

HANDBOOK

2012 - 2013



Broward County  Public Schools

The School Board of Broward County, Florida



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ESOL Department Handbook

2012 – 2013

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Broward County Public Schools

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OVERVIEW

OVERVIEW

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM

Introduction

Students whose language origin is other than English have educational needs that are somewhat different from those of native English-speaking students. It is important that students' special needs are identified and that the necessary provisions are made to meet the students' instructional levels. The primary educational need of these students is the acquisition of oral and written communication skills in English that will enable them to function in school and in the community. This includes developing competency both in the English needed for social interaction and the academic English needed for successful participation in the formal curriculum.

The goals of the ESOL program are to: (1) ensure that students entering Broward County Public Schools with little or no skills in understanding, speaking, reading, and writing English can communicate orally and in writing and function in English in a regular class and (2) prepare these students to achieve in all academic areas.

Guidelines

The following guidelines determine the basic directions for ESOL Department programs:

1. Special instruction in English/Language Arts through ESOL receives emphasis at both the elementary and secondary levels. Such emphasis reflects the School Board position that developing competency in English is one of the highest priorities for English Language Learners.
2. The programs implemented for ELLs meet requirements of The No Child Left Behind Act – Title III, Florida Statutes, State Board of Education rules, and the *League of United Latin American Citizens (LULAC) et al. v. State Board of Education (SBE) Consent Decree*. To download a copy of the Florida Consent Decree, log on to <http://www.fldoe.org/aala/cdpage2.asp>. These programs include the use of native language support to facilitate instruction in elementary and secondary schools. This helps ensure maintenance of academic achievement while the student is learning English.
3. The use of ESOL instructional strategies with ELLs is required at all grade levels when providing instruction in all subjects, including English/language arts, social studies, science, mathematics, and computer literacy.

ESOL GLOSSARY

English Language Learner – a student who:

- a. Was not born in the U.S. and whose native language is other than English; or
- b. Was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or
- c. Is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English Language Proficiency: and

Who, as a result of the above, has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.

LY - The student is an English Language Learner and is enrolled in classes specifically designed for English Language Learners.

LF - The student is being monitored for a two-year period after having exited from the ESOL program.

LZ -

- The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program.
- Once a student completes the two year post-reclassification monitoring period, they are re-coded LZ and remain so for the remainder of the school career.

ZZ - Not applicable.

- Students whose parents responded in the negative to all three required Home Language Survey questions, that is, non-Ells.
- Students whose parents answered “Yes” to one or more questions on the Home Language Survey but after assessment were not eligible for ESOL services.

LY-T- The student is an English Language Learner and is enrolled in classes specifically designed for English Language Learners on a temporary basis. LY-T is used on Pre-K only.

Note: The code of “LN” has been deleted, effective July 1, 2007.

ELL Committee – a committee composed of ESOL teacher(s) and home language teacher (if any) and administrator or designee plus guidance counselors, social workers, school psychologists or other educators as appropriate for the situation. Parents must be invited to attend all committee meetings.

ELL Student Education Plan – a written document(s) that identifies student name, instruction by program (including programs other than ESOL provided), amount of instructional time or schedule, date of ELL identification, assessment data used to classify or reclassify the student as an ELL, date of exit and assessment data used to exit the student as English proficient.

Basic Subject Areas – instruction in computer literacy, mathematics, science and social studies.

Basic ESOL – instruction in English/Language Arts, regardless of delivery model approach.

Other Subject Areas – any instruction other than Basic ESOL or Basic subject areas.

Basis of Entry – A one character code indicating the student’s basis of entry in the ESOL program: Aural/Oral (A); Reading and Writing (R); LEP Committee (L) or temporarily placed in a program based on a “Yes” response to Home Language Survey questions b and/or c (T).

Basis of Exit – one or two character code indicating the student’s basis of exit from the ESOL program: B & C for elementary, B & E for secondary, and ‘L’ for ELL Committee or ‘Z’ if not applicable. . *This change is effective July 1, 2008.*

Classification Date – the initial date a student whose parents responded “Yes” to the Home Language Survey is determined eligible or not eligible based on assessment for an ESOL program.

Entry Date – the initial date a student enters an ESOL program.

Exit Date – the initial date a student exits an ESOL program.

Extension of Instruction – indicates a student is receiving services beyond the base three years of eligible ESOL FTE funding as specified in Rule 6A-6.0903, FAC. Students may receive an additional 4th, 5th or 6th year of FEFP funded ESOL instruction and services based upon needs as determined by annual evaluations.

Home Language Survey Date – the date that the Home Language Survey was completed in accordance with Rule 6A-6.0902, FAC. (Note: After the 1990-91 school year only those students entering Florida public schools for the first time must complete the Home Language Survey.)

Instructional Model – the type of instructional strategy provided to English Language Learners in each course. The allowable types of instructional models are:

- E** Sheltered – English
- S** Sheltered – Core/Basic Subject Areas
- I** Mainstream/Inclusion – English
- C** Mainstream/Inclusion – Core/Basic Subject Areas
- Z** Not applicable

Post Reclassification Dates – each date that a former English Language Learner’s performance has been reviewed to ensure parity of participation once the student has been classified as fully English proficient. These reviews shall take place automatically at the student’s first report card, semiannually during the first year after exiting the program and at the end of the second year, in accordance with Rule 6A-6.0903, FAC.

Reclassification Date – the initial date a **former** ELL (LF) is reclassified as an ELL (LY).

Reclassification Exit Date – the date a reclassified ELL exits the ESOL program.

Reevaluation Date – the most recent date the ELL was reevaluated in order to determine whether the student should continue in or exit the ESOL program.

Student Education Plan Date – the date of the most recent development or review of the ELL plan.

Country of Birth – the country of birth of the student.

Date Entered United States – the month, day and year on which the student entered the United States (any of the 50 states, excluding U.S. territories and possessions.) This is required for all students with affirmative responses to the Home Language Survey and who are coded LY, LF, or LZ.

Immigrant Student – individuals who: (a) are between the ages of 3 through 21; (b) were not born in any state or U.S. territory or possessions and (c) have not been attending one or more schools in any one or more states for more than 3 full academic years. [Note: for reporting purposes “c” should be “not attending one or more schools in Florida.”]

Immigrant Student Services – the type(s) of Title III, Immigrant Children and Youth funded Instructional and Supplemental Services provided to any Title III, Immigrant Children and Youth participant.

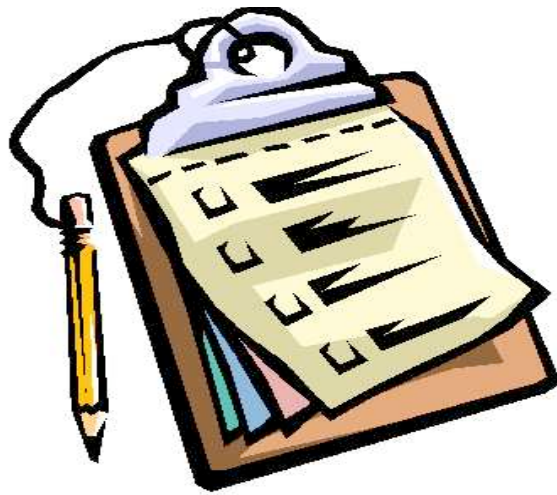
Native Language Student – when used with reference to an individual of limited English proficiency, means the language normally used by a student.

NCLB – No Child Left Behind (NCLB) Act of 2001, Public Law 107-110.

Primary Language Spoken in Home – the primary language of the parent(s) or guardian(s) of the student.

Test Accommodations – the type of special accommodations, if any, needed by the student when being tested.

SECTION 1
IDENTIFICATION



SECTION 1

IDENTIFICATION

Requirement Status

All students who are classified as ELLs are **required** to participate in a program of English for Speakers of Other Languages (ESOL). To comply with the requirements of the *League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree*, and corresponding Florida State Board of Education rules on ELL services, all schools with students classified as ELLs **must** provide an appropriate ESOL program to meet the specific needs of such students in language learning, academic achievement, and cultural integration. To download a copy of the Florida Consent Decree log on to <http://www.fldoe.org/aala/cdpage2.asp>.

Students in the ESOL program are required to meet the same curriculum standards as any other student in English/language arts and content area instruction.

ESOL Program Entry Criteria

The Home Language Survey is the first step in identifying a potential ELL, and it must be completed for all students in grades Pre-K through 12 entering a Broward County Public School for the first time. This is required by the *League of United Latin American Citizens (LULAC) et al. v. State Board of Education, known as META Consent Decree*. The Home Language Survey includes three questions and is given at the time of registration. The questions are as follows:

1. Is a language other than English used in the home?
2. Does the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

These questions are contained in the [*Student Registration Form*](#) completed by a parent or guardian. This form must be made available in the home language when feasible. They have been translated into Haitian-Creole, Portuguese, and Spanish (Form # 4709) (see Appendix A).

Registration Procedures

In order to be in compliance with *META Consent Decree*, these procedures must be followed:

- All new students, regardless of language or origin, must be registered at their home school.

- A **social security card/number is NOT required to register** a student for school or to qualify for free or reduced breakfast/lunch. **Please make sure that the school registration form does not list a social security number as a prerequisite for registration.** It is optional. Do not photocopy a student's social security card.
- **Do not ask students or parents for their alien immigration status; do not document any information regarding alien immigration status; and do not ask to see their passports.** If they volunteer the passport, it may be used as proof of age; however, **a photocopy of any portion of the passport cannot be made or kept as documentation.** A notation can be made on the registration form that the student's age was verified through the passport.
- Request and write the student's birthplace on the registration form as part of the registration process.

ELLs who leave State and/or Country

ELLs who leave the state and/or country for 90 or more school days, and then return and re-enroll, should be re-assessed for English language proficiency due to an interruption of ESOL services. However, all measures must be taken to honor time in an ESOL program. The original ENTRY DATE must **not** be modified. Update the PLAN DATE and print an [A07](#) Panel to document interrupted schooling. All prior documentation shall be maintained in the ELLSEP and/or cumulative folder with an explanation of new data. If a student has been withdrawn but attended another Florida school district, no interruption of ESOL services should occur. Send home [Parent Notification of Continued Placement](#) (appendix H) if the student will continue receiving services or [Parent Notification of Student Exiting](#) (appendix N) if they are going to exit.

Collection and Monitoring of Student Data

Schools are responsible for collecting individual student data and maintaining complete and accurate student information in students' cumulative folders and in the State Database (AS400/TERMS). Principals at each school should designate an ESOL Contact who is responsible for maintaining the records of the ELLs enrolled in the ESOL Program. This person works with the teachers, guidance staff, registrar, and data processor to ensure compliance with ESOL Program requirements.

The ESOL Department assists the schools in this process by coordinating the procedures for data collection and maintenance in order to ensure minimal data reporting errors. District ESOL Instructional Facilitators visit some schools and assist the ESOL Contact or school designee with the monitoring, updating, and reporting of accurate ELL data.

Once a student has been identified and determined to be eligible to receive ESOL services, the school Information Management Technician (IMT) enters the following information in the State Database:

- ☛ ELL status code ([A03](#))
- ☛ Student's native language (A03)
- ☛ Parent/guardian primary home language (A03)
- ☛ Home Language Survey date (A03)
- ☛ Appropriate information on the ELL ([A23](#)) screen including Assessment Date, Entry Date, Basis of Entry/Exit, Plan Date and Fund Code
- ☛ Student's courses and instructional model code ([A10](#)).

The descriptors used in TERMS Database are capitalized and bolded on the [ELLSEP folder](#) for easy identification. The information entered on the [A23](#) panel (TERMS) must correlate with the information documented on the ELLSEP folder.

The Educational Technology Services Department records and retains student data in order to send the information required by the state and to generate reports.

School IMTs **may not** open an [A23](#) panel until a student has been determined to be eligible for the ESOL Program nor should the student be classified as LY based on the affirmative responses to Home Language Survey only. English language proficiency data on ELLs is collected by the school and entered into the AS400/TERMS.

The ESOL Department offers and provides training to school administrators, teachers, guidance staff, registrars, front office staff, and IMTs on the requirements of the ESOL Program, and emphasizes the importance of accurate database documentation and entries to ensure minimal data reporting errors. Refer to the [State Database Guidelines for English Language Learners](#) for more information.

Q & A Section 1: Identification

Q: Must all 3 questions on the Home Language Survey be checked “yes” before a student is referred for testing for aural/oral language proficiency in English?

A: No. If a parent answers “yes” to any of the 3 questions, then the student is assessed to determine eligibility for ESOL program.

Q: Can parents refuse ESOL services for a student who has been classified as ELL?

A: No. According to LULAC and the State Board of Education Consent Decree, all students classified as ELL must be provided with comprehensible education in the ESOL Program. This is not an opt-out program.

Q: Should an A23 panel be opened before a K-12 student has been determined to be eligible for the ESOL Program?

A: No. Additionally, no student should be classified as LY based solely on the affirmative responses to the Home Language Survey.

Q: Should an A23 panel be opened before a Pre-K student has been determined to be ESOL Program eligible?

A: Yes. The coding should be LY-T, if a parent answers “Yes” to any of the 3 questions on the Home Language Survey.

Q: Should students who leave the state and/or country for 90 days or more be re-assessed for English language proficiency upon re-enrollment?

A: Yes. However, if a student has attended another Florida school during this time, no interruption of ESOL services should occur.

SECTION 2

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)



SECTION 2

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

Aural/Oral Language Assessment

If a parent answers "no" to all three questions on the Home Language Survey, the student is not considered a potential ELL student. This student will NOT be assessed for English language proficiency.

If a parent answers "yes" to **ANY** of the three questions on the Home Language Survey, then the student is assessed for aural/oral language proficiency in English within 20 days of registration. If the student is not assessed within these 20 days, this period is extended to an additional 20 days, as long as parents are notified in writing in their native language [20-day Parent Notification Letter](#) (Appendix B).

The aural/oral language assessment instruments used in the Broward County Public Schools are:

- Pre-IDEA Oral Language Proficiency Test (Pre-IPT) 4th Edition – Pre-K (ages 3-5)
- IDEA Oral Language Proficiency Test I (IPT-I) Form G – Grades K - 5
- IDEA Oral Language Proficiency Test II (IPT-II) Form E – Grades 6 - 12

There should be **at least one** district-trained oral language assessor at each school site. Aural/oral assessments for Pre-IPT can be requested from the ESOL Department by emailing the [Request for Assessment Form](#) (Form 2590A, Appendix C) to esolrequests.com.

Once the student is assessed with the aural/oral language assessment instrument, use the charts correlating the [IDEA Oral Language Proficiency Test Score Levels with Broward County Language Level Classifications](#) (Appendix D). These charts are used to determine a Broward County language level classification for the student. Broward County's [Language Level Classifications and Descriptions](#) range from A1 to E (Appendix E). The student's Broward County language level classification should be written on the front of the IPT test booklet and noted on the [Initial Language Classification Assessment Form](#) (Form # 2590E, Appendix F).

Per the State, districts are required to report percentile scores for Listening and Speaking on the IPT I and II. The ESOL Department provides training for school personnel in the administration and scoring of the IPT I and II.

When students come from other Florida school districts, all English Language Proficiency assessments must be entered in TERMS for active ELLs (LYs) and

students classified as LFs. IMTs are to follow the procedures outlined in the Database Guidelines.

Readministration of the IPT

The District recommends that the time interval between administrations of the IPT should be at least 4 months. Re-administering the same form of the IPT sooner could impact test reliability.

Achievement test scores in reading and writing (language) must be administered as part of the ESOL Program eligibility requirements students that are not eligible for Broward County Language Level Classifications of D and E. Interview and background data will be helpful in determining D and E Broward County Language Level Classifications.

Reading and Writing Standardized Tests

- For students in grades 3-12, the Reading and Writing (Spelling) subtests of the Kaufman Test of Educational Achievement II-Brief Form (K-TEA II Brief Form) **will be administered by District ESOL Program Staff.**
- Email the completed *Request for Assessment Form* to esolrequests.com. **Testing must be completed within 20 days of the student's identification.**
- The K-TEA II Brief Form will be administered according to instructions in the test manual. Percentile ranks will be generated based on grade-referenced norms.
- Percentile ranks obtained from K-TEA II Brief Form will be **recorded on the student's [Initial Language Classification Assessment Form](#)** (Form # 2590E, Appendix F) and [ELLSEP Folder](#) (Form # 4300, Appendix G).
- The District ESOL Program Staff will inform the school's ESOL Contact or designee of the results in order for appropriate student placement to be completed. ESOL Contact will record the information in the ELLSEP folder and provide the information to the IMT to enter on TERMS.

The following criteria will be used to determine eligibility for students who score FES in grades 3-12:

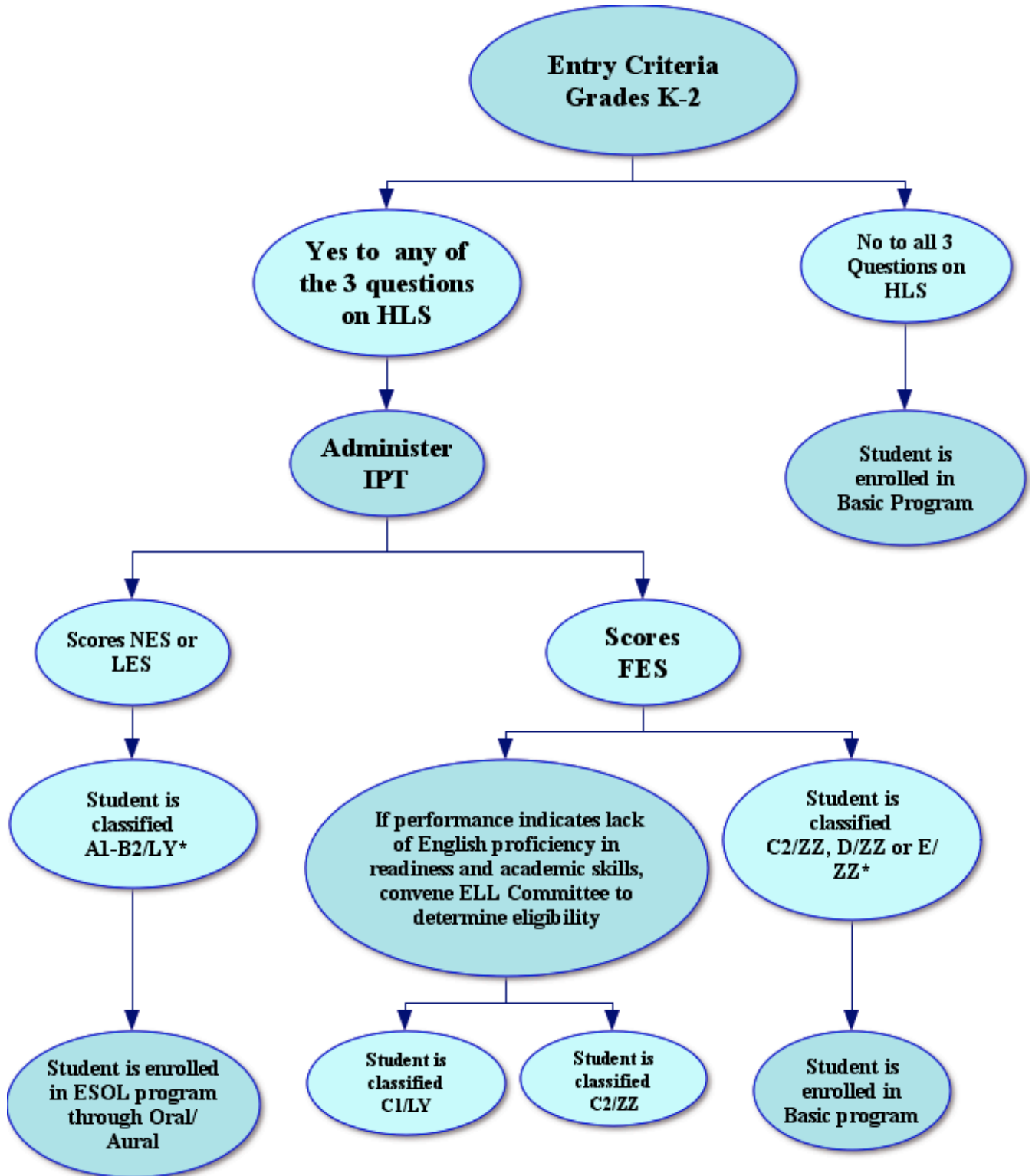
- If **both** reading and writing (language) standardized K-TEA achievement test scores are at or above the 33rd percentile, the student is placed in the Basic Program and does not qualify for the ESOL Program. These students are classified C2/ZZ and all testing information is filed in the CUM.
- If **both** reading and writing (language) standardized achievement test scores are at or below the 32nd percentile, the student is placed in the ESOL

Program. These students are classified C1/LY and an ELLSEP folder is initiated. See section 3 of this Handbook.

- If **either** the reading or writing (language) standardized achievement test score is at or below the 32nd percentile, the student is referred to the ELL Committee for placement recommendation in either the ESOL or Basic Program. The ELL Committee may determine if a student needs ESOL services or not according to consideration of at least two of the following criteria:
 - (a) extent and nature of prior educational and social experiences; and student interview;
 - (b) written recommendations and observations by current and previous instructional and supportive services staff;
 - (c) level of mastery of basic competencies or skills in English and/or home language according to appropriate state, and national criterion-referenced standards;
 - (d) grades from the current or previous years;
 - (e) test results from tests other than CELLA or FCAT

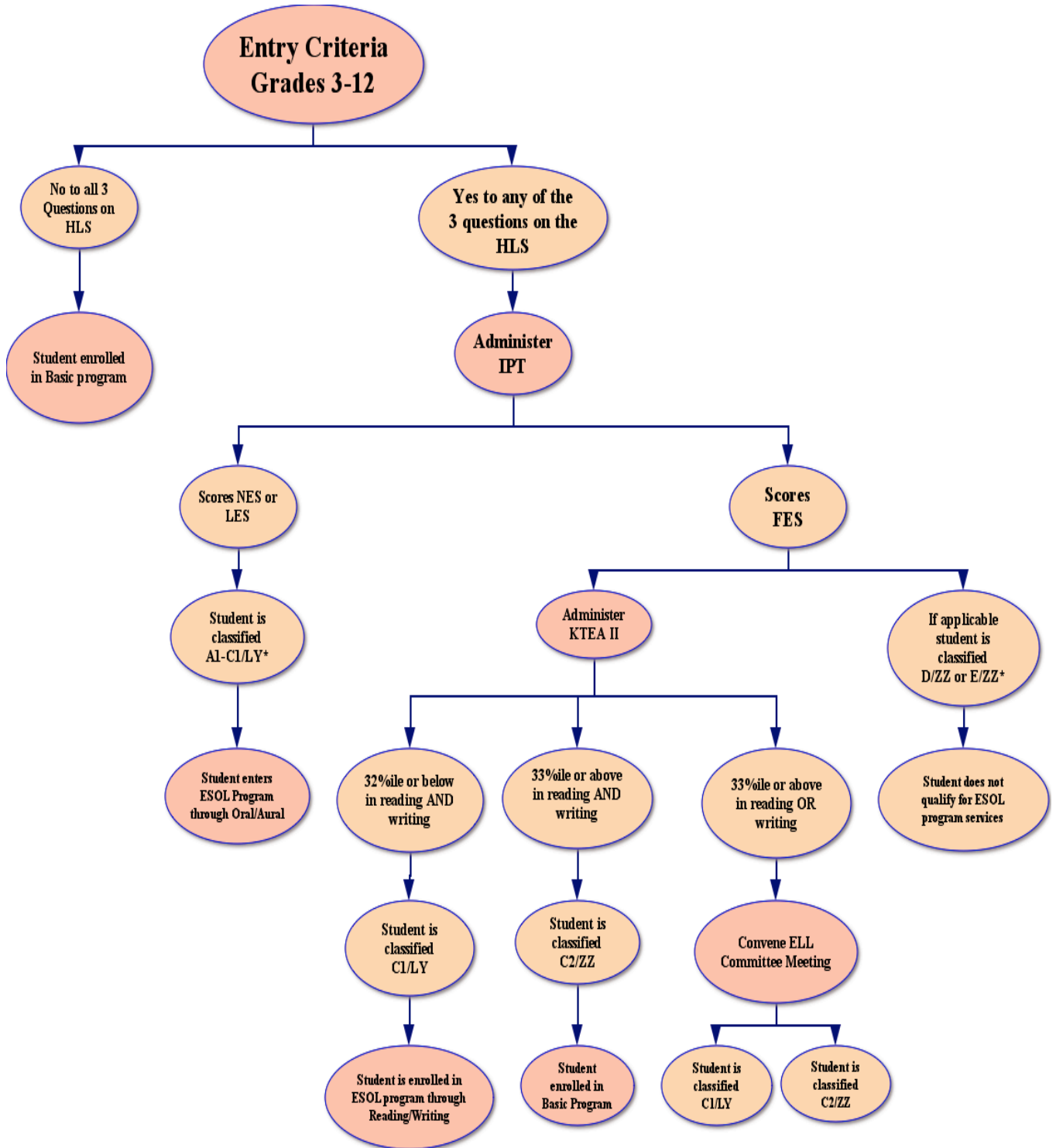
Parents of all students **must be notified by the school** if the student qualifies for the ESOL Program and that he/she will be receiving ESOL services. The [Parent Notification of Placement/Continuation of Services in the ESOL Program](#) (Form # 4673, Appendix H) is used for this purpose. This form is available in English and the three major languages in Broward County: Haitian-Creole, Portuguese, and Spanish. **Beginning with the 2009-2010 school year, this form must also be provided annually on the anniversary date to inform parents or guardians of the continuation of services in the ESOL Program.**

English Language Proficiency Assessment (Placement)



***Broward County Language classifications of D and E should always be considered if applicable. Interview and background data in addition to questions on the Initial Language Classification Assessment Form (Appendix F) will be helpful in determining D and E level classifications.**

English Language Proficiency Assessment (Placement)



***Broward County Language classifications of D and E should always be considered if applicable. Interview and background data in addition to questions on the Initial Language Classification Assessment Form (Appendix F) will be helpful in determining D and E level classifications.**

Q & A Section 2: English Language Proficiency Assessment (Placement)

Q: What happens if a student is not assessed within 20 days of registration?

