
A-	93 %	4	Excelente	D+	70 %	1	Por debajo de la media
B+	90 %	3	Muy bien	D	68 %	1	Por debajo de la media
B	86 %	3	Muy bien	D-	66 %	1	Por debajo de la media
B-	84 %	3	Muy bien	F	0 %	0	Insuficiente
C+	80%	2	En la media				

Clase	Instructor	1. ^{ER} TRIMESTRE	2. ^º TRIMESTRE	3. ^{ER} TRIMESTRE	4. ^º TRIMESTRE	Comentarios
Lengua y Literatura						
Lectura						
Matemáticas						
Ciencia						
Ciencias sociales						
Arte						
Español						
Educación física						
Educación para la salud						
Tecnología aplicada						
Educación física						
Música						
Educación física						



Date _____

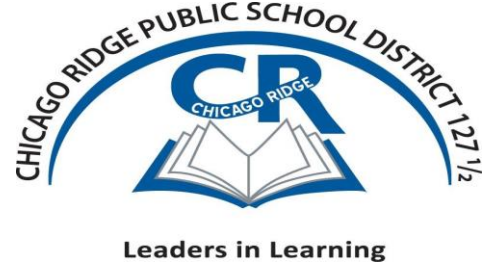
Dear _____

Your child _____, will be dismissed from EL services effective _____ based on the following reason:

If you would like to discuss this, you may call the EL/Bilingual staff, or myself at (708)636-2000. X5109

Sincerely yours,

Sarah Said, Director of English Learning



التاريخ _____

عزيزي اعزيتي _____

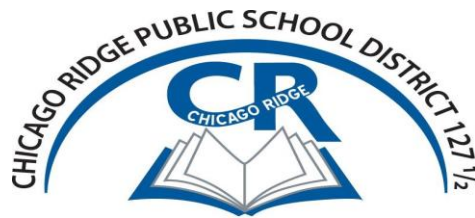
طفلك اطفانك _____

_____ سيتم إنهاء الخدمات المقدمة لهم من برنامج متعلمي اللغة الإنجليزية الانتقالية (EL) إبتداءً
من التاريخ _____ على أساس الاسباب التالية :

إذا كنت لاتوافق على هذا القرار ، يمكنك الاتصال بمعلمين اللغة الإنجليزية الانتقالية ، أو
نفسى على الرقم التالى: (708) 2000-636-5109 x5109 .

المخلصة ،

المديرة : سارة سعيد



Leaders in Learning

Fecha _____

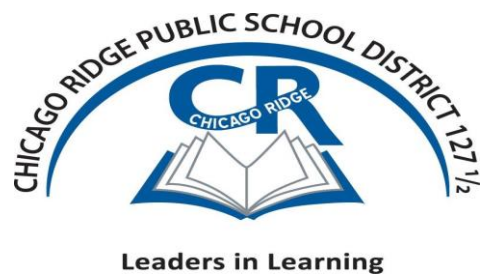
Estimado(a) _____

Su niño(a) _____, será despedido de servicios del programa de EL en base a las siguientes razones:

Si no está de acuerdo con esto, usted puede llamar las maestras de ELL, o yo mismo en (708)636-2000.x5109

Sinceramente,

Mrs. Sarah Said
Directora



Data _____

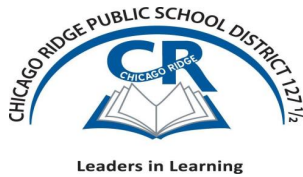
Drodzy Rodzice/Opiekunowie _____

Pan/Pani dziecko, _____, nie będzie należeć do programu ELL zaczynając od _____ ze względu na niżej wymienione powody:

Jeżeli Pan/Pani nie zgadza się z powyższą decyzją, proszę o kontakt z nauczycielami programu ELL, lub ze mną pod numerem telefonu (708)636-2000 X5109.