A: This period can be extended to an additional 20 days, as long as the parents are notified in writing in their native language. (See [Appendix B](#) for a sample of the letter. A copy of the letter must be kept in the [ELLSEP](#) folder.)

Q: Once a student in grades 3-12 scores FES (Fluent English Speaker) on either IPT I or II, what procedures must be followed?

A: Refer to the flow chart in Section 2, for classification procedures.

Q: What is the appropriate time interval allowed between administrations of the IPT?

A: In order to avoid impacting test reliability, the time interval between administrations of the IPT should be at least 4 months.

Q: How are D and E language classifications determined?

A: Interview and background data in addition to questions on the [Initial Language Classification Assessment Form](#) will be helpful in making this determination. Refer to Appendix F.

SECTION 3

PROGRAMMATIC ASSESSMENT: GENERATING THE ELLSEP FOLDER

FSI

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
ESOL DEPARTMENT
ENGLISH LANGUAGE LEARNER STUDENT EDUCATION PLAN (ELLSEP)

Name _____ (Last) (First) (Middle)	School _____	Year _____	Grade _____
Date of Birth _____	Place of Birth _____	20__	20__
Student Language _____	Parent/Guardian Language _____	20__	20__
Home Language Survey Date *(REFDTE) (Date parent completes registration form)		20__	20__

This is an initial ELLSEP Yes No Date _____ Signature _____
(ESOL Contact/Designee) (Parent Signature)

Initial Placement Information	Language Classifications
Listening/Speaking Language Assessment (K - 12) Instrument _____ Assessment Date *(CLASS) _____	Initial Language Classification Date _____ From _____ to _____ or Status Unchanged _____ Grade _____ School _____
Reading/Writing Assessment (PES Grades 3 - 12) Instrument _____ Reading Percentile _____ Writing Language Percentile _____ Assessment Date *(CLASS) _____	Date _____ From _____ to _____ or Status Unchanged _____ Grade _____ School _____
ESOL Program Entry Date *(ENTRY) *Send Home Parent Notification Letter (Form #267)	Date _____ From _____ to _____ or Status Unchanged _____ Grade _____ School _____ <small>Update *PLAN date to indicate most current Language assessment.</small>

INSTRUCTIONAL PROGRAM RECOMMENDATIONS

Option 1: ELLS received instruction in a Sheltered Instruction/self-contained setting in English Language Arts and content areas.
Option 2: ELLS received instruction in a Sheltered Instruction/self-contained setting in English Language Arts. Content areas can be delivered through a combination of Shelter and/or basic mainstream instruction.
Option 3: ELLS received instruction in English Language Arts and content areas through the basic mainstream program.

GRADE _____ Option: 1 2 3 *PLAN Date: _____	GRADE _____ Option: 1 2 3 *PLAN Date: _____	GRADE _____ Option: 1 2 3 *PLAN Date: _____	GRADE _____ Option: 1 2 3 *PLAN Date: _____	GRADE _____ Option: 1 2 3 *PLAN Date: _____	GRADE _____ Option: 1 2 3 *PLAN Date: _____
ESOL Contact Signature _____	ESOL Contact Signature _____	ESOL Contact Signature _____	ESOL Contact Signature _____	ESOL Contact Signature _____	ESOL Contact Signature _____

CURRENT STUDENT SCHEDULE (ARS Form) WITH DATE STAMP AND/OR SIGNATURE MUST BE FILED IN ELLSEP.

SECTION 3

PROGRAMMATIC ASSESSMENT

ELLs who leave State and/or Country

ELLs who leave the state and/or country for 90 or more school days, and then return and re-enroll, should be re-assessed for English language proficiency due to an interruption of ESOL services. However, all measures must be taken to honor time in an ESOL program. The original ENTRY DATE must **not** be modified. Update the plan date and print an [A07](#) Panel to document interrupted schooling. All prior documentation shall be maintained in the [ELLSEP](#) and/or cumulative folder with an explanation of new data. If a student has been withdrawn but attended another Florida school district, no interruption of ESOL services should occur. [Parent Notification of Continued Placement](#) (Appendix H) must be sent home if the student will continue receiving services **or** [Parent Notification of Student Exiting](#) (Appendix N) if they qualify to exit the program.

ELL Programmatic Assessment and Academic Placement

To effectively place ELLs, school personnel should review and document student's prior schooling experiences using school records, transcripts, parent and student interviews and other evidence of educational experiences.

Gathering information about the student's educational background and prior academic placement achievements will provide a basis for developing appropriate placement and scheduling. ELLs must have equal access to all instructional programs. Special attention should be given to placement in honors, college preparatory and advanced placement as appropriate.

Programmatic assessment for new ELLs must be conducted at the school site by trained school staff at the time of initial registration and must be documented in the [ELLSEP folder](#). A student's limited English proficiency should not be a factor in determining the student's level of knowledge/skills in the basic subject areas.

At the **elementary level**, especially in the early grades, placement decisions for all students are made based on age-appropriateness. However, as curriculum and student expectations are raised, these decisions become more complicated. Bilingual teachers and bilingual paraprofessionals should be available and used to assist in the programmatic assessment of these students.

At the **middle school level**, ELLs are also often placed in academic classes based on age/grade appropriateness. However, academic assessment must still be conducted and documented for students in sixth through eighth grade. The same guidelines and procedures described above for elementary students may also be applied to middle school students.

At the **high school** level, transcript evaluation and analysis for students who attended schools outside of the United States present unique challenges not encountered on a regular basis by guidance personnel. Appropriate assessment academic skills of ELLs is crucial at this level. Special care must be taken to ensure that (1) ELLs have full and equal access to the entire range of courses offered at the high school, and (2) that the placement of ELLs in courses is not based on English language proficiency level.

Schools should refer to *Foreign Educational Systems: A Guide for the Placement of Foreign Born Students* for guidelines regarding the grade placement of students who enter the district with foreign educational credentials this document is available from the District Guidance Department. The guide also serves as a tool in identifying the grading scale and academic year of each country as well as diplomas awarded upon completion of secondary education.

For Students With Educational Records

In order to evaluate, document, and grant equivalency status to students' prior educational experiences, the school should:

- Conduct a comprehensive interview with the parent/guardian and student.
- Check the academic year of the report card.
- Check the academic calendar of the student's prior school.
- Check that the name of the student corresponds with educational records.
- Verify whether the student was promoted or retained.
- Check subjects that the student passed or failed.
- Determine courses to be transferred and match them to those offered in the district to ensure that the student receives the credits earned.
- Review student records in scheduling courses. Ensure correct placement in the core academic areas such as English, mathematics, science, and social studies. Assist the student's teachers in developing an appropriate instructional program.

For Students Without Educational Records

- Interview the parent/guardian and student regarding the student's previous schooling.
- Generate a general profile of the student using target questions such as:
 - ✓ What grade was the student in during the previous year?
 - ✓ What courses did the student take?
 - ✓ How did the student perform in the prior school setting?
 - ✓ At what age did the student start school?
 - ✓ What is the total number of years the student has been in school?
 - ✓ Was the student ever retained?
 - ✓ Were there excessive absences or special circumstances affecting achievement?
- Check the age of the student to determine approximate grade placement.
- Administer placement tests to assess student's academic skills.

Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic skills administered in English (e.g., Kaufman Test of Educational Achievement II – Brief Form) and/or the students' heritage/native language or other forms of formal or informal assessment should be used in determining the appropriate grade placement of ELLs. All decisions regarding ELLs programmatic assessment and academic placement must be documented in the appropriate section of the [ELLSEP Folder](#) (Form # 4300) (see Appendix G).

English Language Learner Student Education Plan (ELLSEP) Folder

An [ELLSEP folder](#) must be generated for each ELL enrolled in the ESOL Program. The [ELLSEP folder](#) (Form# 4300) (see Appendix G) contains the ELLs **individual educational plan** which must be updated as needed and reviewed annually. Individual student identification and school information should be documented on this folder. It is also used to record initial placement information, programmatic assessment and academic placement, language reclassifications, annual reviews, ELL Committee meetings, student's program exit information and the four monitoring periods. The descriptors used in TERMS database are *capitalized and bolded* for easy identification. The information entered on the [A23](#) panel (TERMS) must correlate with the information documented on the [ELLSEP folder](#).

ELLSEP Folder Documentation Checklist

The following documents must be filed in the [ELLSEP folder](#):

- Home Language Survey, which is part of student registration form
- [Initial Language Classification Assessment](#), (Appendix F) (Form # 2590-E)
- Notification Letter (in the parents' native language) must be included if the Aural/Oral Language Assessment (IPT) is not completed within 20 days
- Aural/Oral Language Assessment (IPT I or IPT II)
- Reading and Writing Test (K-TEA II Brief Form) for Grades 3-12 only if applicable
- [Parent Notification of Placement/Continuation of Services in the ESOL Program](#), (Appendix H) (Form # 4673) signed and dated and in parent's native language is to be sent home annually within 30 days prior to the anniversary date for continued placement in the ESOL Program.
- [Parent Notification of Placement/Continuation of Services in the ESOL Program](#), (Appendix H) (Form # 4673) signed and dated and in parent's native language is to be sent home annually within 30 days prior to the anniversary date for continued placement in the ESOL Program.
- AMOUNT OF INSTRUCTIONAL TIME OR SCHEDULE (The amount of instructional time (minutes) the ELL received must correlate with the WFTE claimed and must be documented in the [ELLSEP folder](#). A copy of the students' schedule ([A10](#) Panel) must be filed in the [ELLSEP folder](#) at the beginning of the school year and whenever there is a schedule change. Schedules must be date stamped when printed or signed and dated (mm/dd/year).
- [ELL Committee Meeting Invitation](#) letters in parent's native language, (Appendix M).
- [Accommodations Checklist for Active ELLs \(LYs\)](#), (Appendix O).
- CELLA Score reports and all other assessments and correspondence not mentioned above which are related to the ELL educational plan (ELLSEP) and programmatic assessment documentation.
- [Parent Notification of Student Exiting from the ESOL Program](#), (Appendix N). (Form # 4703) in the parents' native language

Generating a Replacement Folder

- Label a new [ELLSEP folder](#) REPLACEMENT.
- Print the [A03](#), [A07](#) and [A23](#) panels and place in the replacement folder.
- Complete as much information on the replacement folder as possible, based on the TERMS panels.
- ELL Committees cannot be recreated.
- All original signatures cannot be falsified.

Q & A Section 3: Programmatic Assessment

Q: When should the Programmatic Assessment be completed?

A: The Programmatic Assessment must be conducted at the school site by trained school personnel at the time of initial registration. The interview should be documented in the ELLSEP Folder.

Q: Does a student's language classification/proficiency determine eligibility for gifted, advanced placement, dual enrollment, etc.?

A: No.

SECTION 4

COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION



SECTION 4

COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

ESOL Program Delivery Models

Broward County Public Schools offers ELLs instructional services through the following types of instructional delivery models:

- **ESOL Sheltered-Instruction Classes**
- **Basic Mainstream Instruction**

In both of these instructional delivery models, the instruction provided to ELLs must be equal in amount, scope, sequence and quality to the instruction provided to non-ELLs at the same grade level. Instruction is supported through the use of ESOL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELLs must be comparable to those used by their non-ELL counterparts.

These two types of instructional delivery models are implemented through the following placement options:

1. Sheltered Instruction

Sheltered Instruction (K-12) refers to the instructional delivery where only ELLs from different language backgrounds are grouped together to receive instruction in content subject classes, such as Science, Social Studies, Math and English/Language Arts by highly qualified teachers.

Students are “sheltered” in the sense that they do not compete with fluent speakers of English. Teachers adjust the level of instruction to ensure that students understand the grade level curriculum. This type of instruction enables ELLs to become proficient in English and facilitates the acquisition of academic language necessary to succeed in content area classrooms.

Delivery models will vary by grade levels. In grades K-5, students are clustered by grade level and instruction is differentiated by language proficiency in a sheltered (self-contained) classroom. In grades 6-8, students are clustered by grade level and sheltered instruction is differentiated by English language proficiency. In grades 9-12, students are clustered by sheltered instruction (content area) classes and instruction is differentiated by English language proficiency.

2. Basic Mainstream Instruction

Basic Mainstream Instruction (K-12) is implemented in schools with an insufficient ELL enrollment to provide sheltered instruction. In this model, ELLs receive instruction with ESOL strategies in classrooms with no-ELLs. This model requires careful planning and ongoing support from a highly qualified teacher, to ensure that the needs of the ELLs and non-ELLs are met simultaneously and equitably. Implementation of this model will vary for the grade levels. Schools should cluster students strategically in order to maximize instruction and resources available.

Clustering is:

- Developing consistent school-wide guidelines for student placement (according to language classification/proficiency, and/or academic needs) in order to strengthen instructional services
- An all school effort-staff must understand the rationale and system for student placement so that new students are placed appropriately

Benefits of Clustering:

For Students:

- Equal access to all instructional options
- More instructional time and support provided by school staff
- More bilingual support provided by bilingual paraprofessional/teacher
- Social and emotional support from peers who are, themselves, learning English
- Instruction provided by a mainstream teacher trained to work with ELLs
- Access to additional materials that are appropriate for ELLs (manipulatives, visual supports, range of leveled books, etc.)
- Better differentiation of instruction-it is harder to overlook a large group of students when planning for instruction

For Teachers:

- Increased opportunities to collaborate with and learn from other teachers
- More professional development opportunities
- Opportunities to work in small groups for focusing instruction
- Access to more materials for differentiation of the instruction

Instructional Approaches

The META *Consent Decree* (1990) does not prescribe any particular instructional approach or model as the principal vehicle for instruction. However, the Consent Decree does require that understandable instruction must always be provided. The instruction must be comprehensible, equal and comparable in amount, scope, sequence and quality to that provided to English proficient students.

Regardless of which instructional approach is implemented, ELLs must receive course or grade level curriculum, which is aligned with the appropriate benchmarks in the Sunshine State Standards and to the course descriptions. Textbooks and other instructional materials used with ELLs must be the same or comparable to those used with non-ELLs in the same grade.

Sheltered Instruction - Elementary

In schools with ESOL sheltered classes, ELLs (A1-B1) are grouped by grade levels and receive comprehensible instruction from teachers in the area of language arts through ESOL and in all subject areas. Bilingual teachers or paraprofessionals provide native language support. Students are mainstreamed for electives such as art, music, and physical education (see Chart A).

Sheltered Instruction - Middle

In schools with ESOL sheltered classes, ELLs must receive instruction in *Language Arts through ESOL 1, 2 and 3*. *M/J Developmental Language Arts ESOL-Reading* is an elective course, in lieu of Intensive Reading, which could be used multiple times and provides ELLs with additional listening/speaking/reading and writing skills.

Other subject area instruction may be provided in a sheltered setting by a bilingual teacher providing native language support and/or with the assistance of a bilingual paraprofessional. Students must be mainstreamed in classes such as art, music, and physical education (see Charts B & D).

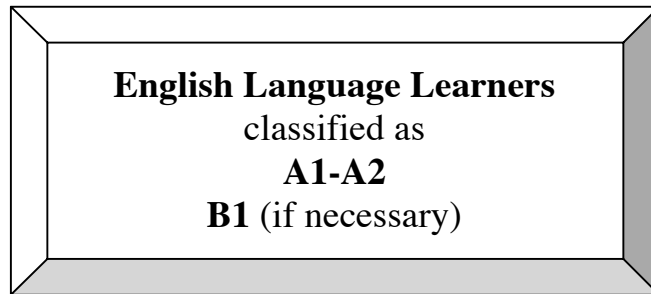
Sheltered Instruction - High

In schools with ESOL sheltered classes, ELLs must take *English through ESOL I, II, III and IV* courses to meet graduation requirements for English. These courses also meet Florida Academic Scholars Program requirements for language arts and provide students with appropriate composition and literature instruction.

Developmental Language Arts ESOL-Reading is an elective course, in lieu of Intensive Reading, which can be taken multiple times and provides ELLs with additional listening/speaking/reading and writing skills.

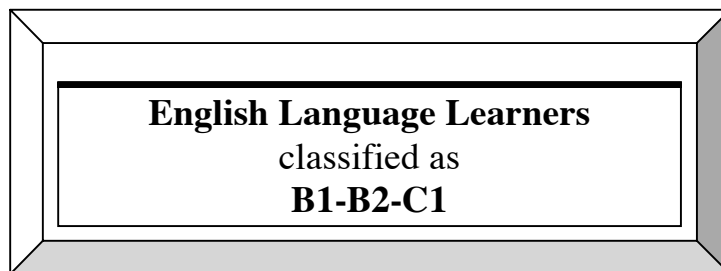
Other subject area instruction may be provided in a sheltered setting by a bilingual teacher using native language support and/or with the assistance of a bilingual paraprofessional. Students must be mainstreamed in classes such as art, music, and physical education (see Charts C & D).

Elementary School ESOL Program *Chart A*



Schools that have 18 or more K-3rd ELLs, or 22 or more 4th - 5th grade ELLs, classified as A1-A2, in the same grade level must provide sheltered instruction using identified curriculum and materials.

Schools that have fewer than 18 K-3rd ELLs, or fewer than 22 4th-5th grade ELLs, classified as A1-A2, in the same grade level must provide basic mainstream using differentiated instruction and identified curriculum. Clustering students is strongly recommended.



Students may receive instruction in the basic mainstream model using differentiated instruction **or** in a sheltered instruction model using identified curriculum and materials.
(School-based decision)

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher, proficient in the same language, and trained to assist in ESOL basic subject area instruction.

Middle School ESOL Program *Chart B*

English Language Learners
classified as
A1-A2
B1 (if necessary)
(see chart D for B1-C1)

Middle Schools that have 22 or more ELLs, classified as A1-A2, in the same grade level, must provide **M/J Language Arts through ESOL 1-3** using identified curriculum and materials.

Middle Schools that have fewer than 22 ELLs, classified as A1-A2, in the same grade level, must provide **M/J Language Arts 1-3** in the basic mainstream using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading through M/J Developmental Language Arts ESOL-Reading** using identified curriculum and materials. Class size should be limited to 22 students per section. Grade levels can be combined.

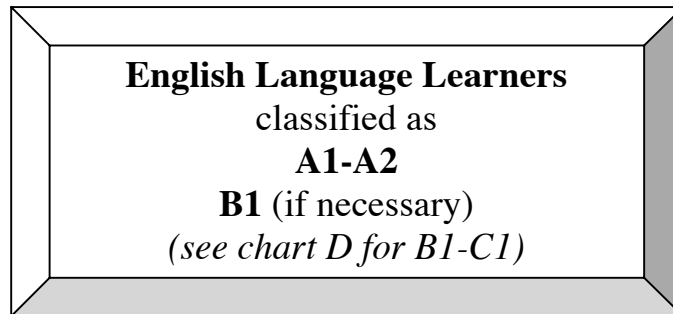
Schools that have fewer than 22 ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through programs listed in the **K-12 Comprehensive Reading Plan**. Clustering students is strongly recommended.

Middle Schools that have 22 or more ELLs classified as A1-A2, must provide **sheltered instruction** in the **Content Area** using identified curriculum and materials.

Middle Schools that have fewer than 22 ELLs classified as A1-A2, must provide **basic mainstream instruction** in the **Content Area** using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, and trained to assist in ESOL basic subject area instruction.

High School ESOL Program *Chart C*



High Schools that have 25 or more ELLs, classified as A1-A2, in the same grade level, must provide **English through ESOL I-IV** using identified curriculum and materials.

High Schools that have fewer than 25 ELLs, classified as A1-A2, in the same grade level, must provide **English I-IV** in the basic mainstream using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through **Developmental Language Arts ESOL-Reading** using identified curriculum and materials. Class size should be limited to 22 students per section. Grade levels can be combined.

Schools that have fewer than 22 ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through programs listed in the **K-12 Comprehensive Reading Plan**. Clustering students is strongly recommended.

High Schools that have 25 or more ELLs classified as A1-A2, must provide **sheltered instruction** in the **Content Area** using identified curriculum and materials.

High Schools that have fewer than 25 ELLs classified as A1-A2, must provide **basic mainstream instruction** in the **Content Area** using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, and trained to assist in ESOL basic subject area instruction.

Middle & High School ESOL Program *Chart D*

English Language Learners
classified as
B1-B2-C1

Students in the same grade level may receive **M/J Language Arts 1-3** (grades 6-8) or **English I-IV** (grades 9-12) in the basic mainstream using differentiated instruction and identified curriculum instruction **or** in sheltered instruction using identified curriculum and materials.
(School-Based Decision)

ELLs, who meet the criteria of Level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive **Intensive Reading** through programs listed in the **K-12 Comprehensive Reading Plan**.

ELLs may receive **Content Area** instruction in the basic mainstream using differentiated instruction and identified curriculum **or** in sheltered instruction using identified curriculum and materials.
(School-Based Decision)

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, and trained to assist in ESOL basic subject area instruction.

Basic Mainstream Instruction - Elementary, Middle, and High School

In schools that do not offer sheltered ESOL classes, ELLs must receive instruction through the basic mainstream.

Basic mainstream using ESOL strategies is one of the delivery models which ensure comprehensible instruction for ELLs. School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations. All teachers of ELLs **MUST** document the ESOL strategies used for each lesson in their plan book.

Students are scheduled in academic courses based on their previous schooling as documented by their school records/transcripts and programmatic assessments. In addition, teachers evaluate students' content area knowledge on an ongoing basis and recommend appropriate class placement. These also include honors, advanced placement, and dual enrollment courses. Guidance department staff provides ELLs with information on courses needed based on their post-secondary career plans.

Instructional Support

As per Section IV of the *META Consent Decree*, ELLs in ESOL basic subject area classrooms shall have access to an aide or teacher, proficient in their languages, in addition to a trained ESOL subject area teacher, when the school has at least 15 students speaking the same native language. These aides or teachers are trained to assist in ESOL basic subject area instruction.

Home Language Assistance

Principals or their designees should monitor the number of students by language background in their schools using demographic information from the State Database (TERMS) [A03](#) panel.

When fifteen or more students of the same language background are identified in the school, the principal or designee **must** ensure that a teacher or paraprofessional proficient in that language is **dedicated and available** to assist ELLs in the classroom (*LULAC et al vs. School Board of Education Consent Decree*).

Teachers who are bilingual and trained in the use of ESOL strategies should deliver instruction in English and provide assistance in the student's native language as needed.

Bilingual paraprofessionals should assist students through the use of the following:

- ☛ working in small groups
- ☛ translating information
- ☛ interpreting test questions and homework assignments as appropriate
- ☛ helping students comprehend textbooks and other written materials.

Schools with large populations of ELLs should also provide home language assistance through other bilingual school personnel, including registrars, clerks, guidance counselors, ESOL Program staff, and other school support staff.

In addition, schools **must** provide bilingual dictionaries and may provide resource materials in students' home languages such as computer software, videos, audiotapes, and library books to facilitate content area knowledge development while English is being learned. These resources may be placed in the school's media center. For a suggested list of bilingual dictionaries, visit our department website at www.broward.k12.fl.us/esol/Eng/ESOL/index.html

Instructional Model Codes

The courses (listed in the Course Code Directory) and the instructional strategy codes and course flags must be used to document that appropriate services are provided to ELLs.

The instructional model code indicates the type of instruction an ELL receives in each course (language arts, math, science, social studies, and computer literacy). This code must be entered in the data element of the Student Course Schedule Format ([A10 Schedule Detail](#)).

The following chart describes the instructional model codes that must be used, based on the ELL code of the student to provide ELLs comprehensible instruction.

ELL Status Code A03 Panel (TERMS)	Instructional Codes (flags) A10 Detail (TERMS)	Instructional Model and Courses
LF	Z	
LZ	Z	
LY	E	Sheltered (Self-Contained) English
LY	S	Sheltered (Self-Contained) Core/Basic Subject Areas
LY	I	Mainstream (Inclusion) English
LY	C	Mainstream (Inclusion) Core Basic Subject Areas
ZZ	Z	

Instructional model codes for LY students **MUST** be provided for each eligible weighted FTE course the student is enrolled in and reported under the student course schedule format, regardless of funding source or program placement.

ESOL Program Instructional Delivery Chart

The required elements for ESOL sheltered classes and Basic Program using ESOL strategies are presented in the following chart.

SUGGESTED ELEMENTS FOR INSTRUCTIONAL DELIVERY IMPLEMENTATION

ESOL Sheltered CLASSES	BASIC PROGRAM USING ESOL STRATEGIES
<ul style="list-style-type: none"> • Sufficient ELL enrollment 	<ul style="list-style-type: none"> • Insufficient ELL enrollment to provide self-contained classes
<ul style="list-style-type: none"> • Teacher selection is based on ESOL endorsement, experience, sensitivity to ELLs needs, and willingness to make content comprehensible. 	<ul style="list-style-type: none"> • Teacher selection is based on ESOL endorsement, experience, sensitivity to ELLs needs, and willingness to make content comprehensible.
<ul style="list-style-type: none"> • Consideration of ELLs language classifications (A1 - C1) and language and academic needs. 	<ul style="list-style-type: none"> • Consideration of ELLs language classifications (A1 - C1) and language and academic needs.
<ul style="list-style-type: none"> • Consideration of ELLs educational background (literate vs. pre-literate) for program placement 	<ul style="list-style-type: none"> • Consideration of ELLs educational background (literate vs. pre-literate) for program placement.
<ul style="list-style-type: none"> • Utilization of the following materials: <ol style="list-style-type: none"> 1. Grade Level State/District adopted materials 2. District-recommended supplementary ESOL materials 3. State adopted Language Arts ESOL textbooks 4. Content area textbooks in the student's native language. 5. Implementation of ESOL Strategies 	<ul style="list-style-type: none"> • Utilization of the following materials: <ol style="list-style-type: none"> 1. Grade Level State/District adopted materials 2. District-recommended supplementary ESOL materials 3. Implementation of ESOL Strategies
<p>As per the META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient in the same language, who is dedicated and available, to assist in ESOL basic subject area instruction.</p>	
<ul style="list-style-type: none"> • Guidance counselors who provide individual and group counseling to meet the students' affective needs 	<ul style="list-style-type: none"> • Guidance counselors who provide individual and group counseling to meet the students' affective needs
<ul style="list-style-type: none"> • Grade and age - appropriate curriculum 	<ul style="list-style-type: none"> • Grade and age - appropriate curriculum
<ul style="list-style-type: none"> • Equal access to all categorical/educational programs (i.e., Title I, DOP, ESE, Gifted, Magnet, Dual Enrollment, etc.) 	<ul style="list-style-type: none"> • Equal access to all categorical/educational programs (i.e., Title I, DOP, ESE, Gifted, Magnet, Dual Enrollment, etc.)

ESOL Weighted FTE Funding

The FEFP Program number for English for Speakers of Other Languages (ESOL) KG-12 is 130. Section 1003.56, F.S., only permits ESOL weighted FTE funding in Basic ESOL (Language Arts/English) using ESOL strategies, ESOL electives, and ESOL or home language instruction in math, science, social studies, and computer literacy. For a complete list of *Courses eligible for ESOL Weighted FTE* refer to [Appendix I](#).

Implementation of the K-12 Comprehensive Reading Plan (Found in BEEP under Teaching Resources)

In compliance with the policy and guidance developed by the Just Read, Florida! Office for district implementation of the Florida Education Finance Program (FEFP) Reading Allocation, the district has developed a Comprehensive Reading Plan for all students in grades K-12. This plan addresses the requirement that students who are reading below grade level or who score a level 1 or 2 on FCAT in Reading should be enrolled in intensive reading. As required by Section 1003.56, F.S., ELLs are to be provided with comprehensible instruction that is equal in amount, sequence and scope as that provided to non-ELLs. Therefore, the following guidelines should guide schools in determining the appropriate placement for ELLs not reading on grade level in English.

ELLs in **elementary grades** who meet the criteria for Intensive Reading must receive additional support in addition to grade-level instruction in Reading/Language Arts. This instruction will incorporate a language development focus, including instruction in the acquisition of listening, speaking, reading and writing in English.

Developmental Language Arts ESOL-Reading (6-12) is a course designed for ELLs who are non-English speaking and/or at the beginning level of English language proficiency and score a level 1 or 2 on FCAT Reading. Listening, speaking, reading, and writing are made comprehensible through instruction in English using strategies and techniques appropriate to their level of English proficiency and reading ability. English language development is strongly emphasized and incorporated into reading and writing instruction. Literacy programs that provide instructional support of oral language development in English, aligned with high-quality literacy instruction are the most successful. This course is in lieu of intensive reading; therefore, it must follow guidelines set forth in the district K-12 Comprehensive Reading Plan. The Middle and High School Placement Charts in the K-12 Comprehensive Reading Plan are very specific as to the time that students must be enrolled in Intensive Reading courses. Highly qualified teachers instructing this course must have a Reading and ESOL Endorsement or Certification.

Middle School Example	M/J Developmental Language Arts ESOL-Reading Course Number: 1002181
High School Example	Developmental Language Arts ESOL-Reading Course Number: 1002381

Instructional Framework for Developmental Language Arts through ESOL

The goal of the Middle and High School [*Instructional Framework for Developmental Language Arts through ESOL*](#) is to address the needs of the English language learner and to incorporate the development of Reading, Writing, Listening and Speaking instruction as an integrated curriculum. The delivery of effective instruction in the Developmental Language Arts ESOL-Reading course will employ ESOL strategies in order to support students as they embark on learning the subject content. This course, in conjunction with the *Instructional Framework*, will enable students to receive instruction at their linguistic levels and, as proficiency develops, the amount and complexity of their language use will increase.

The *Instructional Framework* consists of:

- Refer to www.broward.k12.fl.us/esol under Best Practices to print the Instructional Framework.

English Language Proficiency Standards

The English Language Proficiency Sunshine State Standards have been aligned by grade level and English language proficiency levels. This document provides sample performance indicators to make academic content comprehensible to ELLs and illustrates how ELLs may demonstrate benchmark achievement at different language proficiency levels. Refer to www.broward.k12.fl.us/esol and link to Best Practices to print these standards for the appropriate grade level.

Equal Access to All Areas and Instructional Levels

The school principal and guidance department staff take appropriate steps in the placement of ELLs into the core academic subjects. In cooperation with the faculty, they verify the student's level of learning in each of the grade level appropriate courses. Testing, parent/guardian and student interviews, as well as review of records and programmatic assessment are used by schools for the verification process. District ESOL Administrators and ESOL Instructional Facilitators assist schools in ensuring that ELLs are appropriately assigned to grade and class level, with special attention to the placement of ELLs in honors, college preparatory, and advanced placement courses.

Program goals and objectives for ELLs in the basic subject areas of social studies, science, mathematics, and computer literacy are the same as the program, goals and objectives for all students. They must meet the Sunshine State Standards and Common Core State Standards established by the Florida Department of Education. The content of the curriculum for ELLs in each of the basic subject areas is the same in scope, sequence and quality as the instruction provided to non-ELLs. Instructional delivery, not content, is modified to meet the needs of ELLs. Teachers of social studies, science, mathematics and computer literacy are certified in their assigned subject areas and receive appropriate ESOL training, as required by the state, when ELLs are enrolled in their classes. Teachers of language arts and elementary grades are also certified in their areas and are required by the state to obtain the ESOL Endorsement, which is added to their Florida State Teaching Certificate.

A [*Summary of Best Practices in ESOL Program Implementation*](#) has been included for further reference. It summarizes successful practices that can be implemented in the schools.

Comprehensible Instruction

In accordance with Florida law, ELLs are entitled to comprehensible instruction through a curriculum that is equal in scope and sequence to the curriculum provided to non-ELLs. The method of program delivery, whether as an ESOL Sheltered or Basic Mainstream provides comprehensible instruction to ELLs through the use of ESOL instructional strategies, appropriate supplemental materials, and native language assistance from bilingual teachers and/or paraprofessionals. A list of translated [*Vocabulary for School System Personnel*](#) has been included as Appendix K.

The following are some of the approaches used to ensure that comprehensible instruction is provided for the ELLs:

- teacher/paraprofessional-student interaction is in both languages when possible;
- the curriculum is structured so that prior knowledge is considered;
- methods and materials used in the program reflect second language acquisition strategies and needs;
- all subject matter is introduced in English, using ESOL instructional strategies, in a way that can be understood by the ELL; bilingual dictionaries are used to support instruction.

It is the responsibility of the teacher to ensure that the student understands the instruction being provided.

ESOL Instructional Strategies

ESOL instructional strategies are crucial to the development of academic and oral language skills of ELLs. Through the use of these strategies instruction is modified and made comprehensible, providing students with cognitive practice to improve processing and production of the content material. The teacher of ELLs uses a variety of symbolic and concrete referents to illustrate meaning.

Students performing at the beginning level of English proficiency require learning activities which are higher in context and lower in cognitive demand. A lot of contextual support in the form of realia, visuals, hands-on activities, lab experiments and many others is needed, not only to instruct the students, but also to assess and monitor their progress.

As the students acquire more academic language, the learning activities should require “higher” cognitive skills and less contextual support until finally the ELL is able to master activities which are abstract in nature without contextual support. Mastering this kind of “academic language” is much more difficult than mastering “conversational language” and it takes much longer. Cummins’ Quadrants illustrate how the degree of context and degree of cognitive demand can be arranged to characterize language and learning activities for ELLs.

The instruction provided to the student is made comprehensible by the use of ESOL strategies, supplemental materials and bilingual assistance. This will facilitate accurate and fair grading of student progress.

In addition to adapting the instruction according to the student's level of English proficiency, teachers must also be aware of the student's prior knowledge of the topic being taught.

Beginner ELLs **with** academic skills in their native language will require activities high in context, so they can transfer these academic skills when performing activities which require high levels of cognitive skills.

Beginner ELLs with **little or no previous schooling in their native language**, and without prior knowledge of the topic being taught, face additional challenges. Teachers will need to instruct these students with strategies that are high in contextual support and build the necessary background knowledge.

In order to assist teachers with the required documentation of ESOL Instructional Strategies, the ESOL Department, in a joint effort with the Broward County Teachers Union, has developed an [ESOL Instructional Strategies Matrix](#) and [Addendum](#) to assist in this documentation (see Appendix L). This instrument has been approved by the Bureau of Student Achievement through Language Acquisition (SALA) of the Florida Department of Education and is aligned to Marzano's High Yield Strategies.

Note: SALA states that having the list of ESOL instructional strategies in the plan book is not sufficient documentation. For example, if a teacher is using Total Physical Response (TPR) as a strategy, the corresponding code (A-1) must be documented in the teacher's plan book **for that lesson**.

Lesson Plans

Teachers must plan lessons that incorporate language development by:

- offering many opportunities for students to listen, speak, read and write;
- using cooperative activities;
- creating an environment where students are engaged in meaningful, comprehensive, and useful language activities;
- aligning the lessons with Sunshine State Standards and documenting benchmarks as required by the state;
- focusing on critical thinking and problem-solving skills;
- providing opportunities for active participation in the learning process

Teachers must document the implementation of ESOL instructional strategies for each lesson in the plan book by using the appropriate codes from the [ESOL Instructional Strategies Matrix](#) (see Appendix L).

Accommodations offered to ELLs during most statewide assessments are part of the [ESOL Instructional Strategies Matrix](#). These include the following: A-5 Flexible Setting, A-6 Flexible Timing, A-4 Flexible Scheduling, A-2 Limited Assistance in the Heritage Language, A-1 Bilingual Dictionaries. **These accommodations must be used during regular classroom instruction throughout the year as appropriate to ELLs needs.**

ESOL Instructional Materials

The ESOL Program develops ELLs' English language skills while maintaining the students' academic progress in content area instruction. Content area teachers employ a variety of teaching strategies identified for second language learners to convey skills and concepts to ELLs. Teachers use appropriate materials to make the essential content information understandable to ELLs and differentiate instruction to meet their needs. Teachers must ensure that students in sheltered ESOL content classes receive instruction that is comparable in amount, scope, sequence and quality to the instruction received by non-ELLs. This is accomplished by following the curricula frameworks and standards for their subject areas. Schools are responsible for ordering ESOL and content area materials for ELLs. For a list of Suggested Supplementary Materials, refer to www.broward.k12.fl.us/esol.

ELL Grading Guidelines

Grading ELLs can take some adjustment because teachers must separate the students' content area knowledge from their knowledge of English. Therefore, teachers should assess what students know and can do rather than their ability to express this in English.

When grading and reporting the progress of ELLs, the following are some of the factors that should be considered:

- The student's level of English proficiency may affect his or her ability to communicate content knowledge.
- Previous educational background, including native language literacy level, impact current functioning.
- The *Florida META Consent Decree* requires that teachers provide comprehensible instruction to ELLs.
- A variety of assessments, including alternative assessment techniques, such as mapping, webbing, illustrations, diagrams, portfolios, projects and teacher observations can be accepted in lieu of the more traditional language-based assessments used with non-ELLs. Most alternative assessments take place in relaxed settings with flexible time limits.
- Grading should be a "combination of process and product" for all students. Grades should reflect a variety of performances, such as participation, projects, portfolios, and oral explanations. Using only "product criteria" for grading would not recognize some of the students for their effort, and for the things that they do well, which are an equally legitimate and relevant part of the criteria for grading them.

The following are specific guidelines for teachers to follow when grading ELLs:

- Explain grading criteria and expectations to students and provide them with samples of student work meeting these performance expectations.
- Modify the curriculum by reducing the language demands of instruction, without compromising the content of instruction.
- Provide comprehensible instruction to ELLs. This can be accomplished through the use of [ESOL instructional strategies](#), alternative assessments, supplementary materials and native language assistance.
- Document the use of [ESOL Instructional Strategies](#) and alternative assessment in the teacher plan book (see Appendix L).
- Document other modifications, accommodations and parent contacts made for each ELL.
- In elementary schools, ELLs must be identified as such on the report card by checking “Receiving ESOL Services” under the appropriate marking period.
- Parents of ELLs must be informed that grading reflects the academic achievement of their child based on a modified curriculum and use of ESOL instructional strategies. This must be documented in the comment section of the report card, on interim reports, and/or on parent conference forms.
- Parent must always be notified if their child is working below grade level.
- For promotion/retention of ELLs, refer to [School Board Policy 6000.1](#).

The grading of ELLs must be based on the knowledge and skills that the students are able to demonstrate when the appropriate curriculum, materials, modifications, and instructional strategies are implemented by the teacher.

Promotion and Retention of ELLs

The School Board of Broward County has revised Policy 6000.1 Student Progression Plan in order to align the policy with current state and local requirements. This policy includes areas such as: Promotion criteria, Alternative promotion criteria: Good Cause, Student Retention and Reporting Student Progress. Refer to this policy and its corresponding Procedural Manual for additional information. All retentions must be taken to an ELL committee and documented in the [ELLSEP Folder](#).

Response to Intervention (RtI)

Overview

Response to Intervention (RtI) is defined as “the change in behavior or performance as a function of an intervention (Gresham, 1991). RtI is implemented as a leveled or tiered approach to instructional delivery that includes interventions of increasingly higher intensity, based on a student’s need. Assessment data provide the evidence of student learning, and based on this information, decisions are made about the most appropriate instruction, including interventions, that will help a student learn. The delivery model is one of tiered interventions for both academic and behavior problems. Academically, the vast majority of students (75-80%) are served in Tier 1 with the district’s core

curriculum. Behaviorally, the vast majority of students (75-80%) are served with Tier 1 universal interventions, a small percentage (10-15%) are served in Tier 2 with strategic interventions and a very small percentage (5%) are served in Tier 3 with comprehensive and intensive small group or individualized interventions.

What Does RtI Add to Collaborative Problem Solving (CPS)?

While CPS provides the basic infrastructure for intervention planning and implementation, RtI adds three essential components. These components are: (1) *a tiered system of intervention delivery* that becomes progressively more intensive in relation to the student's identified problem(s); (2) use of *evidence-based interventions* that are research based and supported by a proven "track record" of effectiveness with the student's identified problem(s); and (3) systematic *progress monitoring* of interventions to evaluate their effectiveness.

A Tiered System of Intervention Delivery

RtI is constructed around a 3-tiered model of intervention delivery **Tier 1** is called "universal" because the methods used at this level are what all students receive. **Tier 2: Strategic/Targeted.** At Tier 2, at-risk students who are struggling with either academics are identified and provided with interventions targeted to their specific needs. As noted above, these interventions are supplemental to Tier 1 strategies and are generally delivered in a small group format. How are such students identified? A combination of existing methods may be used to accomplish this task. For academic subject areas, screening strategies such as benchmark testing, use of the FAIR, DAR results, DIBELS results, etc. should be routinely used to identify students who are struggling with academic content. When the record of screenings demonstrates a consistent pattern of performance that is below age or grade-level expectations, consideration should be given to whether or not the student would benefit from Tier 2 interventions. Decisions about whether to try Tier 2 interventions, and what strategies should be used, are made by the CPS team at the school. **Tier 3: Intensive.** Students who continue to make insufficient progress toward age or grade-level standards with Tier 2 interventions are identified and selected for Tier 3 interventions. The progress monitoring data from Tier 2 interventions allow the CPS team to make this determination. If progress monitoring indicates that the student is not closing the "performance gap" (e.g., is not making sufficient progress toward the pre-defined goal or standard) with Tier 2 methods, then Tier 3 strategies should be tried. The essential change from Tier 2 to Tier 3 is one of "intensity"—that is, a change in *frequency* of intervention (e.g., from 3 days/week to 5 days/week), *duration* of intervention (from 30 minutes/session to 45 minutes/session), *method* of intervention (e.g., from group counseling for problems with anger management to a PBIP along with individual counseling), or a combination of some or all of these increases in intensity of intervention delivery.

RtI FOR ENGLISH LANGUAGE LEARNERS

In implementing RtI approaches with ELLs, a significant challenge is determining students' knowledge and skills in their first language and then understanding their performance in their second language (English). RtI has the potential to affect positive change for ELLs by requiring the use of research-based practices based on individual children's specific needs. All ELLs, however, need culturally and linguistically appropriate instruction, no matter the educational setting. In other words, instruction

and interventions must consider a student’s cultural background and experiences as well as their linguistic proficiency (in both English and the native language) in order for instruction to be *appropriate*.

Q: How can I tell the difference between a reading “disability” and reading difficulties in ELLs?

A: ELLs need explicit, intensive instruction to support their word reading skills, whether they have a reading disability or not. If they respond to this instruction (Tier 1, Tier 2), the difficulties that they are having are not due to a “disability”. The majority of ELLs develop word-reading skills that are equally as accurate and fluent as their classmates, without any significant delays. However, these same children often have low English vocabulary knowledge and reading comprehension skills.

Q: What skills must educators have to effectively implement RtI for ELLs?

A: Personnel need to know about the development of oral language, early literacy, students’ home language, contextual considerations, and the cultural background of students.

Q: How is progress monitoring effectively implemented with ELLs?

A: Monitor ELLs’ progress as frequently as the other students. Consider students’ accents and pronunciations when scoring English measures and provide appropriate interpretations when words are mispronounced. Do not penalize students for dialect features. When making comparisons to the peer group, the appropriate reference group is other ELLs with similar language classifications and background characteristics, *not* same-age peers in the classroom from the dominant culture.

Q: How is Tier 1 instruction effectively implemented for ELLs?

A: Do not wait for English oral language to meet grade-level expectations before providing reading instruction. Provide instruction in early reading while also providing support for English oral language development. Integrate academic language into core instruction across subject areas.

Q: How is Tier 2 intervention effectively implemented for ELLs?

A: Do not wait for English oral language to improve before providing supplemental reading intervention to students who demonstrate weak reading skill or have evident reading difficulties in English.

Q: How is Tier 3 intervention effectively implemented for ELLs?

A: This level of intervention needs to be provided by a teacher (or other professional) with a strong background in literacy and an understanding of the educational needs of ELLs. Strategies and instructional routines such as repetitive language, modeling, time to practice and discuss reading, and systematic and explicit instruction are beneficial with ELLs who have reading difficulties.