Z poważaniem,

Sarah Said
Dyrektor Szkoły



**Chicago Ridge School District 127.5
Exit Monitoring Form for English Learning**

Student Name						
Grade	Academic Year					
Name of classroom teacher						
Monitoring Year (Circle)	1st Year			2nd Year		
Exiting ACCESS Results:						
Composite	Listening	Speaking	Reading	Writing	Literacy	Oral Language

MAP Scores	Reading (Fall)	Reading (Winter)	Math (Fall)	Math (Winter)

Is the student receiving any special services?
(any academic services/programs in addition to the standard academic program) **NO** ___ **YES** ___
 If yes, describe the services:

Circle Trimester	(T1)	(T2)	(T3)
-------------------------	-------------	-------------	-------------

Please select one of the following:

_____ The student performing at an acceptable level; no serious problems at this time.
--

_____ The student is functioning below acceptable level, but still passing.

Possible problems: please check all that apply ___ Class Assignment completion ___ Homework completion ___ Tests ___ Attitude/Effort ___ Participation in class ___ Attendance ___ On task behavior

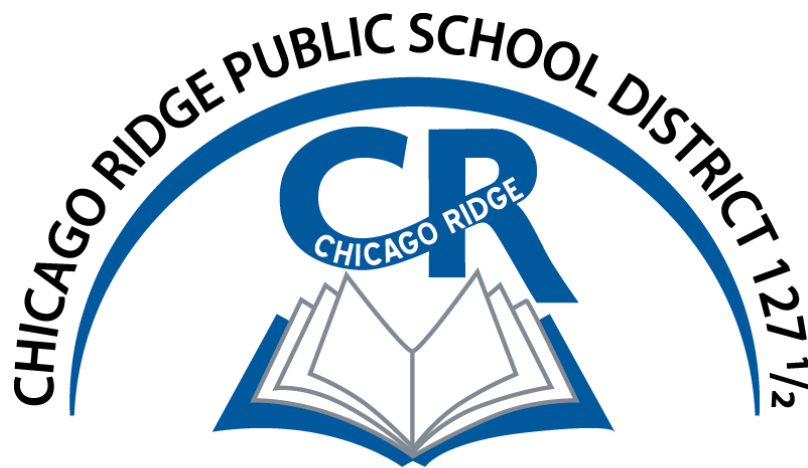
Student is experiencing serious difficulty in this class. I suggest the following action:
 RTI in Reading and/or Math
 I recommend that this student will be reclassified as an ELL
 Pass/Fail Grades
 Other action:

Subject	Teacher's Initials:	1st	2nd	3rd	Trimester			
					1 st	2 nd	3 rd	
Rate the student's performance in each of the following areas <i>(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)</i>								
1.	The student completes assignments on time. -----							
2.	The student communicates effectively with teacher. -----							
3.	The student participates effectively in class projects.-----							
4.	The student participates effectively in class discussions. -----							
5.	The student is able to work independently. -----							
6.	The student attends class regularly. -----							
7.	The student displays effort and enthusiasm in class. -----							
8.	The student requires additional assistance with assignments. -----							
9.	The student shows evidence of difficulty with language. -----							
10.	The student has discipline problems that interfere with his/her academic progress. -							

Any additional comments about this student:

Follow-up actions taken by EL teacher if needed:

GLOSSARY OF TERMS



Leaders in Learning

PROGRAM RELATED TERMS

EL - English Learner - A person who is in the process of acquiring English and has a primary language other than English.

TBE- Transitional Bilingual Education- English Learning program that uses a student's native language to help them achieve English language proficiency.

TPI- Transitional Program of Instruction- English Learning program that solely uses English to help students achieve English proficiency.

Part-Time Bilingual- A program of Bilingual Instruction that does not fully instruct students in their native language. The program either partially uses Arabic or only uses English to instruct Bilingual students. This type of program is for students above a 3.5 on the ACCESS scale.

Full-Time Bilingual- A program of Bilingual instruction that uses the native language to instruct students in content areas and help them achieve English Language proficiency. This type of program is for students below 3.5 on the ACCESS scale.

Newcomer- District 127.5 defines a "Newcomer" as a student who has lived in the United States for less than two years.