Web Sources and Resources

Language Level Classifications and Descriptions

<http://www.broward.k12.fl.us/esol/Eng/ESOL/PDF/Handbook/Appendices>

ESOL Instructional Strategies Matrix

<http://www.broward.k12.fl.us/esol/Eng/ESOL/PDF/Handbook/Appendices>

Description of Supplementary Materials

<http://www.broward.k12.fl.us/esol/Eng/What's%20New/PDF/DescSuppESOLElemMaterials>

National Center on Response to Intervention

<http://www.rti4success.org/>

Florida's Response to Intervention

<http://www.fldoe.org/Schools/florida-reponse-to-intervention.asp>

Florida Center for Reading Research

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

RtI Network

<http://www.rtinetwork.org/Learn/Diversity/ar/EnglishLanguage>

The National Center for Culturally Responsive Educational Systems (NCCRESt)

www.nccrest.org/Briefs/Framework_for_RTI.pdf

Source: RtI Action Network. "Response to Intervention in Reading for English Language Learners." Retrieved from

<http://www.rtinetwork.org/Learn/Diversity/ar/EnglishLanguage>

Q & A Section 4: Comprehensive Program Requirement and Student Instruction

Q: What is sheltered instruction?

A: Sheltered instruction refers to the instructional delivery model in which only ELLs from different language backgrounds are grouped together to receive instruction by highly qualified teachers.

Q: Where can intensive Reading Programs for ELLs who are Level 1 or 2 in reading, or who have no FCAT scores, be found?

A: The list of programs can be found in the K–12 Comprehensive Reading Plan, found in BEEP under Teaching Resources. These programs are on the Struggling Readers Chart.

Q: Are schools required to provide assistance in the home language?

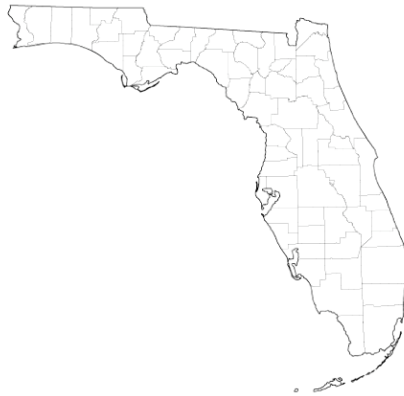
A: According to Section IV of the Florida Consent Decree, ELLs in ESOL basic subject area classrooms **shall** have access to an aide or teacher, proficient in their language, **in addition** to the subject area teacher, when the school has at least 15 students speaking the same native language.

Q: Is it sufficient documentation of instructional differentiation for ELLs, if a teacher includes the ESOL Instructional Matrix in their teacher plan-book?

A: No. For each lesson, the corresponding code for each strategy must be documented in the teacher's lesson plan.

SECTION 5

***STATEWIDE
ASSESSMENTS
AND
ACCOMMODATIONS***



SECTION 5

STATEWIDE ASSESSMENT

The Comprehensive English Language Learning Assessment (CELLA)

CELLA is a statewide assessment for all active ELLs and identified LFs in grades K-12, which assesses the four language modalities: listening, speaking, reading and writing. This comprehensive test:

- ☛ addresses NCLB requirements for Title I, (Part A) and Title III
- ☛ aligns to the Language Arts through ESOL Curriculum. Language Arts Through ESOL represents the "vehicle" by which ELLs demonstrate mastery of the Sunshine State Standards.
- ☛ provides data for reporting Annual Measurable Achievement Objectives (AMAOs) required by Title III of NCLB.

The CELLA is designed to provide evidence of program accountability per Title III of NCLB; charting student progress over time for AYP; information for placement decisions; diagnostic information about individual students' strengths and weaknesses in English.

Accommodations for ELLs in the Administration of Statewide Assessment

ELLs are provided accommodations in the administration of statewide assessments consistent with the requirements of State Board of Education rule 6A-6.09091 and with Appendix A of the FCAT Test Administration Manual.

Students who have exited the program (LF), and are being monitored, are not eligible to receive testing accommodations.

As stated in Appendix A of the FCAT Test Administration Manual:

Districts are required to offer accommodations to ELLs who are currently receiving services in a program operated in accordance with an approved district ELL Plan. Permissible accommodations for these ELLs are listed below. The test may be administered with any one of these or a combination of accommodations that are determined to be appropriate for the particular needs of the ELL. However, all testing, with or without accommodations, must be completed during the prescribed testing dates shown on the inside front cover of this manual.

Flexible Setting. ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration ([Appendix P](#)).

Flexible Scheduling. ELLs may take a session of the test during several brief periods within one school day; however, a session of the test must be completed within one school day.

Additional Time. ELLs may be provided additional time; however, a session must be completed within one school day.

Assistance in Heritage Language. For the mathematics and science tests and the prompt portion of the writing test, ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language. The teacher may answer specific questions about a word or phrase that is confusing the student because of limited English proficiency, but is prohibited from giving assistance that will help the student solve mathematics problems and answer writing and science test items. A student's questions must not be answered in a way that would lead the student to infer the correct answer to an item. The teacher may answer specific inquiries concerning a word or phrase in a writing assessment prompt that is confusing the student because of limited English proficiency. In no case shall assistance be given to the student in responding to the writing assessment prompt. The teacher is prohibited from reading the entire prompt to the student. If the assessment is administered to a group of students, the teacher may answer questions about directions for the benefit of the group; questions of clarification from individual students must be answered on an individual basis without disturbing other students.

For the reading test, the ESOL or heritage language teacher may answer student questions about the general test directions in a way that the student would not be led to infer the correct answer to any of the items. The teacher is prohibited from reading words to the student from the passages, test items, and performance tasks, and from answering student questions about the passages, test items, and performance tasks.

In addition to the information above, the ESOL or heritage language teacher may answer student questions about the general test directions in their heritage language. **All student responses must be written in English.** Responses written in languages other than English will not be scored.

Approved Dictionary. ELLs must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. However, a dictionary providing definitions written exclusively in the heritage language or in English may not be provided. Use of electronic dictionaries is strictly prohibited and may be cause for invalidation.

Training is provided on the procedures for administration of statewide assessments including appropriate accommodations for ELLs by the District Student Assessment Department.

Testing accommodations consistent with those offered on the FCAT are also offered to ELLs during the administration of the statewide assessments.

Testing accommodations must be documented on the [Accommodations Checklist for Active English Language Learners \(ELLs\)](#) ([Appendix O](#)). These same accommodations must also be provided on a regular basis, during classroom instruction and documented as ESOL Instructional Strategies in the teacher's plan book.

The flexible setting accommodation requires parent notification and an [FCAT/SAT-10 Testing: Flexible Setting Accommodation](#) letter is available for this purpose in English, Haitian-Creole, Portuguese and Spanish ([Appendix P](#)). The ESOL Department provides information on required accommodations for assessment and instruction through trainings for ESOL Curriculum Contacts, teachers, administrators, and support staff. District ESOL Instructional Facilitators visit schools and classrooms to assist in the implementation of this requirement.

Q & A Section 5: Statewide Assessment and Accommodations

Q: Are testing accommodations for ELLs provided only for statewide assessments such as FCAT?

A: No. These same accommodations must also be provided on a regular basis during classroom instruction, and documented as ESOL Instructional Strategies in the teacher's plan book.

Q: What are the allowable accommodations for ELLs in the administration of statewide assessment?

A: ELL accommodations are listed and described in detail in Section 5, and in Appendix L.

Q: How are accommodations documented for ELLS?

A: Testing accommodations must be documented on the "Accommodations Checklist for Active English Language Learners" (Appendix O). These same accommodations must also be provided during classroom instruction, and documented as ESOL Instructional Strategies in the teacher's lesson plans.

Q: Must parents be notified of provided testing accommodations?

A: The flexible setting accommodation requires parent notification. The "Testing: Flexible Setting Accommodation" letter is available for this purpose in English, Haitian-Creole, Portuguese, and Spanish (Appendix P). A copy of this letter must be kept in the ELLSEP folder.

SECTION 6

***ENGLISH
LANGUAGE PROFICIENCY
ASSESSMENT
(EXIT)***



SECTION 6

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

Exit Criteria - Grades K-2

TEST: CELLA	
RESULTS	RECOMMENDED PROGRAM PLACEMENT
Proficient on CELLA Listening/Speaking, Reading and Writing	<ul style="list-style-type: none"> Exits ESOL Program; EXIT Date is the last day of school or within two weeks after the beginning of the next school year. ELL code changes to "LF" Monitored for two years At the end of the 2-year monitoring period, ELL code changes to LZ

Note: TERMS database must be updated accordingly.

Exit Criteria - Grades 3-9

TEST: CELLA <u>AND</u> FCAT	
RESULTS	RECOMMENDED PROGRAM PLACEMENT
Proficient on CELLA Listening/Speaking, Reading and Writing AND FCAT	<ul style="list-style-type: none"> Exits ESOL Program; EXIT Date is the last day of school or within two weeks after the beginning of the next school year. ELL code changes to "LF" Monitored for two years At the end of the 2-year monitoring period, ELL code changes to LZ

Note: TERMS database must be updated accordingly.

Exit Criteria - Grades 10-12

TEST: CELLA <u>AND</u> FCAT/Concordant Scores	
RESULTS	RECOMMENDED PROGRAM PLACEMENT
Proficient on CELLA Listening/Speaking, Reading and Writing AND a score on the 10 th grade FCAT in Reading to meet graduation requirements or an equivalent concordant score	<ul style="list-style-type: none"> Exits ESOL Program; EXIT Date is the last day of school or within two weeks after the beginning of the next school year. ELL code changes to "LF" Monitored for two years At the end of the 2-year monitoring period, ELL code changes to LZ

Note: TERMS database must be updated accordingly.

Exiting through an ELL Committee – K-12

RESULTS	RECOMMENDED PROGRAM PLACEMENT
<p>Notwithstanding a student’s CELLA scores, upon the request of a teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an ESOL Program may be re-evaluated for English language proficiency to determine exiting by convening an ELL Committee and administering an assessment which must cover all 4 domains, including Listening, Speaking, Reading, and Writing, no earlier than 30 schools days prior to the ELL Committee’s determination.</p>	<ul style="list-style-type: none"> • Exits ESOL Program; EXIT Date is the day of the ELL Committee Meeting. • ELL code changes to "LF" • Monitored for two years • At the end of the 2-year monitoring period, ELL code changes to LZ <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Remains in the ESOL Program • ELL code remains LY • Update PLAN date to the day of the ELL Committee Meeting

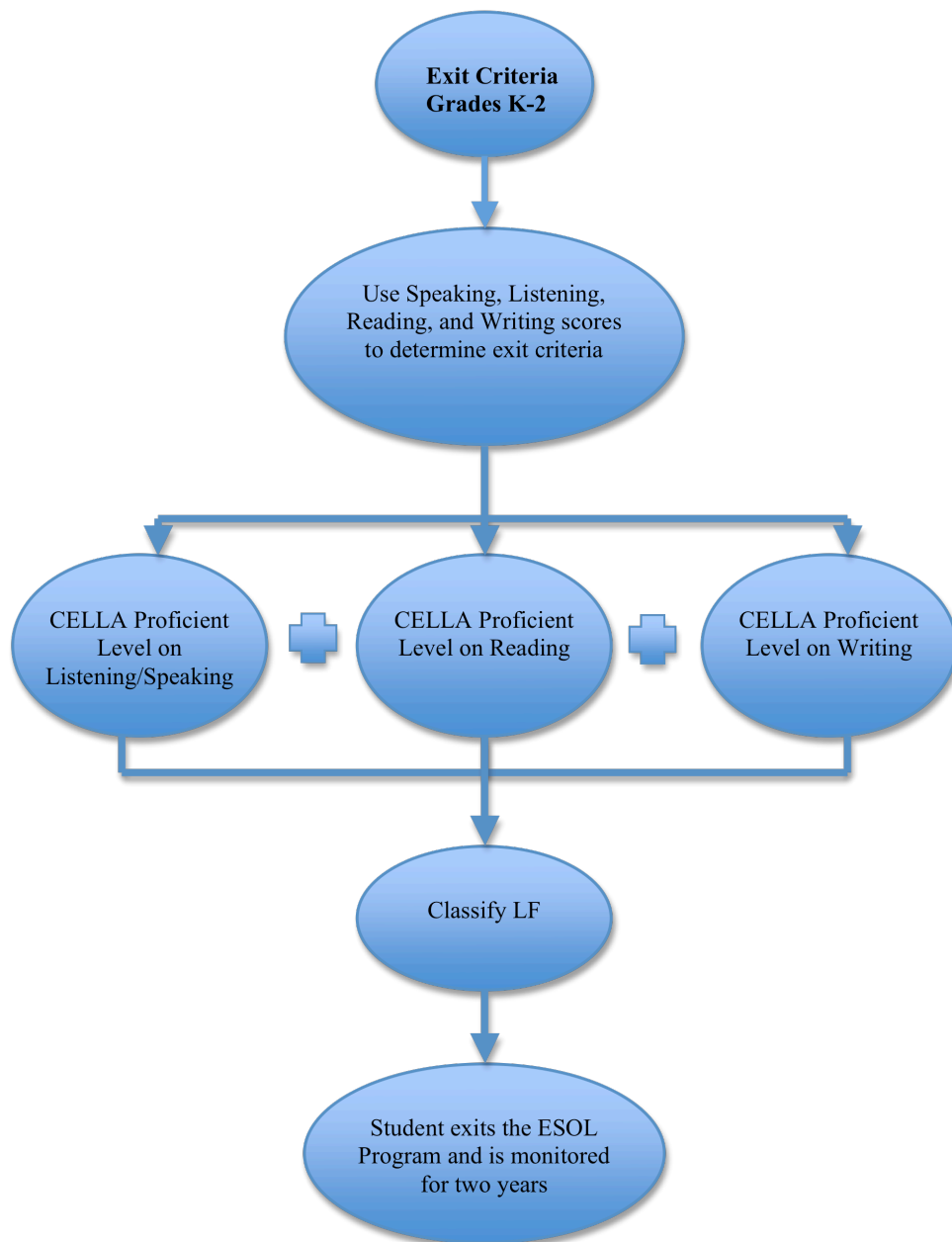
Note: TERMS database must be updated accordingly.

Exit Procedures

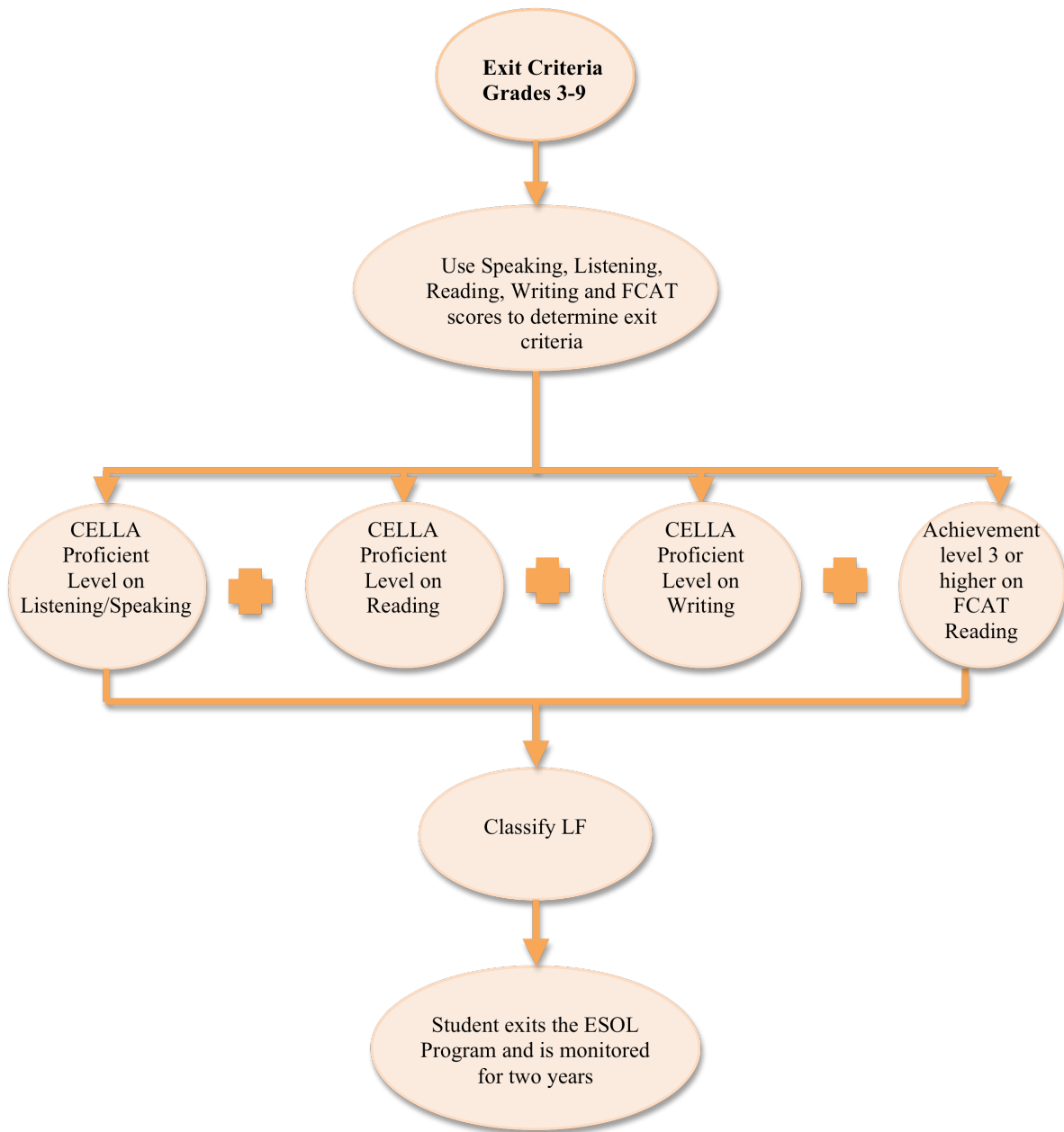
The school’s ESOL Contact, in coordination with the teachers, follows the procedures listed below to exit students from the ESOL Program.

- Identify students who are eligible to exit the ESOL Program based on the exit criteria.
- Complete the [Exited Students Form, Class Record](#), (Form 2590L, Appendix Q or R).
- Complete the appropriate sections of the [ELLSEP Folder](#) with the assessment data used to determine English proficiency, date, and sign.
- Provide the IMT with required exit data.
- The IMT enters the required information in the State Database (TERMS) on the ELL screen ([A23](#)) under Exit Date and Basis for Entry/Exit, and changes the ELL code to "LF."
- Parents must be notified by the school that the student is exiting the ESOL Program. [The Parent Notification of Student Exiting from the English for Speakers of Other Languages \(ESOL\) Program](#) is used for this purpose (Appendix N).
- The student is monitored for 2 years from the exit date in order to ensure success in the mainstream classroom. Academic progress is documented at four specific times on the [ELLSEP folder](#). At the end of a successful two-year monitoring period, the student’s ELL code is changed from LF to LZ.

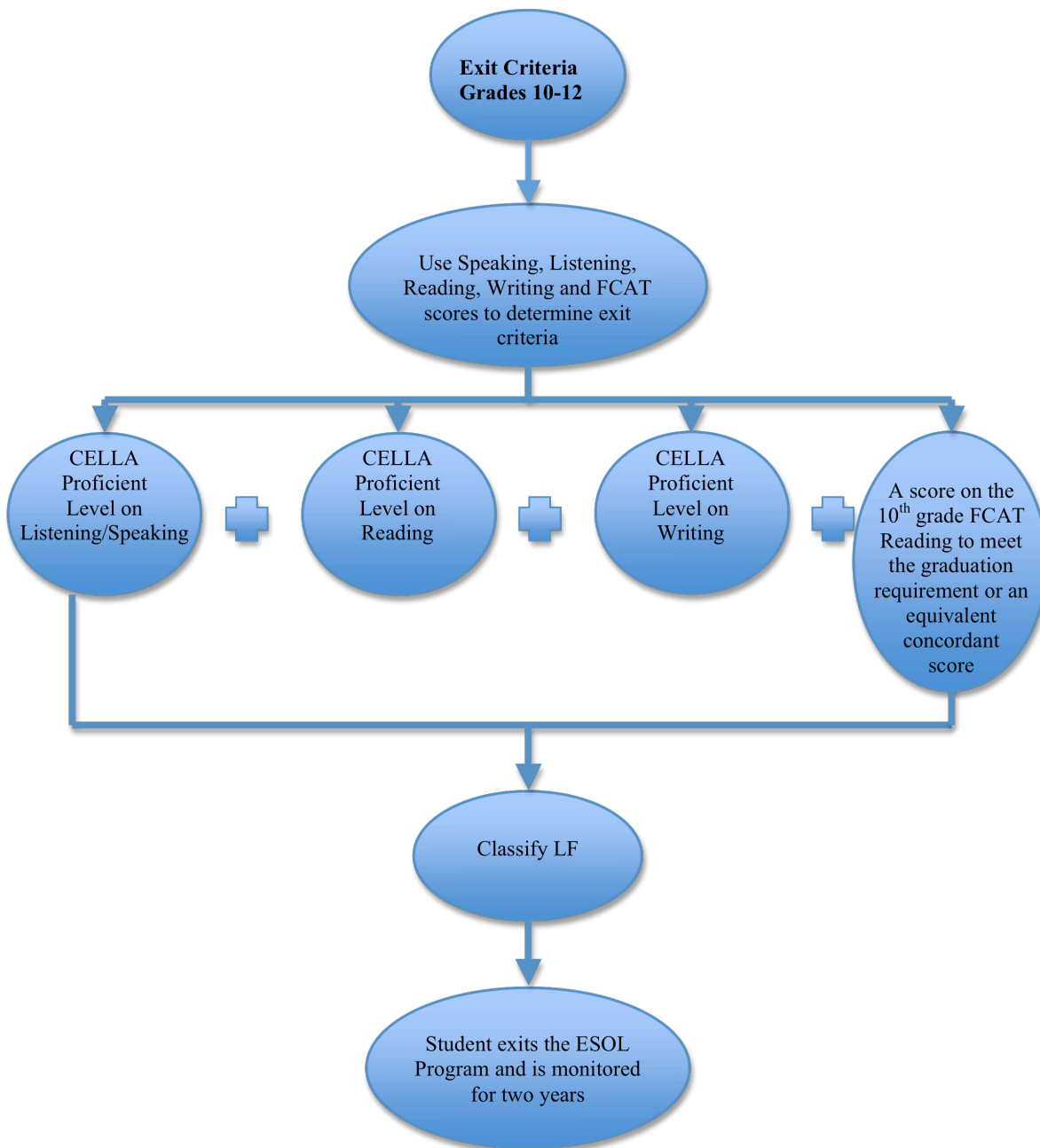
Information related to exiting ELLs/ESE students can be found in the [Guidelines for Exceptional Student Education \(ESE\) and English Language Learners \(ELLs\) PreK-12](#). (<http://www.broward.k12.fl.us/esol/Eng/ESE.htm>)



*Note: If there is inconsistent data, an ELL Committee may be convened to discuss exiting. If a student is exited via ELL Committee, the language classification does not change, however the ELL code changes to LF.



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CELLA PROFICIENCY SCORES

Oral Skills (listening and speaking) grade cluster scale scores by English Language Proficiency Level

Grade Clusters	Beginning	Low Intermediate	High Intermediate	Proficient
K-2	495-632	633-649	650-672	673-755
3-5	560-675	676-697	698-719	720-805
6-8	565-680	681-712	713-732	733-830
9-12	580-681	682-713	714-738	739-835

Reading grade cluster scale scores by English Language Proficiency Level

Grade Clusters	Beginning	Low Intermediate	High Intermediate	Proficient
K-2	345-545	546-628	629-689	690-800
3-5	590-689	690-714	715-733	734-810
6-8	600-713	714-741	742-758	759-815
9-12	605-743	744-761	762-777	778-820

Writing grade cluster scale scores by English Language Proficiency Level

Grade Clusters	Beginning	Low Intermediate	High Intermediate	Proficient
K-2	513-636	637-657	658-689	690-775
3-5	575-674	675-702	703-726	727-825
6-8	580-687	688-719	720-745	746-845
9-12	600-689	690-720	721-745	746-850

Q & A Section 6: English Language Proficiency Assessment (Exit)

Q: Should an ELL Committee be convened when an ELL student meets some, but not all, of the exit criteria?

A: An ELL Committee may always be convened for students in grades K-12 with inconsistent test data but it is not required.

Q: Does an ELL Committee need to be convened whenever an ELL is being exited from the program?

A: No. An ELL Committee is not needed to exit students.

Q: What are the proficient scores on the CELLA?

A: Proficiency scores change according to grade level. Refer to the "CELLA Proficiency Scores" on page 6.

SECTION 7

Annual Progress MONITORING PROCEDURES



SECTION 7

ENGLISH LANGUAGE LEARNER STUDENT EDUCATION PLAN MONITORING PROCEDURES

Annual Update of English Language Learner Student Education Plan

In accordance to Rules 6A-6.0901 and 6A-6.0902, ELL educational plans must be updated annually to ensure that proper placement and services are provided to ELLs. All updates are recorded in the Program Option Section of the [ELLSEP folder](#). The annual update of the education plans must take place at the **beginning** of the school year.

A copy of the student's current course schedule must be inserted in the [ELLSEP folder](#) and the plan date must be updated on TERMS any time there is a change in the student's course schedule. Schedules must be date stamped when printed or signed and dated (mm/dd/year).

In addition, all ELLs classified as LY after February FTE will need an updated IPT assessment before the end of the school year. To ensure that students are appropriately scheduled, students classified as A1 and A2 must be assessed in April.

Recommendations for Continued Placement in ESOL Program

For Students Entering Years 2 and 3: Annual Review of ELLSEP

The ESOL Contact must make recommendations for continued placement in the ESOL Program based within 30 days prior to the initial Entry Date (anniversary date) for every ELL receiving services in the program. For a recommendation for years 2 and 3, the [ELLSEP folder](#) must be updated and the Information Management Technician (IMT) must also update the plan date on the [A23](#) Panel. An ELL Committee meeting is not required for this recommendation.

For Students Entering Years 4, 5, 6 and beyond: Reevaluation Procedures for Annual Extension of ESOL Program After Three-Year Base Period

An ELL Committee must make recommendations for extension of services on the ESOL Program within 30 days prior the initial Entry Date (anniversary date) for every ELL who has completed a 3-year base period.

Any student being considered for extension of services shall be assessed with IPT (L, S, R, and W) no earlier than 30 days prior to the student's anniversary date. However, if the anniversary date is before October 1st, the student's CELLA and FCAT scores can be used in lieu of IPT.

The ELL Committee must convene to review the student's plan and make a final recommendation.



See procedures for ELL Committee information in Section 9. Document recommendations for extension of services in the ESOL Program on the ELLSEP folder

Two of the state approved criteria must be used to recommend continued placement:

- (a) extent and nature of prior educational and social experiences; and student interview;
- (b) written recommendations and observations by current and previous instructional and supportive services staff;
- (c) level of mastery of basic competencies or skills in English and/or home language according to appropriate state, and national criterion-referenced standards;
- (d) grades from the current or previous years;
- (e) test results from tests other than CELLA or FCAT

Complete the ELLSEP folder section for Extension of Services (Reevaluations). Provide IMT pertinent information such as:

- Listening/Speaking (L/S) Percentile Scores
- Reading/Writing (R/W) Designation Codes: (NER, LER, CER) and (NEW, LEW, CEW)
- REEVALUATION Date and PLAN date (REEVALUATION date and the PLAN date will be the date of the ELL Committee meeting.
- Note: if the decision of the meeting is to EXIT the student during the Extension of Services (REEVAL) meeting, provide the IMT all the above in addition to the EXIT Date (which is the date of the ELL Committee meeting).



Please Note:

Students who are beyond 6 years of receiving ESOL services cannot generate WFTE funding for the district. Lack of ESOL funding eligibility does not relieve districts of any obligation they have under state or federal law to continue to provide appropriate services to ELLs beyond the 6 years of state ESOL program funding.

The IMT must remove Program Number 130 ([A10 Panel](#)), keep the instructional model code ([A10 Detail](#)) and update the plan date. *Please refer to State Guidelines for English Language Learners found at www.broward.k12.fl.us/esol for more information.*

Monitoring and Post-Reclassification Procedures

The school's ESOL Contact obtains exited students' data (ELL status and exit date) from the IMT and provides teachers with a list of exited students (LF) to be monitored for 2 years from the exit date.

Exited student's academic performance is monitored on an ongoing basis. Teachers report any decline in class performance, grades, and/or test results to the school ESOL

Contact. The ESOL Contact at the school level convenes the ELL Committee meeting and invites the parents to attend. Letters to parents are to be provided in the student's heritage language when feasible. A copy must be placed in the ELLSEP folder.

Exited students' academic performance is also monitored at these four specified times:

- First report card
- End of first semester
- End of first year
- End of second year

If the student's performance is **satisfactory**, the ESOL Contact dates, signs, and records a comment to that effect under "Monitoring Information" on the [ELLSEP folder](#) (Appendix G). The student is monitored for two (2) years following his/her exit.

If the student's performance is **not satisfactory**, the ESOL Contact dates, signs, and records a comment to that effect under "Monitoring Information" on the [ELLSEP folder](#). An ELL Committee is convened and the parent(s) is/are invited. The ELL Committee determines if the student's academic underperformance is related to his/her English language ability. Special consideration is given to a decline in grades and/or test scores.

The ELL Committee may recommend reentry into the ESOL Program or placement in other appropriate programs, which will address the current needs of the student. Two of the state approved criteria must be used to recommend continued placement:

- (a) extent and nature of prior educational and social experiences; and student interview;
- (b) written recommendations and observations by current and previous instructional and supportive services staff;
- (c) level of mastery of basic competencies or skills in English and/or home language according to appropriate state, and national criterion-referenced standards;
- (d) grades from the current or previous years;
- (e) test results from tests other than CELLA or FCAT

The recommendation(s) of the ELL Committee are recorded on the [ELLSEP folder](#).

If the student is reclassified as ELL, ESOL Contact records the information under the Post-Reclassification Information Section on the [ELLSEP folder](#). The ESOL Contact provides the IMT with the following information to be entered in TERMS:

- New ELL code of "LY"
- Reclassification Date
- "L" as Basis of Entry/Exit
- "Z" (not applicable) as Exit code
- Appropriate code under Extension of Instruction

SECTION 8

FUNCTIONS OF THE ELL COMMITTEE



SECTION 8

FUNCTIONS OF THE ELL COMMITTEE

ELL Committee

The main function of the ELL Committee is to resolve any issue that affects the instructional program of an ELL student. It is composed of **at least 4 members**:

- administrator or designee,
- the ESOL teacher,
- the home language teacher (if any),
- the classroom/subject area teacher(s),
- guidance counselors,
- school social workers,
- school psychologists,
- other educators as appropriate for the situation

The parent(s) must be invited to attend ELL Committee meetings (see Appendix M for translated letters of invitation to parents). Schools must keep a record of parent contact. If there is no parent representation at the meeting, then it is the school's responsibility to communicate the ELL Committee decision to the parent in writing and maintain documentation in the [*ELLSEP folder*](#). The school principal must take all appropriate measures to ensure that the parent(s) understand the proceedings of the meeting, which may include arranging for an interpreter through the ESOL Department for parent(s) whose home language is other than English.

If an interpreter is used during the committee meeting, he/she must sign on the line indicated as "other". The ELL Committee considers the preference of the parent(s) when making its decision. However, final determination of ELL status is the responsibility of the educational professionals of the ELL Committee. ELL Committee members are to assist in reviewing a student's current educational needs by identifying strategies to improve the student's performance.

When to Convene the ELL Committee

An ELL Committee is convened:

- for students in grades K-12 with inconsistent test data to meet the entry or exit criteria.
- for students in grades K-12, the ELL Committee may determine a student to be ELL or not to be ELL according to consideration of at **least two** of the following criteria in addition to the results of the assessment of English language listening/speaking proficiency (IDEA Oral Language Proficiency Test), CELLA and/or FCAT.
- during the two year period following the ESOL Program exit date, while the student's progress is being monitored, if there is any consistent pattern of under-performance on appropriate tests and/or grades
- before an ELL is retained
- when an ELL is being considered for continued placement in the ESOL program for years 4, 5 or 6 and/or
- any other time when there is a need to re-evaluate the ELL's educational plan or at the request of anyone involved in the ELL's education.

Two of the state approved criteria must be documented in the [*ELLSEP folder*](#):

- (a) extent and nature of prior educational and social experiences; and student interview;
- (b) written recommendations and observations by current and previous instructional and supportive services staff;
- (c) level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;
- (d) grades from the current or previous years;
- (e) test results other than those from the district assessments of listening/speaking/ reading/writing.

ELL Committee members must be present at meeting and sign the folder for documentation purposes.

Q & A Section 8: Comprehensive Program Requirement and Student Instruction

Q: What is the purpose of the ELL Committee?

A: The main function of the ELL Committee is to resolve any issues that affect the instructional program of an ELL student.

Q: How many members must an ELL Committee be composed of, and who are these members?

A: An ELL Committee must have **at least** 4 members in attendance, and may be composed of any of the following:

- An administrator/designee
- ESOL teacher
- Home language teacher
- Classroom/subject area teacher
- Guidance counselor
- School social worker
- School psychologist
- Other educators
- Parents

The parents must be invited to all ELL Committee meetings (see Appendix M), and documentation of this invitation must be kept in the [ELLSEP folder](#).

Q: Are schools required to provide assistance in the home language?

A: Per section IV of the META Consent Decree, ELLs in ESOL basic subject area classrooms **shall** have access to an aide or teacher, proficient in their language, **in addition** to the subject area teacher, when the school has at least 15 students speaking the same native language. (See Section 4.)

Q: Is including the [ESOL Instructional Matrix](#) in lesson plans sufficient documentation of instructional differentiation for ELLs? if a teacher includes the [ESOL Instructional Matrix](#) in their teacher plan-book?

A: No. For each lesson, the corresponding code for each strategy must be documented in the teacher's lesson plan.

SECTION 10

PERSONNEL TRAINING



SECTION 10

PERSONNEL TRAINING

CERTIFICATION/TRAINING REQUIREMENTS FOR TEACHERS OF ELLs

Statement of Education of K-12 Language Minority Students and the Preparation of Elementary and Secondary Teachers in Broward County Public Schools

The population of culturally and linguistically diverse students in all Broward County schools continues to experience dramatic growth.

Our students come from a variety of backgrounds; some are immigrants or refugees, while others are native-born Americans of different language heritages. These students enter Broward County Public Schools with a variety of educational experiences and levels of academic achievement. Many have received formal education in their home countries and are on grade level in all content areas in their first language. Others have had their education delayed or interrupted by various circumstances and may be behind academically.

Today, teachers face the challenge of responding to our increasingly diverse student population. Both self-contained and basic program classroom teachers need unique skills preparation to teach language minority students. These skills may be learned in (1) courses of study available through teacher preparation programs offered in colleges and universities, and (2) through inservice education and staff development programs offered by the school district.

Programs of study must be structured so that teachers of ELLs engage in training that includes an emphasis on learning processes, child development, literacy development, and methods of teaching content material to culturally and linguistically diverse students. Classroom teachers must participate in programs that include new language acquisition and language-sensitive teaching methodologies.

To meet the needs of ELLs, the ESOL Department supports programs which facilitate and promote students' growth in oral and academic English language proficiency, encourage cultural and social adjustment, and value students' languages and experiences.

The ESOL training requirements for personnel identified as Categories I, II, III and IV are presented on the following pages.

ESOL Certification/Endorsement

For any questions regarding certification please contact the Certification Department at 754-321-2362 or visit their website at

<http://www.broward.k12.fl.us/certification/>.

Who are Category I teachers?

Elementary and Secondary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading Teachers

Category I teachers are placed out-of-field in ESOL until they have completed their ESOL training requirements. These teachers must complete 300 inservice points or 15 semester hours of college credit through one of the following options:

Option 1 <i>University Courses</i>	15 semester hours college credit. These may be combined with the specific District ESOL inservice courses (Option 2).
Option 2 <i>Specific District ESOL Inservice Courses</i>	300 inservice points through the five specific District ESOL inservice courses. These may be combined with University courses (Option 1).

Explanation of Options:

OPTION 1 - UNIVERSITY COURSES

15 semester hours college credit in the following courses:

- Methods of Teaching ESOL – 3 semester hours
- ESOL Curriculum and Materials Development – 3 semester hours
- Cross-Cultural Communication and Understanding – 3 semester hours
- Testing and Evaluation of ESOL – 3 semester hours
- Applied Linguistics – 3 semester hours

Interested teachers should contact the local universities of their choice to get current course schedules. Teachers who choose this option are encouraged to apply for the district Teacher Directed Improvement Fund (TDIF) to help with the cost of tuition (contingent upon meeting District TDIF Criteria). Please note that course titles may vary by university.

OPTION 2 - SPECIFIC DISTRICT ESOL INSERVICE COURSES

300 inservice points through the following District courses:

- Methods of Teaching ESOL – 60 inservice points
- ESOL Curriculum and Materials Development – 60 inservice points

- Cross-Cultural Communication and Understanding – 60 inservice points
- Testing and Evaluation of ESOL – 60 inservice points
- Applied Linguistics – 60 inservice points

Note: One of the actions available to teachers who have already earned the Reading Endorsement or Reading K-12 Certification is the ESOL for Reading Teachers (E-R-T) Practicum. The reverse crosswalk awards teachers endorsed or certified in reading 120 points/hours towards the ESOL Endorsement. The E-R-T Practicum option requires two ESOL courses and the completion of a Practicum for the additional 180 points/hours necessary to complete the 300-hour ESOL Endorsement. The two required ESOL courses are **Applied Linguistics** and **Methods of Teaching ESOL**.

In accordance with the timelines for completion of the ESOL Endorsement, as established in State Board of Education Rule, teachers have up to six years in which to complete the ESOL Endorsement.

These courses are offered by the ESOL Department.

Course schedules are sent to schools each semester and can also be found on our website. Teachers may combine specific District ESOL inservice courses with university courses.

Category I Teachers must complete the 300 inservice points or 15 semester hours college credit according to the following schedule:

- 3 semester hours college credit or 60 inservice points **during the first two calendar years from date of an ELL assignment**
and
- 3 semester hours college credit or 60 inservice points **during each calendar year from date of assignment thereafter, until all requirements for the ESOL endorsement are completed.**

Note: After the **Category I teacher** has all of the required courses listed in the Broward County Inservice Records, the teacher should apply for the ESOL add-on endorsement. The teacher must request a **CG-10** add-on endorsement application. After the teacher completes the CG-10 application, it should be sent directly to the **Certification Department at K. C. Wright for processing**. Contact certification specialists or an administrator at the Certification Department for any questions regarding add-on endorsement.

Who is a Category II teacher?

Teachers of Basic Subjects Taught in English to ELLs Using ESOL Strategies (Mathematics, Science, Social Studies, and Computer Literacy)

These teachers must complete 60 inservice points through one of the following:

- 60 inservice points through the inservice entitled, “ESOL Strategies for Content Area Teachers”
- or**
- A graduate-level, 3 credit university course which offers a **combination** of ESOL Strategies/Methods, Curriculum & Materials Development, Testing & Evaluation, Cross-Cultural Communication & Understanding, and Applied Linguistics.

Category II Teachers who are assigned to teach ELLs beginning with the 1990-1991 school year must complete the training within one year from the date of the ELL assignment.

Exception: A beginning teacher will have two years to complete Category II training.

Note: Category II & III teachers are not required to obtain a State ESOL Endorsement. If the course is completed via Broward County Inservice Course, the teacher is given a verification form at the Final Session, and this form is sent to the Broward County Certification Department, whereby the teacher will be issued a Broward County Certificate. If the teacher completes the Category II or Category III ESOL requirement via a university course, the teacher will be asked by the Certification Specialist to complete a verification form, and a Broward County Certificate will be issued. Check the Certification Department Website at www.broward.k12.fl.us/certification or the intranet at web/certification for a verification form.

Who is a Category III teacher?

Teachers of Other Subjects/Areas Not Included in Categories I and II

These teachers must complete one of the following:

- 18 inservice points through the inservice entitled, "Issues and Strategies for Teaching English Language Learners (ELLs) "
- or**
- A graduate-level, 3 credit university course which offers a **combination** of ESOL Strategies/Methods, Curriculum & Materials Development, Testing & Evaluation, Cross-Cultural Communication & Understanding, and Applied Linguistics
- or**
- 60 inservice points through the inservice entitled, “ESOL Strategies for Content Area Teachers.”

Category III Teachers who are assigned to teach ELLs beginning with the 1990-1991 school year must complete the training within one year from the date of the ELL assignment.

Exception: A beginning teacher will have two years to complete Category III training.

Note: Category II & III teachers are not required to obtain a State ESOL Endorsement. If the course is completed via Broward County Inservice Course, the teacher is given a verification form at the Final Session, and this form is sent to the Broward County Certification Department, whereby the teacher will be issued a Broward County Certificate. If the teacher completes the Category II or Category III ESOL requirement via a university course, the teacher will be asked by the Certification Specialist to complete a verification form, and a Broward County Certificate will be issued. Check the Certification Department Website at www.broward.k12.fl.us/certification or the intranet at web/certification for a verification form.

Who requires a Category IV course?

Guidance Counselors and School-based Administrators

The Consent Decree originally required all administrators to obtain training in ESOL; however, no specific number of points was stipulated. Guidance Counselors were originally considered in Category III.

On September 9, 2003, a modification was made to the [Consent Decree in the *League of United Latin American Citizens et. al. v. the State Board of Education*, 1990]. This modification includes new training requirements for school-based administrators and guidance counselors.

The modification requires all school administrators and guidance counselors to obtain 60 inservice points in ESOL in an approved Category IV ESOL course or inservice component.

A Technical Assistance paper on the Modifications to the Consent Decree is available from the Florida Department of Education and it can be found at <http://info.fldoe.org/dscgi/ds.py/Get/File-2887/TAP.pdf>.

For further information refer to FAQs on our website at www.broward.k12.fl.us/esol under ESOL Endorsement or to the Certification/Incentives Department website under ESOL Training Requirements - Category IV.

Timelines for Completion of the ESOL Training Requirements

For Categories I, II, III or IV timeline, refer to the next page.

Office of Academic Achievement through Language Acquisition

Revised Timelines for Completion of the ESOL Training Requirements

Updated September 2006

CATEGORY I	CATEGORY II	CATEGORY III	CATEGORY IV
Primary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading ³	Social Studies, Mathematics, Science and Computer Literacy	All other subjects not included in Categories I or II	School Administrators ² & Guidance Counselors
REQUIREMENTS			
ESOL Endorsement: 15 semester hours or 300 in-service credit points ¹	3 semester hours or 60 in-service points	3 semester credit hours or 18 in-service credit points	3 semester hours or 60 in-service credit points
or			
K-12 ESOL Coverage: Bachelor's or Master's Degree in TESOL and Basic Subject Area Coverage			
or			
K-12 ESOL Coverage: Passing Score on ESOL Subject Area Test; Basic Subject Area Coverage, and 120 hours/points in ESOL			
TIMELINES			
Experienced Teacher:	Experienced Teacher:	Experienced Teacher:	Hires Prior to September 5, 2003
6 years or more allowed for completion of ESOL Endorsement. 3 years for K-12 ESOL Coverage obtained by a passing score on ESOL Subject Area Test.	1 year to complete	1 year to complete	3 years to complete from September 5, 2003
Beginning Teacher:	Beginning Teacher:	Beginning Teacher:	Hires after September 5, 2003
Same as above for experienced teachers	2 years to complete	2 years to complete	3 years to complete from date hired as school administrator or guidance counselor.

Notes:

- ¹ For ESOL Endorsement only-3 semester hours or 60 in-service credit points within two years after the teacher first becomes responsible for the Language Arts instruction of a LEP student. 3 semester hours or 60 in-service credit points each subsequent year that the teacher continues to be responsible for the Language Arts instruction of a LEP student, until a total of 15 semester hours or 300 in-service credit points have been earned.
- ² All other administrators (district-level) are required to receive training in the terms of the Consent Decree, Cross-Cultural communications and delivery of comprehensible instruction. However, no specific number of in-service points or hours are required.
- ³ As described in K12 Memo 2006-121, Reading Endorsement or Teachers of Developmental Language Arts Courses in Grade 6-12 and as noted in the Florida Course Code Directory, teachers assigned to teach Developmental Language Arts or Reading to English language learners (ELLs) are required to obtain the ESOL Endorsement. It is also important to note that teachers assigned to teach Developmental Language Arts as an alternative to Intensive Reading are required to obtain the Reading Endorsement by beginning of the 2007-08 school year.

ESOL In-service or Coursework must include all of the following areas:

- Methods of Teaching English to Speakers of Other Languages (ESOL)
- ESOL Curriculum and Materials Development
- Cross-cultural Communication and Understanding
- Testing and Evaluation of ESOL
- Applied Linguistics

Recertification Flexibilities:

- ESOL in-service credit points and/or ESOL College credits count as in-field for recertification in any coverage

Banking of ESOL Points:

- Any points earned in excess of 6 semester hours or 120 points within one validity period may be banked towards the renewal of a certificate in subsequent renewal periods.

<http://www.firn.edu/doe/omsle>

ESOL ENDORSEMENT FOR READING TEACHERS

Reading Endorsed or Reading K-12 Certified teachers are able to obtain the ESOL Endorsement through the optional E-R-T (ESOL for Reading Teachers) package (reverse crosswalk). In addition to completing the Reading Endorsement or Reading K-12 Certification, which earns the participant 120 crosswalk hours, the E-R-T package requires course work in CAT I Applied Linguistics and CAT I Methods of Teaching ESOL. A practicum worth 60 in-service points requires teachers to complete *Consent Decree activities, a Case Study, a Lesson Plan, and conduct a lesson for Observation.*

The E-R-T package in-service points are as follows:

Reading to ESOL crosswalk hours/points	120 hours/points
CAT I Applied Linguistics	60 hours/points
CAT I Methods of Teaching ESOL	60 hours/points
<u>Practicum/Demonstration of Mastery</u>	<u>60 hours/points</u>
Total in-service required for the ESOL Endorsement	300 hours/points

Reading Endorsement/Certification, CAT I Applied Linguistics, and CAT I Methods of Teaching ESOL professional development requirements must be completed as a prerequisite for the E-R-T Practicum.

Information regarding the practicum will be provided via e-mail upon request to. The practicum will be available during the fall, spring and summer sessions.

ESOL Department
754-321-2965
victoria.saldala@browardschools.com

Q & A Section 10: Personnel Training

Q: Are all teachers required to complete the ESOL training requirement courses?

A: Yes, this is a state-mandated requirement due to the 1990 META Consent Decree. All teachers in the State of Florida must start their ESOL course(s) once they are first responsible for the instruction of an English language learner (ELL). You will find more information on the META Consent Decree by checking the Florida Department of Education website/professional development and training: www.fldoe.org/ala/cdpage2.asp.

Q: Are all teachers required to complete their ESOL Endorsement?