SLIFE- Students with limited or interrupted formal education- These are students who have had less schooling than their age level peers due to migration or tragedy in their home country.

Asylee or refugee- Students who have been forced to leave their country in order to escape war, persecution, or a natural disaster.

DRIVE (Developing Rigor Intensive Values of Excellence) - Newcomer program that addresses the needs of English Learners new to the country who scored below a 2.0 on the WIDA scale.

Pull- out services- Services where students are pulled out of the classroom by an EL or Bilingual teacher for targeted small group instruction with other English Learners.

Push- in services- EL or Bilingual teachers push into the classroom in order to service groups of English Learners.

LEP- Limited English Proficiency- Students who have limited English skills.

Clustering- Method of grouping English Learners in classrooms to assist teachers in providing services for students. Clusters of English Learners in general classrooms do not exceed seven students.

GRANT RELATED TERMS

Title III -is a part of the legislation enacted to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and achievement standards that other children are expected to meet. This grant funds needs for programs of English Learning.

TPI/TBE- This portion of the Title III grant funds partial salaries of teachers of English Learning and Bilingual programs.

LIPLEPS- Language Instruction Programs for Limited English Proficient Students- This portion of the grant funds instructional activities and professional development related to EL and Bilingual Programs.

IEP- Immigrant Education Program- This program funds activities and resources for students who qualify as Immigrant students. This means that they have been living in the United States for two years or less.

ASSESSMENT TERMS

ACCESS 2.0- stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. The test assesses students in listening, speaking, reading, and writing. It is a large-scale test that first and foremost addresses the English language development standards that form the core of the WIDA Consortium's approach to instructing and testing English language learners. Learners in grades K-12 are assessed using the ACCESS 2.0 yearly.

Alternate ACCESS- ACCESS assessment for students with IEPs who do not participate in state testing.

WIDA Screener- Assessment used to screen students and identify them for English Learning programs. This tests students in the four domains of reading, writing, speaking, and listening. This assessment is used to screen grades 1-12.

WIDA MODEL- This is a one on one assessment used to screen kindergarteners in listening and speaking.

Levels in WIDA assessments:

Entering/Emerging- Students who are scaled as “entering or emerging” on the WIDA screener or the WIDA ACCESS 2.0. These are typically beginners of English who score a “1” out of “6” on the ACCESS assessment.

Developing- Students who are scaled as “developing” on the WIDA screener or the WIDA ACCESS 2.0. These are typically students who score a “2” out of 6 on the ACCESS assessment.

Expanding- Students who are scaled as “expanding” on the WIDA screener or the WIDA ACCESS 2.0. These are typically students who score a “3-4” out of 6 on the ACCESS assessment.

Bridging- Students who are scaled as “bridging” on the WIDA screener or the WIDA ACCESS 2.0. These are typically students who score a “4-5” out of 6 on the ACCESS assessment. These students are ready to exit programs.

Reaching- Students who are scaled as “reaching” on the WIDA screener or the WIDA ACCESS 2.0. These are typically students who score a “5-6” out of 6 on the assessment. They students are ready to exit or already have exited programs.

TELL assessment- This is an assessment that tests listening, speaking, reading, and writing. It is used to progress monitor students in grades K-12.

Pre- IPT oral- assessment- given to Pre-K students to identify students for services. Assessment screens listening and speaking skills. Scores are: NES (Non English Speaker) LES (Limited English Speaker) FES (Fluent English Speaker)

Domains- Areas of reading, writing, speaking, and listening

Exit Monitoring- After achieving an exit score, students must be monitored academically for four years by the EL team (per ESSA). This involves analyzing student test data and input from General Education teachers.

OTHER TERMS

BPAC- Bilingual Parent Advisory Committee- This is a committee of parents who help make policy decisions about EL and Bilingual programs in Chicago Ridge 127.5.

SIOP- Sheltered Instruction Observation Protocol- This is an instructional framework used to support English Learners in the Classroom

ELLevation- This is a a data base utilized by the district to track English Learner data as write personalized learning goals for students. The software also helps EL teachers provide general education teachers with strategies to use for English Learners.