A: No. While any teacher may become ESOL Endorsed if he or she chooses, only teachers that fall under Category I (Reading, English-Language Arts) are required to obtain their ESOL Endorsement. The ESOL Endorsement is equivalent to 300 points/hours of professional development.

Q: What category am I assigned if I teach (subject)?

A: Categories are assigned according to subject(s) area(s) you teach.

CAT I - ESOL ENDORSEMENT COURSES

Target Audience: Primary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading - (60 Inservice Points)

Once all five CAT I ESOL Endorsement courses have been completed and posted to your inservice record, download the State Application form from the Certification Department's web site at www.broward.k12.fl.us/certification/Forms.html. Completed application forms must be sent to the Certification Department at the K.C. Wright Bldg. for processing.

CAT II ESOL STRATEGIES FOR CONTENT AREA TEACHERS

Target Audience: Mathematics, Social Studies, Science & Computer Literacy Teachers
(60 Inservice Points)

CAT III ISSUES & STRATEGIES FOR TEACHING LEP STUDENTS

Target Audience: Related subjects other than English, Math, Science, Social Studies, and Computer Literacy (including Occupational and Physical Therapists)
(18 Inservice Points)

CAT III FOR STUDENT SERVICE PROVIDERS

Target Audience: School Psychologists, Speech/Language Pathologists, & Social Workers **Only**.

(18 Inservice Points) This course will be offered once a year during the 2nd semester. After completing the training requirements for this course, you will be required to complete a **BCPS Verification of ESOL Training** form. The form will be issued to BCPS participants only at the final session. The ESOL Training Department will submit the forms to the Certification Department once your inservice points are posted to your inservice record. BCPS participants will be issued a Broward County Certificate. Processing time may take up to 4 weeks after the course has been closed.

CAT IV ESOL SCHOOL ADMINISTRATORS & CAT IV GUIDANCE COUNSELORS

Target Audience: School Administrators and Guidance Counselors (60 Inservice Points)

The CAT IV courses are being offered online (electronic/interactive) through BVU (Broward Virtual University). Contact BVU at 754-321-4825 for more information or visit their web site at:

www.sbbc-vu.com/

CAT I - ESOL ENDORSEMENT FOR READING TEACHERS

NOTE: Reading Endorsement/Certification, CAT I Applied Linguistics, and CAT I Methods of Teaching ESOL courses must be completed as a prerequisite for the E-R-T Practicum.

For more information, click on the following link:

www.broward.k12.fl.us/esol/Eng/ESOL/ESOLEndorsement.htm

Q: If I already have my Reading Endorsement, am I awarded credit toward my ESOL Endorsement?

A: Yes. The 2007 Reverse Crosswalk (Reading to ESOL) awards teachers with the Reading Endorsement 120 points/hours towards the ESOL Endorsement. In addition, reading teachers would be required to take 2 additional courses and complete a practicum or demonstration of mastery in successfully teaching reading to an English language learner (ELL).

Q. When should I begin taking my ESOL training course(s)?

A. Once a teacher is responsible for the instruction of an ELL, this is the starting date (LEP DATE) of the training timeline. This information is automatically placed in the system and the BCPS Certification Department Administrators track teachers to ensure they have started their ESOL training in accordance to the State ESOL Training Timeline; furthermore, the ELL will be coded in the system as an active "LY" ELL student and funding will be generated for this student.

Q. Do I have to be assigned an ELL student to begin taking ESOL courses?

A. You do not have to be assigned ELLs if you wish to start training, but you should adhere to the State Training Timeline. Please refer to the DOE website for a copy of the State ESOL Training Timeline: www.fldoe.org/aala/timeline.asp

Q. What is the time frame for completing the ESOL training?

A. If you are a CAT I the timeline begins the day and month you are assigned an ELL student. Should your teaching assignment change, you must continue to complete requirements per the timeline below. Failure to do so will result in your inability to ever be placed out-of-field again in Broward County Public

Schools. For more information click on the following link:
http://www.broward.k12.fl.us/certification/EsolTr_Cat1.html

- First two calendar years - 3 semester hours or 60 inservice points
- Year 3 - 6 semester hours or 120 inservice points
- Year 4 - 9 semester hours or 180 inservice points
- Year 5 - 12 semester hours or 240 inservice points
- Year 6 - 15 semester hours or 300 inservice points

☞ *If you are CAT II or CAT III, you have one year to complete your training from the moment you are employed and are assigned an ELL student(s).*

Important Note: *If you are a newly hired teacher, you have two years to complete the CAT II or CAT III course as of the date you were assigned ELL student(s).*

☞ If you are a CAT IV, you must obtain 60 inservice points/hours in ESOL in a CAT IV approved ESOL course or inservice component. **Timeline:** Hired prior to effective date of the Modification (September 9, 2003). Must complete within three (3) years. If hired after effective date of the Modification (September 9, 2003) you must complete within three (3) years of hiring date as a school administrator or guidance counselor. NOTE: Any ESOL-approved inservice hours and coursework taken prior to the effective date of the Modification or prior to being hired as a school administrator or guidance counselor may be counted toward the required 60 points. The CAT IV ESOL School Administrators and CAT IV ESOL Guidance Counselors are only offered online (electronic/interactive).

Q. Can I combine ESOL endorsement university courses with existing district ESOL endorsement inservice course training?

A. Yes. If you are using college courses, you must submit an official transcript(s) to the Certification Office clearly marked "For ESOL Credit". You must have your transcript reviewed by the Certification Office at the Broward County Public Schools' Certification Department. The university courses must be equivalent to the ESOL endorsement District/State approved courses needed for your assigned category. For more information click on the following link:
http://www.broward.k12.fl.us/certification/EsolTr_Cat1.html

Q. What is the process to add on an endorsement once all five CAT I courses are completed?

A. First make sure that all five CAT I required courses are reflected on your inservice record. The application can be downloaded from the BCPS Certification Dept. website at www.broward.k12.fl.us/certification/Forms.html. Click on State Application - Additions. Forward your application to the Certification Department at the KCW Bldg.

Q. Are all ESOL CAT I through IV courses bankable?

A. Yes, please check the Florida Dept. of Education website for more information at www.fldoe.org/aala/timeline.asp.

- Q. Where can I obtain the required ESOL book for the CAT I courses?**
A. CAT I courses require the use of one book titled **“The Cross-Cultural Language and Academic Development Handbook” 3rd Edition**. To access an order form click on the following link:
www.broward.k12.fl.us/esol/Eng/ESOL/ESOLEndorsement.htm
- Q. If I have received a denial letter/out-of-field for ESOL waiver denied, whom do I contact?**
A. Please contact your innovation zone Certification Department Administrator. Visit their website at:
<http://www.broward.k12.fl.us/certification/AboutUs.html>
- Q. When are ESOL inservice courses offered?**
A. During the first, second and summer semesters. The first semester generally begins at the end of September, second semester at the end of January, and summer semester at the end of May.
- Q. Where can I obtain an ESOL training schedule?**
A. You can download a copy of the schedule from the ESOL Training Department’s website at www.broward.k12.fl.us/esol/Eng/ESOL/ESOLEndorsement.htm. Schedules are also sent to all ESOL Contact Persons and Inservice Facilitators It is also posted to the ESOL CAB Conference. Go to the CAB desktop, double-click on "BCPS Resources", on the top, click on "Instructional Resources", click on "Learning Communities", click on "ESOL", click on "ESOL Endorsement".
- Q. What are the registration procedures for ESOL structured coaching/mentoring courses?**
A. You can register for ESOL courses in ESS (Employee/External Self-Service) through the BRITE Portal at www.browardschools.com/ESS. Once you are logged into ESS, click on the Professional Development tab and search for your course by title. Confirmation forms are automatically sent to the e-mail address you have listed in your ESS contact information. Charter/external participants need to make sure that contact information is updated in order to receive course information from your. **Charter school and external** participant’s registration procedures can be found on BRITE’s homepage at <http://www.broward.k12.fl.us/erp/brite/HR/external/>. Instructions on how to search the Professional Development course catalog visit ESS (Employee Self Service) homepage at <http://www.broward.k12.fl.us/erp/brite/HR/ess.html>.

Q. When and where should I complete my course appraisal?

A. After successfully completing a course, all participants must complete an appraisal through ESS (Employee Self-Service). Information regarding appraisals can be found at: www.broward.k12.fl.us/erp/brite/HR/ess.html

If you have any questions regarding ESOL training courses, please contact any of the following staff members at 754-321-2950.

Vicky B. Saldala - ESOL Director
victoria.brioso@browardschools.com

Leydo Sotolongo – Title III Coordinator
leyda.sotolongo@browardschools.com

Jenna Moniz – ESOL Educational Specialist
jenna.moniz@browardschools.com

Jeanie Mesler - ESOL Training Course Organizer
jeanie.mesler@browardschools.com

SECTION 11

TITLE III ACCOUNTABILITY



SECTION 11

TITLE III ACCOUNTABILITY

Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLS.

Schools are held accountable for meeting the goals and objectives as outlined in the Title III, Part A Grant to increase English proficiency. District personnel provide onsite analysis reviews of available performance data. Classroom walkthroughs are conducted on a regular basis to ensure that research-based and evidence-based practices and curriculum are being implemented with fidelity. Collaboration is conducted with area offices to monitor the progress of schools' ELL subgroups on a regular basis. Principals are provided feedback in a timely manner and district resource teachers are assigned to provide support at schools. District and school personnel have access to a multitude of data of ELL student progress through data warehouse reports, virtual counselor reports, and TERMS.

Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs.

Schools are held accountable for meeting the goals and objectives as outlined in the Title III, Part A Grant to increase academic achievement of all current and former ELLs. District personnel provide onsite analysis reviews of available performance data. Classroom walkthroughs are conducted on a regular basis to ensure that research-based and evidence-based practices and curriculum are being implemented with fidelity. Collaboration is conducted with area offices to monitor the progress of schools' ELL subgroups on a regular basis. Principals are provided feedback in a timely manner and district resource teachers are assigned to provide support at schools. District and school personnel have access to a multitude of data of ELL student progress through data warehouse reports, virtual counselor reports, and TERMS.

Describe the steps that will be taken and procedures implemented for schools that fail to meet the Annual Measurable Achievement Objectives (AMAO) for "Making Progress" and "Attaining Proficiency" (AMAO #1 and AMAO #2).

Under the Differentiated Accountability Plan, services will be customized for each school based on the school needs. In the event that AMAOs are not met as measured by annual performance targets, a letter providing that information to parents will be generated by the district office and must be sent home in the four major languages. Records should be kept documenting this communication.

Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years.

The District Assistance and Intervention Plan is a district wide plan that describes the programs, professional development and support services that will be provided by district departments and staff from Instruction and Intervention, ESE, ESOL, Title I, and other appropriate departments. This plan is developed collaboratively among these departments to ensure that support for improved achievement for each subgroup targets the needs of each school based on the analysis of the data.

SECTION 12

PRE-KINDERGARTEN



SECTION 12

PRE-KINDERGARTEN

Entry Criteria Pre-Kindergarten ELLs

Once a Pre-Kindergarten (PK) student's *Home Language Survey* is completed by the parent/guardian and there is an affirmative response to one or more survey questions, the student is considered to be ELL and should be provided linguistically and culturally appropriate services within the Pre-Kindergarten program. An [ELLSEP folder](#) must be generated for all Pre-K ELLs. The Pre-Kindergarten local data maintenance is presented in the chart below.

Pre-Kindergarten Local Data Maintenance

Hard Copy Record	Local Accountability	Data Entry Required
Registration packet with completed Home Language Survey (HLS) with affirmative response to HLS	HLS Date*	Actual date of the first day of school (for PK and Kindergarten students who enroll during summer)
	ELL Code*	'LY'
	Basis of Entry	'T'
	Classification Date	Same date as HLS
	Date of Entry	Actual date started in PK Program
	Student Plan Date	Actual date entered PK and services began
	ESOL Instructional Model Code	I (Inclusion) or E (Self-Contained)

*State reported data elements for PK.

RESULTS	TEST
	Pre-IPT – Pre-K
RESULTS	RECOMMENDED PROGRAM PLACEMENT
Fluent English Speaker	HLS Date, Classification Date, and Date of Entry remain the same ELL code changes to "ZZ";
Non-English Speaker or Limited English Speaker	Continues in the ESOL Program; Basis of entry- "A" (Aural/Oral Test); ELL code is "LY"; Plan date is updated to first day of Kindergarten.

Note: TERMS database must be updated according

Exit Criteria – Pre-K

Exit Criteria For Pre-Kindergarten

An aural/oral language assessment is administered to ELLs who are being considered for exit from the ESOL Program. The following instruments are used:

- Pre-IDEA Oral Language Proficiency Test (Pre-IPT) 3rd Edition - Pre-K (ages 3-5)
- IDEA Oral Language Proficiency Test I (IPT-I) 2nd Edition – Grades K-2

Schools are responsible for having trained language assessors. Trained language assessors from the ESOL Department are available to assist school personnel with assessments as necessary. Those students who are assessed as Fluent English Speakers will exit the ESOL Program. The student may be given a Broward County Language Level Classification of C1 if performance indicates a lack of English proficiency in academic skills. This decision requires an ELL Committee recommendation.

- If the student scores Non-English Speaker (NES) or Limited English Speaker (LES):

Data Element	Changes to:
ELL Code	Remains 'LY'
Basis of Entry	"A"
Entry Date	Update to first day of Kindergarten
Student Plan Date	Update to first day of Kindergarten
ESOL Instructional Strategy	Update as needed
All test related data elements	Enter updated information to document aural/oral assessment results.

If the student is tested after the start of the school year and scores Fluent English Speaker (FES) refer to the chart on page 12.3.

Data Element	Changes to:
ELL Code	'LF'
Post Reclassification Dates	Process begins
Date of Exit	Actual date of exit
Basis of Exit	"L" *
All test related data elements	Enter updated information to document aural/oral assessment results.

(PK students who were served in PK as ELL (LY) and, when tested in Kindergarten, scored fluent English speakers(FES), should be reported as "LF"and monitored for 2 years.)

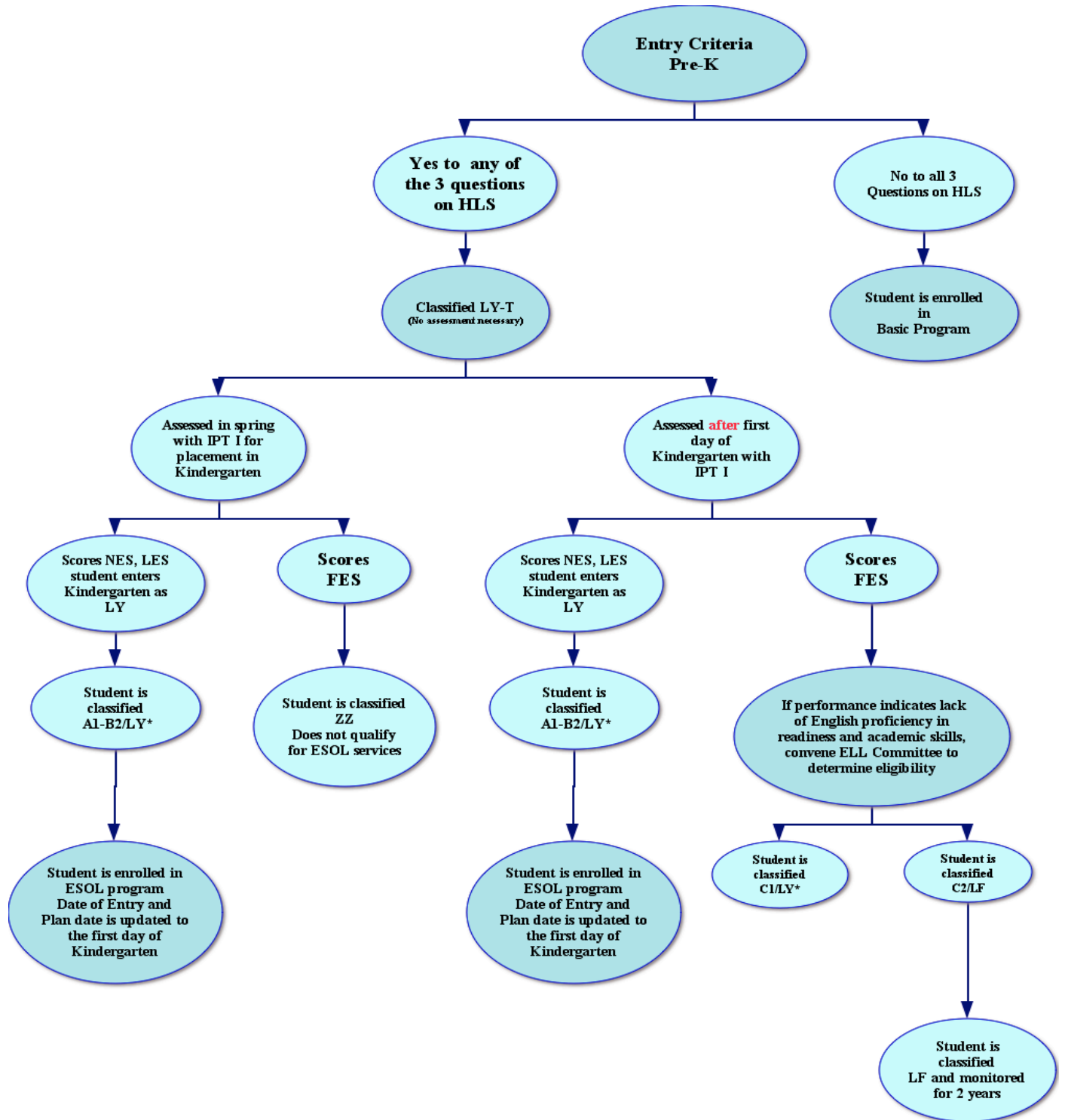
*Basis of Entry - "A"-Aural/Oral; Basis of Exit "L" – ELL Committee

If the student scores Fluent English Speaker (FES) and is tested before the start of the school year:

Data Element	Changes to:
ELL Code	'ZZ'

PK students who were served in PK as ELL (LY) and, when tested before entering Kindergarten, scored fluent English speakers (FES), should be reported as "ZZ". Keep all records, including the test booklets, in the child's cumulative folder. Do not open an A23 panel for these students.

Pre-Kindergarten (Placement)



***Broward County Language classifications of D and E should always be considered if applicable. Interview and background data, in addition to questions on the Initial Language Classification Assessment Form (Appendix F) will be helpful in determining D and E level classifications.**

Q & A: Section 12: Pre-Kindergarten

Q: All Pre-K students whose parents checked off "Yes" on the Home Language Survey are entered in TERMS as LY-T.

A: Yes

Q: Who takes the Pre-IPT?

A: Only Pre-K students ages 3 and over who are recommended for ESE testing are administered the Pre-IPT. All other Pre-K students whose parents checked off yes on the Home Language Survey are not tested for English language proficiency in Pre-K.

Q: Is a language classification entered in TERMS for Pre-K students?

A: A language classification is only entered for those Pre-K students who were administered the Pre-IPT. The language classification is entered on the A03 panel. If the Pre-K student is LY, an A23 temporary panel should be opened. If the Pre-K student is not LY, an A23 temporary panel should not be opened.

Q: How often is the Pre-IPT administered?

A: The Pre-IPT is only administered once regardless of how much time the student spends in a Pre-K program. For example, a student who enters Pre-K at age 3 can be administered the Pre-IPT, receive a classification of A2, and this classification may not change until the student is ready to enter Kindergarten. Exception: Prior to referral for formal individual initial evaluation or testing as part of the reevaluation process for ESE programs, all ELLs with A1, A2, B1, B2, C1 and U-LY classifications need a current (within one year) language classification or reclassification.

Q: When are the Pre-K students administered the IPT I?

A: Pre-K students are administered the IPT I to determine entry into the ESOL Program prior to entry into Kindergarten. Students should be tested in the spring or upon entering school.

If the students are tested before the first day of school and they do not qualify for ESOL services, change code from LY to ZZ. If tested after the start of the school year, convene an ELL committee to determine if ESOL Services are recommended. If not change code from LY to LF and monitor for 2 years.

Q: When should the entry date into the ESOL program be updated?

A: Only update the entry date into the ESOL program to the first day of Kindergarten for students who qualify (LY) for ESOL Services.

SECTION 13

ELECTRONIC RESOURCES



SECTION 13

ELECTRONIC RESOURCES

ESOL Department Website

The ESOL Department Website provides an overview of department programs. There are also links to FCAT Explorer, information for parents, and additional resources. The information for parents is also available in Spanish, Haitian Creole, and Portuguese. Upcoming events are posted on the website homepage, and the website is updated frequently.

The Department website addresses are:

- Internet: <http://www.broward.k12.fl.us/esol>
- Internet: <http://www.browardesolparents.com>
- Intranet: <http://web/esol>

Learning Communities on CAB

The Department has a CAB Conference Learning Communities to provide program information and updates for teachers. To access the conferences, follow the instructions below:

- On your CAB desktop, click on **BCPS Resources**.
- Click on **Instructional Resources**.
- Click on **Virtual University**.
- Click on **Learning Communities**.
- You will see the ESOL Conference for the Department Learning Community icon.
- Click on the icon to view messages.

When you get to your conference, you can post questions. You may also benefit from reading questions posted by others and their respective answers.

NOTE: You can place your conference on your CAB desktop. Simply click on the conference icon **ESOL**; go up to **Collaborate** on your CAB Menu; and click on **ADD TO DESKTOP**. Your conference icon will appear on your CAB desktop. If you do not see the icon immediately, move each of your icons around; sometimes the new icon initially hides behind another one. In addition, it may hide in the yellow section at the top of the CAB desktop.

If you have questions, contact ESOL Department at (754-321-2950).

SECTION 9

PARENT/GUARDIAN STUDENT NOTIFICATION AND RIGHTS



SECTION 9

PARENT/GUARDIAN STUDENT NOTIFICATION AND RIGHTS

Home-School Communication

From the time a student registers, Broward County Public Schools makes every effort to inform and orient parents to the System through the use of materials translated into the district's three predominant languages: Haitian-Creole, Portuguese, and Spanish.

Bilingual social workers, ESOL Instructional Facilitators, bilingual school psychologists, and district trained language assessors provide support services to students and parents. Schools can also request the assistance of interpreters and translators from the ESOL Department (see Appendix S).

Interpreters assist at parent conferences, ESE staffings, ELL Committee meetings, and other pertinent meetings where heritage language assistance might be needed.

The ESOL Department offers training for interpreters and users of interpreter services to work together effectively in serving ELLs and their families.

The ESOL Department employs full-time translators who translate district forms and documents that are sent home in the district three most predominately spoken languages: Haitian-Creole, Portuguese, and Spanish. These include, but are not limited to, the following:

- Code of Student Conduct Books
- Registration Packets
- Elementary Report Cards and Inserts
- Elementary Interim Reports
- Parent Conference Forms
- Alternative Education Forms
- Title I Forms
- Early Childhood Packets
- Pre-K Brochures
- Health Forms
- Summer School Packets
- Privacy Act Form
- ESE Forms
- Early Intervention Forms
- Individual Translations Requested by Schools
- Magnet Program Forms and Brochures
- Gifted / Advanced Academics Brochure
- Gifted Forms

Parents of ELLs should receive information from schools via translated mailings, phone calls in their native language, and school meetings using translators. Schools with a high population of ELLs should translate their newsletters so that parents can be informed of the current school events.

Use of a Language Other than English

Students who speak a language other than English may not be subjected to disciplinary action because of the use of their heritage language. Schools must assure students and parents that no disciplinary action will be taken for the use of a language other than English.

ELL Parent Involvement

The Parent Outreach Office

The Parent Outreach Office serves as a liaison between the ESOL Department and the parents, students, schools, district departments and community. District staff, parents, and community agencies can contact this department to receive valuable information on district and community programs and services for ELLs and families. This office is also responsible for disseminating information to parents and the community about NCLB, AYP, Parent Choice, and SES.

The Parent Outreach Office also coordinates workshops for bilingual parents that provide orientation to the school district, information on assessments, tools for parents to assist their students at home, and information on high school and post secondary options.

Staff members who speak Spanish, Haitian-Creole, and Portuguese can assist those who are ELLs.

Parent Leadership Council

The establishment of a district Parent Leadership Council is a mandate of the Consent Decree. In Broward County, the Parent Leadership Council is known as the **ESOL Leadership Council** as created by Board Policy 1.23, adopted 11/13/01.

The ESOL Leadership Council must be composed primary parents of ELLs and have members representing multi-ethnic backgrounds. Representatives to the council consist of ELLs, parents, principals, teachers, and community representatives with support from the ESOL staff. The council meets on a monthly basis from September to May. Invitation flyers translated in Spanish, Haitian-Creole, and Portuguese are sent to all schools for dissemination to all ELLs. In conformity with the Sunshine Law, notices of meetings are also publicized in local newspapers.

In addition, The *ESOL Leadership Council* serves as a member on the Area Advisory Councils as well as on the District Advisory Council. It also meets with the District Superintendent and has standing on every School Board Agenda to provide official reports to the School Board. The District Superintendent has also provided for representation of parents of ELLs on Superintendent Committees and Task Forces.

The *ESOL Leadership Council* is the vehicle for the representation of parents of ELLs. Within the Consent Decree, the ESOL Leadership Council's specific duties are to:

- promote educational programming and academic achievement of ELLs
- participate in leadership training and orientation offered by the District ESOL Department to address ESOL Program monitoring issues, parent involvement procedures, and opportunities to be represented on existing school and district advisory committees
- collaborate with the school system in the development of policies, curriculum, programs, budget, and legislation
- provide input on the ELL District Plan before it is submitted to the State for approval

The **ESOL Leadership Council** promotes parent representation at its regular monthly meetings and the formation of ESOL parent groups at every school by encouraging them to submit ELL parent candidates to the Parent Outreach Specialist of the ESOL Department for leadership training. The ESOL Leadership Council, in collaboration with the ESOL Department, also accomplishes the following:

- serves as liaison support to parents, schools, and community by promoting receptivity, acceptance, and awareness of multicultural issues;
- informs parents of their rights and responsibilities to assure and encourage active participation in their child's education;
- collaborates with the school district in the development of policies, curriculum, programs, budget, and legislation;
- serves as a forum for concerns and issues, with direct input to the Superintendent and School Board, through permanent standing on their agenda;
- provides awareness of the Broward County School Board's perception of parental involvement and the many facets thereof; and
- secures transition and permanent participation in all regular school groups, especially on School Advisory Councils, PTAs, PTOs and School Advisory Forums.

Q & A Section 9: Parent/Guardian Student Notification and Rights

Q: Are there any organizations that the parents of ELLs can participate in to become more involved and proactive in ESOL education in Broward County?

A: Yes. The ESOL Leadership Council was created by Broward Policy 1.23 and adopted on 11/13/2001. This council is composed primarily of parents of ELLs and has members representing multicultural backgrounds. The ESOL Leadership Council is the vehicle for the representation of parents of ELLs and has regular monthly meetings.

Q: Where can parents of ELLs go to seek information on district and community programs and services for ELLs and their families?

A: The Parent Outreach Office serves as a liaison between the ESOL Department and the parents, students, schools, district departments and the community.

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
FORMULARIO DE INSCRIPCIÓN DEL ESTUDIANTE
(Student Registration Form)

Solamente los padres/guardianes (F.S.1000.21(5)) que inscriben al estudiante (ej., llenan este formulario), u otros identificados a continuación, pueden sacar al estudiante de su escuela actual, a menos que haya documentación de circunstancias atenuantes que indiquen lo contrario.

1. Estudiante (Nombre legal)
2. Dirección
3. N° de teléfono del hogar
4. I.D. escolar de la Florida
5. N° de seg. social del estudiante.

6. Origen étnico: ¿El estudiante es de origen hispano, latino o español?
7. Raza: W (Blanco), B (Negro o americano africano), A (Asiático), AM/IND (Indio americano/nativo de Alaska), HAW/PI (Nativo de Hawaii/otra isla del Pacífico)
8. Sexo: Mas., Fem.
9. Grado actual
10. Fecha de nacim.

12. ¿El estudiante ha asistido anteriormente a una:
13. ¿El estudiante alguna vez ha:
14. ¿En el hogar se habla un idioma que no sea el inglés?
15. ¿El estudiante tiene un primer idioma que no sea el inglés?
16. ¿El estudiante habla más frecuentemente un idioma que no sea el inglés?

14. ¿En el hogar se habla un idioma que no sea el inglés?
15. ¿El estudiante tiene un primer idioma que no sea el inglés?
16. ¿El estudiante habla más frecuentemente un idioma que no sea el inglés?

17. El/la estudiante vive con: Ambos Padres, Padre, Madre, Otro
18. Estado civil de los padres: (opcional) Casados, Divorciados, Separados, Viuda (o), Otro

La información anterior es correcta y está completa a mi mejor entender. En el caso de que haya un cambio de nombre, dirección, o de teléfono, yo le informaré al personal escolar dentro de diez (10) días. Entiendo que los estudiantes cuyos padres se determine, después de una investigación apropiada, que han dado información fraudulenta para matricular a un estudiante en la escuela a la que no está asignado se le retirará inmediatamente de la escuela y el padre deberá matricularlo en la escuela apropiada en la zona escolar que le corresponda.

Nombre del padre en letra de imprenta

Firma del padre Fecha:

¿Alguien más tiene derecho a sacar al estudiante de esta escuela? Sí No

Si es así, escriba los nombres en letra de imprenta aquí

FOR SCHOOL USE ONLY: Enrollment Date, Proof of Residence, Review Dates, Statement of Bonafide Residence Form Provided, ELL Codes, Health Exam Certificate, Florida Certificate of Immunization (680) Form, Temporary Exemption, Registrar, Date

Copies given to: Registrar, Guidance, DPC, Other (specify)

School Name
Date
Teacher
Current Grade
Enrollment

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
FÒMILÈ ENSKRIPSYON POU ELÈV

(Haitian Creole)

(Student Registration Form)

Se sèl manman, papa/responsab legal (F.S. 1000.21(5)) ki enskri elèv-la (vle di ki ranpli fòm-sa-a), oswa lòt moun ki idantifye anba-a, ki kapab retire elèv-la nan lekòl li ye kounye-a, e septe si gen dokimantasyon sikonstans esepyonèl ki endike otreman. Se responsablite paran/responsab legal pou notifiye lekòl-la nan 10 jou, si enfòmasyon ki anba-a ta vin chanje.

1. Non legal elèv-la _____
Siyati _____ Prenon _____ Non mitan _____
2. Adrès _____ Bilding _____ Apatman _____ Vil _____ Zipkòd _____
3. Telefòn lakay _____ selilè _____ imel _____
4. F.S.I. _____ 5. Nimewo sosyal elèv-la S.S.N. _____ F.S. 1008.386 ekzije SBBC mande enfòmasyon-sa-a pou mete nan dosye pèmanan elèv-la)
6. Gwoup etnik: Èske elèv-la Ispanik, Latino oswa orijin Espayòl? Wi _____ Non _____
7. Ras: W _____ B _____ A _____ AM/IND _____ HAW/PI _____
(Blan) (Nwa oswa Afriken ameriken) (Azyatik) (Endyen ameriken/natif natal Alaska) Awayen natif natal/Lòt moun ki soti nan zil Pasifik)
8. Sèks: Gason _____ Fi _____ 9. Klas elèv-la ap fè kounye-a _____ 10. Dat nesans ____/____/____ Verifye sou _____
11. Kote elèv-la fèt: Vil _____ Eta oswa Peyi _____
12. Èske elèv-la te ale anvan nan yon:
 - Lekòl piblik Broward? Wi _____ Non _____ Si wi, non lekòl-la _____
 - Lekòl prive? Wi _____ Non _____ Si wi, non lekòl-la _____
 - Lekòl piblik Eta Florid? Wi _____ Non _____ Si wi, non lekòl-la _____ kaouti (County) _____
 - Lekòl andeyò Florid? Wi _____ Non _____ Si wi, non lekòl-la _____ Vil _____ Eta _____
Peyi _____ Tcheke youn: Piblik _____ Prive _____ Lòt lekòl _____
13. Èske elèv-la te:
 - double yon klas? Wi _____ Non _____ Klas _____
 - nan yon Home Education Program? Wi _____ Non _____ Si wi, nonmen kaouti/Leta/peyi _____
Dat admisyon: depi ____/____/____ rive ____/____/____
 - nan yon pwogram Exceptional Student Education (ESE)? Wi _____ Non _____ ki Pwogram _____
 - nan yon Pwogram Magnet? Wi _____ Non _____ Si wi, ekri non Pwogram Magnet-lan _____
 - Èske yo te espilse elèv-la nan yon lekòl? Wi _____ Non _____ kondane elèv-la pou yon krim (felony)? Wi _____ Non _____
14. Èske nou pale yon lòt lang apa angle? Wi _____ Non _____ Si ou reponn wi, ki lang nou pale: _____
Èske ou ta renmen resevwa enfòmasyon yo voye lakay-ou nan lang-sa-a? Wi _____ Non _____
15. Èske elèv-la pale lang matenèl-li apa angle? Wi _____ Non _____
16. Èske elèv-la pale yon lòt lang pi souvan pase angle? Wi _____ Non _____ Si ou reponn wi, ki lang li pale: _____
17. Èske elèv-la abite avèk: Toude paran-yo _____ Papa-l _____ Manman-l _____ Lòt moun (ki sa li ye pou elèv-la) _____
18. Eta sivil: (si ou vle) Marye _____ Divòse _____ Separe _____ Vèf / vèv _____ Lòt _____

Selon sa mwen konnen, tout enfòmasyon mwen bay nan fòmilè-la konplèt epi kòrèk. Oka mwen ta chanje adrès, telefòn oswa non-mwen, mwen va fè lekòl-la konnen sa nan dis (10) jou. **Mwen konprann si yo mennen envestigasyon, epi yo jwenn fanmi yon elèv te bay fo enfòmasyon pou li te ka enskri pitit-li nan yon lekòl elèv-la pa ta dwe ale, se va rezon pou fè yo retire elèv-la touswit nan lekòl-la epi fanmi elèv-la dwe anwole elèv-la nan lekòl zòn lakay-li ki apwopriye.** Mwen fè lekti epi mwen konprann papye Prèv kote mwen rete, yo ban mwen-an: Enfòmasyon pou Fanmi - *Important Information for Parents* (dapre regleman SBP.5.1) epi mwen konprann si mwen bay fo enfòmasyon yo kapab refere ka mwen bay lapolis pou pouswit lajistis.

Ekri an lèt detache non Paran _____

Siyati Manman, Papa _____ Dat: _____

Èske gen yon lòt moun ki gen dwa fè retire pitit-ou nan lekòl-sa-a? Wi _____ Non _____

Si ou reponn wi, ekri non moun-sa-yo isit-la _____

FOR SCHOOL USE ONLY:

Copies given to: Registrar Guidance DPC Other (specify) _____

Enrollment Date ____/____/____	Proof of Residence _____	Review Dates ____/____/____
<input type="checkbox"/> Statement of Bonafide Residence Form Provided	<input type="checkbox"/> Temporary Custody	<input type="checkbox"/> Reassignment (must enter code)
<input type="checkbox"/> ELL	ELL Codes (Circle One) LY LF LZ ZZ	
<input type="checkbox"/> Health Exam Certificate (for students entering a Florida school for the first time, a health exam must be done within one (1) year prior to the day of registration)		
<input type="checkbox"/> Florida Certificate of Immunization (680) Form	Overall Immunization Status _____	
<input type="checkbox"/> Temporary Exemption (if checked, enter expiration date: ____/____/____)	<input type="checkbox"/> Medical Exemption	<input type="checkbox"/> Religious Exemption
Registrar: _____	Date: ____/____/____	

School Name

Teacher

Current Grade

Enrollment Date

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
FORMULÁRIO DE MATRÍCULA DO ESTUDANTE

(Student Registration Form)

Somente o pai/mãe/guardião (F.S. 1000.21(5)) que matricular o estudante (i.e., preencher este formulário), ou outras pessoas identificadas abaixo, podem retirar o estudante de sua escola atual, a não ser que haja documentação de circunstâncias atenuantes indicando o contrário. Se houver mudanças na informação abaixo, é a responsabilidade do pai/mãe/guardião de avisar a escola dentro de 10 dias de aula.

1. Estudante (Nome Legal) _____

2. Endereço _____ Sobrenome _____ Nome _____ Nome do meio _____
Edif. _____ Apto. _____ Cidade _____ CEP _____

3. Tel. Residencial _____ Tel. Celular _____ Email _____

4. F.S.I. _____ 5. S.S.N. do Estudante _____ (F.S. 1008.386 requer que o SBBC solicite esta informação para o registro permanente do estudante)

6. Etnicidade: O estudante é de origem Hispânica, Latina, ou Espanhola? Sim _____ Não _____

7. Raça: W _____ B _____ A _____ AM/IND _____ HAW/PI _____
(Branca) (Negra ou Africana Americana) (Asiática) (Índio Americano/Natural do Alasca) (Natural do Havai/outro Ilhéu do Pacífico)

8. Sexo: Masc. _____ Fem. _____ 9. Série Atual _____ 10. Data de Nasc. ____/____/____ Verificado com _____

11. Local de Nasc.: Cidade _____ Estado ou País _____

12. O estudante já frequentou anteriormente:

- Escola Pública de Broward? Sim _____ Não _____ No caso de sim, Escola _____
Escola Particular? Sim _____ Não _____ No caso de sim, Escola _____
Escola Pública da Flórida? Sim _____ Não _____ No caso de sim, Escola _____ Condado _____
Fora da Flórida? Sim _____ Não _____ No caso de sim, Escola _____ Cidade _____ Estado _____
País _____ Assinale uma: Pública _____ Particular _____ Outra _____

13. O estudante já esteve ou foi alguma vez:

- Reprovado? Sim _____ Não _____ Série (s) _____
em um Programa de Educação Domiciliar? Sim _____ Não _____ No caso de sim, nome do condado/estado/país _____
Período de frequência: De ____/____/____ Até ____/____/____
em Educação de Estudante Excepcional (ESE)? Sim _____ Não _____ Programa _____
em um Programa Magnet? Sim _____ Não _____ No caso de sim, nome do Programa Magnet _____
expulso da escola? Sim _____ Não _____ condenado por crime capital? Sim _____ Não _____

14. É usado outro idioma em casa que não seja inglês? Sim _____ Não _____ No caso de sim, idioma usado: _____
Você gostaria de receber informações neste idioma? Sim _____ Não _____
15. O estudante tem uma língua materna que não seja o inglês? Sim _____ Não _____
16. O estudante fala algum outro idioma mais frequentemente do que o inglês? Sim _____ Não _____ No caso de sim, idioma falado: _____

17. O estudante mora com: Ambos os pais _____ Pai _____ Mãe _____ Outro (relação com o estudante) _____

18. Estado civil dos pais: (opcional) Casados _____ Divorciados _____ Separados _____ Viúvo(a) _____ Outro _____

Pelo que me consta, a informação acima está correta e completa. Em caso de mudança de nome, endereço, ou telefone, irei notificar a escola dentro de dez (10) dias. Compreendo que o estudante, cujos pais forem constatados, após investigação apropriada, de terem submetido informação fraudulenta para poder matricular o estudante em uma escola na qual o mesmo não foi designado, será retirado imediatamente da escola e o pai/mãe deverá matriculá-lo na escola designada. Eu li e compreendi o documento "Entrega de Comprovante de Residência: Informação Importante aos Pais (SBP.5.1.) (Providing Proof of Residence: Important Information for Parents) e compreendo que se eu fornecer informação falsa, serei denunciado às autoridades da lei para ação de processo.

Nome do Pai/Mãe em letra de forma _____

Assinatura do Pai/Mãe _____ Data: _____

Há outra pessoa que tenha o direito de retirar o estudante desta escola? Sim _____ Não _____

No caso de sim, relacione os nomes aqui _____

FOR SCHOOL USE ONLY:

Copies given to: [] Registrar [] Guidance [] DPC [] Other (specify) _____

Enrollment Date ____/____/____ Proof of Residence _____ Review Dates ____/____/____
[] Statement of Bonafide Residence Form Provided [] Temporary Custody [] Reassignment (must enter code)
[] ELL ELL Codes (Circle One) LY LF LZ ZZ
[] Health Exam Certificate (for students entering a Florida school for the first time, a health exam must be done within one (1) year prior to the day of registration)
[] Florida Certificate of Immunization (680) Form Overall Immunization Status _____
[] Temporary Exemption (if checked, enter expiration date: ____/____/____) [] Medical Exemption [] Religious Exemption
Registrar: _____ Date: ____/____/____

School Name _____ Teacher _____ Current Grade _____ Enrollment Date _____

(School Letterhead)

***Parent Notification Letter of 20 days Oral Language Assessment
Expiration***

Date: _____

Dear Parent/Guardian of _____ Grade: _____
(Name of Student)

It has been indicated on the Home Language Survey that your child lives in a home where a language other than English is spoken. Therefore, based upon LULAC et al v. Board of Education (Consent Decree), your child must receive an oral/aural language assessment within 20 days of registration to determine if he/she qualifies for English for Speakers of Other Languages (ESOL) services. Since the 20 days have expired, we wish to inform you that this assessment will take place within the next 20 days.

Thank you for your cooperation.

Sincerely,

Principal/Designee

Original: Parent(s)

Copy: Place in ELLSEP folder

(School Letterhead)

Parent Notification Letter of 20 day Oral Language Assessment Expiration
(Carta a los Padres sobre la Notificación de Expiración a los Veinte (20) días de la Evaluación de Lenguaje Oral)

Fecha: _____

A los Padres/Tutores de _____ Grado: _____
(Nombre del estudiante)

La encuesta sobre el lenguaje usado en la casa (*Home Language Survey*) ha indicado que su hijo(a) vive en un hogar donde se habla otro idioma además del inglés. Por lo tanto, basado(a) en el caso LULAC et al v. Board of Education (*Consent Decree*) (Decreto de Consentimiento), su hijo(a) debe recibir una evaluación oral/auditiva de lenguaje dentro de los veinte (20) días siguientes a la matrícula para determinar si cumple con los requisitos para recibir los servicios del programa Inglés para estudiantes que hablan otro idioma [*English for Speakers of Other Languages (ESOL)*]. En vista de que los veinte (20) días ya expiraron, deseamos informarles que esta evaluación tendrá lugar dentro de los próximos veinte (20) días.

Les agradezco su cooperación al respecto.

Atentamente,

Principal/Designee

Copy: Place in ELL folder

Original: Parent(s)

(School Letterhead)

***Parent Notification Letter of 20 day Oral Language Assessment
Expiration***

(Notifikasyon limit 20 jou pou evalyasyon oral-la pase)

Dat: _____

Pou Fanmi/Responsab Legal _____ Anne (Grade): _____
(Non elèv-la)

Keksyonnè sou lang ki pale lakay (*Home Language Survey*) endike pitit-ou abite nan yon kay kote yo pale yon lòt lang apa Angle. Kifè, baze sou LULAC et al v. Board of Education (*Consent Decree*), pitit-ou dwe pran yon evalyasyon oral ak tandè nan 20 jou apre li enskri nan lekòl-la pou detèminen si li kalifye pou sèvis pwogram [*English for Speakers of Other Languages (ESOL)*]. Etandonne ven (20) jou deja pase, nou vle avize-ou evalyasyon-an pral fèt nan 20 jou kap vini-yo.

Mèsi anpil pou kowoperasyon-ou.

Avèk respè,

Principal/Designee

Original: Parent(s)

Copy: Place in ELLSEP folder

(School Letterhead)

Notification of a 20-day Oral Language Assessment Expiration
(Notificação de Expiração do Prazo de 20 dias para Avaliação Oral de Linguagem)

Data: _____

Prezados Pai/Mãe/Tutor de _____ : Série _____
(Nome do Estudante)

Existe indicação através da Pesquisa sobre Língua Materna (*Home Language Survey*) de que sua criança mora num lar onde se fala outro idioma além do inglês. Com base no acordo LULAC et al v. *Board of Education (Consent Decree)*, sua criança deverá fazer um teste oral dentro de 20 dias a partir da data da matrícula, para determinar se ele/ela se qualifica para os serviços do programa de Inglês para Pessoas que Falam Outros Idiomas [*English for Speakers of Other Languages (ESOL)*]. Tendo em vista que o prazo de 20 dias já expirou, temos a informar-lhe que este teste será aplicado nos próximos 20 dias.

Agradecemos sua colaboração.

Atenciosamente,

Principal/Designee

Original: Parent(s)

Copy: Place in ELLSEP Folder

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

ESOL Department



*Correlations of IDEA Oral Language
Proficiency Test (IPT) Score Levels on*

Pre-IPT-Oral English, 4th Edition

IPT I-Oral English, Form G

IPT II-Oral English, Form E

with

Broward County Language Level

Classifications

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**CORRELATIONS OF PRE-IPT ORAL ENGLISH, FOURTH EDITION
SCORE LEVELS WITH BROWARD COUNTY LANGUAGE LEVEL
CLASSIFICATIONS**

AGE 3

PRE-IPT Score Levels Start testing all students at the beginning of the test.	NES/LES/FES Oral Designations Based on PRE- IPT Score Levels	IPT Oral Proficiency Levels Based on PRE-IPT Score Levels	Broward County Language Level Classifications (A1-E)*
Level A	NES (Non-English Speaker)	Beginning	A1
Level B with 3 or more errors in test level B	LES (Limited-English Speaker)	Early Intermediate	A2
Level B with 2 or fewer errors in test level B	LES (Limited-English Speaker)	Intermediate	B1
Level C	LES (Limited-English Speaker)	Early Advanced	B2
Level D	FES (Fluent-English Speaker)	Advanced	C2 The student may be classified C1 /LY if performance level indicates a lack of English proficiency in readiness skills appropriate for age. This decision requires an ELL Committee recommendation.
Level E			
D or E			
Students that are Dominant English Speakers may be classified D/ZZ after administering the IPT, regardless of Oral Designation Level. Students that are Monolingual English Speakers, may be classified E/ZZ.			
Interview and background data will be helpful in determining D or E classification. These students do not qualify for ESOL Services.			

*See glossary on page 21 for definition of terms.

Pre-IPT Oral Test, 4th Edition — Norms for 3 Year Old Students (Norm Year 2009)

Raw Score	Standard Score	Percentile	NCE	Raw Score	Standard Score	Percentile	NCE
40	125	97	90	19	75	21	33
39	123	91	78	18	72	20	32
38	120	86	73	17	70	18	31
37	118	80	68	16	68	17	30
36	116	75	64	15	65	15	28
35	113	70	61	14	63	14	27
34	111	65	58	13	60	13	26
33	108	60	55	12	58	12	25
32	106	56	53	11	56	11	24
31	104	52	51	10	53	10	23
30	101	48	49	9	51	9	22
29	99	45	47	8	48	8	20
28	96	41	45	7	46	7	19
27	94	38	44	6	44	6	17
26	92	36	42	5	41	5	15
25	89	33	41	4	39	4	13
24	87	31	40	3	36	3	10
23	84	29	38	2	34	2	7
22	82	26	36	1	32	1	1
21	80	25	36	0	29	0	0
20	77	23	34				

**CORRELATIONS OF PRE-IPT-ORAL ENGLISH, FOURTH EDITION
SCORE LEVELS WITH BROWARD COUNTY LANGUAGE LEVEL
CLASSIFICATIONS**

AGES 4 – 5

PRE-IPT Score Levels <small>Start testing all students at the beginning of the test.</small>	NES/LES/FES Oral Designations Based on PRE- IPT Score Levels^b	IPT Oral Proficiency Levels Based on PRE-IPT Score Levels	Broward County Language Level Classifications
Level A	NES <small>(Non-English Speaker)</small>	Beginning	A1
Level B	LES <small>(Limited-English Speaker)</small>	Early Intermediate	A2
Level C	LES <small>(Limited-English Speaker)</small>	Intermediate	B1
Level D	FES <small>(Fluent-English Speaker)</small>	Early Advanced	B2
Level E	FES <small>(Limited-English Speaker)</small>	Advanced	C2 <small>The student may be classified C1/LY if performance level indicates a lack of English proficiency in readiness skills appropriate for age. This decision requires an ELL Committee recommendation.</small>
<p align="center">D or E</p> <p>Students that are Dominant English Speakers may be classified D/ZZ after administering the IPT, regardless of Oral Designation Level. Students that are Monolingual English Speakers, may be classified E/ZZ.</p> <p>Interview and background data will be helpful in determining D or E classification. These students do not qualify for ESOL Services.</p>			

Pre-IPT Oral Test, 4 th Edition — Norms for 4 & 5 Year Old Students (Norm Year 2009)							
Raw Score	Standard Score	Percentile	NCE	Raw Score	Standard Score	Percentile	NCE
40	125	94	83	19	75	18	31
39	123	83	70	18	72	16	29
38	120	74	64	17	70	15	28
37	118	66	59	16	68	14	27
36	116	60	55	15	65	13	26
35	113	54	52	14	63	12	25
34	111	49	49	13	60	10	23
33	108	45	47	12	58	9	22
32	106	42	46	11	56	8	20
31	104	39	44	10	53	7	19
30	101	36	42	9	51	6	17
29	99	33	41	8	48	5	15
28	96	31	40	7	46	4	13
27	94	29	38	6	44	3	10
26	92	28	38	5	41	2	7
25	89	26	36	4	39	2	7
24	87	24	35	3	36	1	1
23	84	23	34	2	34	1	1
22	82	22	34	1	32	0	0
21	80	20	32	0	29	0	0
20	77	19	32				

CORRELATIONS OF IPT I-ORAL ENGLISH, FORM G SCORE LEVELS WITH BROWARD COUNTY LANGUAGE LEVEL CLASSIFICATIONS

INITIAL KINDERGARTEN (K)^a

IPT I Score Levels Start testing all students at the beginning of the test.	NES/LES/FES Oral Designations Based on IPT Score Levels	IPT Oral Proficiency Levels Based on IPT Score Levels	Broward County Language Level Classifications (A1-E)*
Level A	NES (Non-English Speaker)	Beginning	A1
Level B with 4 or more errors in test level B	LES (Limited-English Speaker)	Early Intermediate	A2
Level B with 3 or fewer errors in test level B	LES (Limited-English Speaker)	Intermediate	B1
Level C	LES (Limited-English Speaker)	Early Advanced	B2
Level D	FES (Fluent-English Speaker)	Advanced	C2
Level E			The student may be classified C1/LY if performance level indicates a lack of English proficiency in readiness skills appropriate for age. This decision requires an ELL Committee recommendation.
Level F			
D or E			
Students that are Dominant English Speakers may be classified D/ZZ after administering the IPT, regardless of Oral Designation Level. Students that are Monolingual English Speakers, may be classified E/ZZ .			
Interview and background data will be helpful in determining D or E classification. These students do not qualify for ESOL Services.			

*See glossary on page 21 for definition of terms.

^aAccording to the IPT Test booklet, "**K Initial Identification**" means that any Kindergarten who is tested in the fall **or** upon entering school should receive his/her NES, LES, FES designation based on this band.

IPT I Oral Test – Form G Norms for K Initial Identification (Norm Year 2009) ^a							
Raw Score	Standard Score	Percentile	NCE	Raw Score	Standard Score	Percentile	NCE
75	137	100	100	37	97	73	63
74	136	100	100	36	96	72	62
73	135	100	100	35	95	72	62
72	134	100	100	34	94	71	62
71	133	100	100	33	93	70	61
70	132	99	99	32	92	69	60
69	131	99	99	31	90	68	60
68	130	99	99	30	89	67	59
67	129	99	99	29	88	65	58
66	128	98	93	28	87	64	58
65	127	98	93	27	86	63	57
64	126	97	90	26	85	62	56
63	124	96	87	25	84	60	55
62	123	96	87	24	83	59	55
61	122	95	85	23	82	57	54
60	121	94	83	22	81	55	53
59	120	93	81	21	80	54	52
58	119	92	80	20	79	52	51
57	118	92	80	19	78	50	50
56	117	91	78	18	77	47	48
55	116	90	77	17	76	45	47
54	115	89	76	16	75	43	46
53	114	88	75	15	73	40	45
52	113	87	74	14	72	37	43
51	112	86	73	13	71	35	42
50	111	85	72	12	70	32	40
49	110	84	71	11	69	29	38
48	109	83	70	10	68	26	36
47	107	82	69	9	67	23	34
46	106	81	68	8	66	20	32
45	105	80	68	7	65	17	30
44	104	79	67	6	64	14	27
43	103	79	67	5	63	11	24
42	102	78	66	4	62	9	22
41	101	77	66	3	61	6	17
40	100	76	65	2	60	4	13
39	99	75	64	1	59	2	7
38	98	74	64	0	58	1	1



^aThis chart is to be used to determine percentile scores for any Kindergarten who is tested in the fall or upon entering school.

CORRELATIONS OF IPT I-ORAL ENGLISH, FORM G SCORE LEVELS WITH BROWARD COUNTY LANGUAGE LEVEL CLASSIFICATIONS

SPRING KINDERGARTEN (K)

IPT I Score Levels <small>Start testing all students at the beginning of the test.</small>	NES/LES/FES Oral Designations Based on IPT Score Levels	IPT Oral Proficiency Levels Based on IPT Score Levels	Broward County Language Level Classifications (A1-E)*
Level A	NES <small>(Non-English Speaker)</small>	Beginning	A1
Level B	LES <small>(Limited-English Speaker)</small>	Early Intermediate	A2
Level C	LES <small>(Limited-English Speaker)</small>	Intermediate	B1
Level D	LES <small>(Limited-English Speaker)</small>	Early Advanced	B2
Level E	FES <small>(Fluent-English Speaker)</small>	Advanced	C1 <small>Students that score FES on the Spring administration will be coded C1 and remain LY pending exit criteria scores.</small>
Level F			

*See glossary on page 21 for definition of terms.

IPT I Oral Test – Form G Norms for Spring Kindergarten (Norm Year 2009)							
Raw Score	Standard Score	Percentile	NCE	Raw Score	Standard Score	Percentile	NCE
75	137	99	99	37	97	44	47
74	136	97	90	36	96	43	46
73	135	95	85	35	95	42	46
72	134	93	81	34	94	40	45
71	133	91	78	33	93	39	44
70	132	90	77	32	92	38	44
69	131	88	75	31	90	36	42
68	130	86	73	30	89	35	42
67	129	84	71	29	88	34	41
66	128	83	70	28	87	32	40
65	127	81	68	27	86	31	40
64	126	79	67	26	85	30	39
63	124	78	66	25	84	28	38
62	123	76	65	24	83	27	37
61	122	75	64	23	82	25	36
60	121	73	63	22	81	24	35
59	120	72	62	21	80	23	34
58	119	71	62	20	79	21	33
57	118	69	60	19	78	20	32
56	117	68	60	18	77	18	31
55	116	66	59	17	76	17	30
54	115	65	58	16	75	16	29
53	114	64	58	15	73	14	27
52	113	63	57	14	72	13	26
51	112	61	56	13	71	12	25
50	111	60	55	12	70	11	24
49	110	59	55	11	69	9	22
48	109	58	54	10	68	8	20
47	107	56	53	9	67	7	19
46	106	55	53	8	66	6	17
45	105	54	52	7	65	5	15
44	104	53	52	6	64	4	13
43	103	52	51	5	63	3	10
42	102	50	50	4	62	3	10
41	101	49	49	3	61	2	7
40	100	48	49	2	60	1	1
39	99	47	48	1	59	1	1
38	98	45	47	0	58	0	0

CORRELATIONS OF IPT I-ORAL ENGLISH, FORM G SCORE LEVELS WITH BROWARD COUNTY LANGUAGE LEVEL CLASSIFICATIONS

GRADE 1

IPT I Score Levels	NES/LES/FES Oral Designations Based on IPT Score Levels	IPT Oral Proficiency Levels Based on IPT Score Levels	Broward County Language Level Classifications (A1-E) *
Level A	NES (Non-English Speaker)	Beginning	A1
Level B	LES (Limited-English Speaker)	Early Intermediate	A2
Level C	LES (Limited-English Speaker)	Intermediate	B1
Level D	LES (Limited-English Speaker)	Early Advanced	B2
Level E	FES (Fluent-English Speaker)	Advanced	C2
Level F			The student may be given a Broward County Language Level Classification of C1/LY if performance indicates a lack of English proficiency in readiness and academic skills. This decision requires an ELL Committee recommendation.
<p style="text-align: center;">D or E</p> <p>Students that are Dominant English Speakers may be classified D/ZZ after administering the IPT, regardless of Oral Designation Level. Students that are Monolingual English Speakers, may be classified E/ZZ.</p> <p>Interview and background data will be helpful in determining D or E classification. These students do not qualify for ESOL Services.</p>			

GRADE 1 Spring and Re-evaluation Administration

(Follow chart above for NES and LES IPT Score Levels. See chart below for FES Score Levels)

Level E	FES (Fluent-English Speaker)	Advanced	C1
Level F			Students that score FES on the Spring administration will be coded C1 and remain LY pending exit criteria scores.

*See glossary on page 21 for definition of terms.

IPT I Oral Test – Form G Norms for Spring 1st Grade (Norm Year 2009)

Raw Score	Standard Score	Percentile	NCE	Raw Score	Standard Score	Percentile	NCE
75	137	99	99	37	97	44	47
74	136	97	90	36	96	43	46
73	135	95	85	35	95	42	46
72	134	93	81	34	94	40	45
71	133	91	78	33	93	39	44
70	132	90	77	32	92	38	44
69	131	88	75	31	90	36	42
68	130	86	73	30	89	35	42
67	129	84	71	29	88	34	41
66	128	83	70	28	87	32	40
65	127	81	68	27	86	31	40
64	126	79	67	26	85	30	39
63	124	78	66	25	84	28	38
62	123	76	65	24	83	27	37
61	122	75	64	23	82	25	36
60	121	73	63	22	81	24	35
59	120	72	62	21	80	23	34
58	119	71	62	20	79	21	33
57	118	69	60	19	78	20	32
56	117	68	60	18	77	18	31
55	116	66	59	17	76	17	30
54	115	65	58	16	75	16	29
53	114	64	58	15	73	14	27
52	113	63	57	14	72	13	26
51	112	61	56	13	71	12	25
50	111	60	55	12	70	11	24
49	110	59	55	11	69	9	22
48	109	58	54	10	68	8	20
47	107	56	53	9	67	7	19
46	106	55	53	8	66	6	17
45	105	54	52	7	65	5	15
44	104	53	52	6	64	4	13
43	103	52	51	5	63	3	10
42	102	50	50	4	62	3	10
41	101	49	49	3	61	2	7
40	100	48	49	2	60	1	1
39	99	47	48	1	59	1	1
38	98	45	47	0	58	0	0

CORRELATIONS OF IPT I-ORAL ENGLISH, FORM G SCORE LEVELS WITH BROWARD COUNTY LANGUAGE LEVEL CLASSIFICATIONS

GRADE 2

IPT I Score Levels Start testing all students at the beginning of the test.	NES/LES/FES Oral Designations Based on IPT Score Levels	IPT Oral Proficiency Levels Based on IPT Score Levels	Broward County Language Level Classifications (A1-E)*
Level A	NES (Non-English Speaker)	Beginning	A1
Level B	NES (Non-English Speaker)	Beginning	A1
Level C	LES (Limited-English Speaker)	Early Intermediate	A2
Level D	LES (Limited-English Speaker)	Intermediate	B1
Level E	LES (Limited-English Speaker)	Early Advanced	B2
Level F	FES (Fluent-English Speaker)	Advanced	C2 The student may be given a Broward County Language Level Classification of C1 if performance indicates a lack of English proficiency in readiness and academic skills. This decision requires an ELL Committee recommendation.
<p>D or E</p> <p>Students that are Dominant English Speakers may be classified D/ZZ after administering the IPT, regardless of Oral Designation Level. Students that are Monolingual English Speakers, may be classified E/ZZ.</p> <p>Interview and background data will be helpful in determining D or E classification. These students do not qualify for ESOL Services.</p>			

GRADE 2 Spring and Re-evaluation Administration

(Follow chart above for NES and LES IPT Score Levels. See chart below for FES Score Levels)

Level F	FES (Fluent-English Speaker)	Advanced	C1 Students that score FES on the Spring administration will be coded C1 and remain LY pending exit criteria scores.
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*See glossary on page 21 for definition of terms.

IPT I Oral Test – Form G Grade 2 (Norm Year 2009)							
Raw Score	Standard Score	Percentile	NCE	Raw Score	Standard Score	Percentile	NCE
75	137	94	83	37	97	15	28
74	136	85	72	36	96	14	27
73	135	76	65	35	95	14	27
72	134	70	61	34	94	13	26
71	133	64	58	33	93	12	25
70	132	60	55	32	92	12	25
69	131	56	53	31	90	11	24
68	130	52	51	30	89	11	24
67	129	50	50	29	88	10	23
66	128	47	48	28	87	10	23
65	127	45	47	27	86	9	22
64	126	43	46	26	85	8	20
63	124	41	45	25	84	8	20
62	123	39	44	24	83	8	20
61	122	37	43	23	82	7	19
60	121	36	42	22	81	7	19
59	120	35	42	21	80	6	17
58	119	33	41	20	79	6	17
57	118	32	40	19	78	5	15
56	117	31	40	18	77	5	15
55	116	30	39	17	76	5	15
54	115	29	38	16	75	4	13
53	114	28	38	15	73	4	13
52	113	27	37	14	72	4	13
51	112	26	36	13	71	3	10
50	111	25	36	12	70	3	10
49	110	24	35	11	69	3	10
48	109	23	34	10	68	2	7
47	107	22	34	9	67	2	7
46	106	22	34	8	66	2	7
45	105	21	33	7	65	2	7
44	104	20	32	6	64	1	1
43	103	19	32	5	63	1	1
42	102	19	32	4	62	1	1
41	101	18	31	3	61	1	1
40	100	17	30	2	60	1	1
39	99	16	29	1	59	0	0
38	98	16	29	0	58	0	0

CORRELATIONS OF IPT I-ORAL ENGLISH, FORM G SCORE LEVELS WITH BROWARD COUNTY LANGUAGE LEVEL CLASSIFICATIONS

GRADES 3 - 5

IPT I Score Levels <small>Start testing all students at the beginning of the test.</small>	NES/LES/FES Oral Designations Based on IPT Score Levels	IPT Oral Proficiency Levels Based on IPT Score Levels	Broward County Language Level Classifications (A1-E)*
Level A	NES <small>(Non-English Speaker)</small>	Beginning	A1
Level B	NES <small>(Non-English Speaker)</small>	Beginning	A1
Level C	LES <small>(Limited-English Speaker)</small>	Early Intermediate	A2
Level D	LES <small>(Limited-English Speaker)</small>	Intermediate	B1
Level E	LES <small>(Limited-English Speaker)</small>	Early Advanced	B2
Level F	FES <small>(Fluent-English Speaker)</small>	Advanced	C1 or C2 To decide whether the student is C1 or C2 for ESOL program entry, use reading and writing scores from KTEA. See placement section of the ESOL Handbook for more information.
<p>D or E</p> <p>Students that are Dominant English Speakers may be classified D/ZZ after administering the IPT, regardless of Oral Designation Level. Students that are Monolingual English Speakers, may be classified E/ZZ.</p> <p>Interview and background data will be helpful in determining D or E classification. Note: Reading and Writing scores (KTEA) are not required for D or E classification. These students do not qualify for ESOL Services.</p>			

GRADES 3 - 5 Spring Administration

(Follow chart above for NES and LES IPT Score Levels. See chart below for FES Score Levels)

Level F	FES <small>(Fluent-English Speaker)</small>	Advanced	C1 Students that score FES on the Spring administration will be coded C1 and remain LY pending exit criteria scores.
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*See glossary on page 21 for definition of terms.

IPT I Oral Test – Form G Grade 3 - 5 (Norm Year 2009)

Raw Score	Standard Score	Percentile	NCE	Raw Score	Standard Score	Percentile	NCE
75	137	94	83	37	97	15	28
74	136	85	72	36	96	14	27
73	135	76	65	35	95	14	27
72	134	70	61	34	94	13	26
71	133	64	58	33	93	12	25
70	132	60	55	32	92	12	25
69	131	56	53	31	90	11	24
68	130	52	51	30	89	11	24
67	129	50	50	29	88	10	23
66	128	47	48	28	87	10	23
65	127	45	47	27	86	9	22
64	126	43	46	26	85	8	20
63	124	41	45	25	84	8	20
62	123	39	44	24	83	8	20
61	122	37	43	23	82	7	19
60	121	36	42	22	81	7	19
59	120	35	42	21	80	6	17
58	119	33	41	20	79	6	17
57	118	32	40	19	78	5	15
56	117	31	40	18	77	5	15
55	116	30	39	17	76	5	15
54	115	29	38	16	75	4	13
53	114	28	38	15	73	4	13
52	113	27	37	14	72	4	13
51	112	26	36	13	71	3	10
50	111	25	36	12	70	3	10
49	110	24	35	11	69	3	10
48	109	23	34	10	68	2	7
47	107	22	34	9	67	2	7
46	106	22	34	8	66	2	7
45	105	21	33	7	65	2	7
44	104	20	32	6	64	1	1
43	103	19	32	5	63	1	1
42	102	19	32	4	62	1	1
41	101	18	31	3	61	1	1
40	100	17	30	2	60	1	1
39	99	16	29	1	59	0	0
38	98	16	29	0	58	0	0

CORRELATIONS OF IPT II-ORAL ENGLISH, FORM E SCORE LEVELS WITH BROWARD COUNTY LANGUAGE LEVEL CLASSIFICATIONS

GRADES 6 - 8

IPT I Score Levels <small>Start testing all students at the beginning of the test.</small>	NES/LES/FES Oral Designations Based on IPT Score Levels	IPT Oral Proficiency Levels Based on IPT Score Levels	Broward County Language Level Classifications (A1-E)*
Level A	NES <small>(Non-English Speaker)</small>	Beginning	A1
Level B	LES <small>(Limited-English Speaker)</small>	Early Intermediate	A2
Level C	LES <small>(Limited-English Speaker)</small>	Intermediate	B1
Level D	LES <small>(Limited-English Speaker)</small>	Early Advanced	B2
Level E	FES <small>(Fluent-English Speaker)</small>	Advanced	C1 or C2
Level F			To decide whether the student is C1 or C2 for ESOL program entry, use reading and writing scores from KTEA. See placement section of the ESOL Handbook for more information.
<p>D or E</p> <p>Students that are Dominant English Speakers may be classified D/ZZ after administering the IPT, regardless of Oral Designation Level. Students that are Monolingual English Speakers, may be classified E/ZZ.</p> <p>Interview and background data will be helpful in determining D or E classification. Note: Reading and Writing scores (KTEA) are not required for D or E classification. These students do not qualify for ESOL Services.</p>			

GRADES 6 - 8 Spring Administration

(Follow chart above for NES and LES IPT Score Levels. See chart below for FES Score Levels)

Level E Level F	FES <small>(Fluent-English Speaker)</small>	Advanced	C1 Students that score FES on the Spring administration will be coded C1 and remain LY pending exit criteria scores.
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*See glossary on page 21 for definition of terms.

IPT II Oral Test – Form E Norms for 6 th to 8 th Grade Students (Norm Year 2009)							
Raw Score	Standard Score	Percentile	NCE	Raw Score	Standard Score	Percentile	NCE
78	151	97	90	38	108	35	42
77	150	91	78	37	107	33	41
76	149	86	73	36	106	32	40
75	148	82	69	35	105	31	40
74	147	78	66	34	103	29	38
73	146	76	65	33	102	28	38
72	145	73	63	32	101	27	37
71	144	71	62	31	100	25	36
70	142	69	60	30	99	24	35
69	141	68	60	29	98	23	34
68	140	66	59	28	97	22	34
67	139	65	58	27	96	20	32
66	138	64	58	26	95	19	32
65	137	62	56	25	94	18	31
64	136	61	56	24	93	17	30
63	135	60	55	23	92	15	28
62	134	59	55	22	91	14	27
61	133	58	54	21	89	13	26
60	132	57	54	20	88	12	25
59	131	56	53	19	87	11	24
58	129	55	53	18	86	10	23
57	128	54	52	17	85	9	22
56	127	54	52	16	84	8	20
55	126	53	52	15	83	8	20
54	125	52	51	14	82	7	19
53	124	51	51	13	81	6	17
52	123	50	50	12	80	5	15
51	122	49	49	11	79	5	15
50	121	48	49	10	78	4	13
49	120	47	48	9	76	4	13
48	119	46	48	8	75	3	10
47	118	45	47	7	74	3	10
46	116	44	47	6	73	2	7
45	115	43	46	5	72	2	7
44	114	42	46	4	71	1	1
43	113	41	45	3	70	1	1
42	112	39	44	2	69	1	1
41	111	38	44	1	68	0	0
40	110	37	43	0	67	0	0
39	109	36	42				

CORRELATIONS OF IPT II-ORAL ENGLISH, FORM E SCORE LEVELS WITH BROWARD COUNTY LANGUAGE LEVEL CLASSIFICATIONS

GRADES 9-12

IPT I Score Levels <small>Start testing all students at the beginning of the test.</small>	NES/LES/FES Oral Designations Based on IPT Score Levels	IPT Oral Proficiency Levels Based on IPT Score Levels	Broward County Language Level Classifications (A1-E)*
Level A	NES <small>(Non-English Speaker)</small>	Beginning	A1
Level B	NES <small>(Non-English Speaker)</small>	Beginning	A1
Level C	LES <small>(Limited-English Speaker)</small>	Early Intermediate	A2
Level D	LES <small>(Limited-English Speaker)</small>	Intermediate	B1
Level E	LES <small>(Limited-English Speaker)</small>	Early Advanced	B2
Level F	FES <small>(Fluent-English Speaker)</small>	Advanced	C1 or C2 To decide whether the student is C1 or C2 for ESOL program entry, use reading and writing scores from KTEA. See placement section of the ESOL Handbook for more information.
<p>D or E</p> <p>Students that are Dominant English Speakers may be classified D/ZZ after administering the IPT, regardless of Oral Designation Level. Students that are Monolingual English Speakers, may be classified E/ZZ.</p> <p>Interview and background data will be helpful in determining D or E classification. Note: Reading and Writing scores (KTEA) are not required for D or E classification. These students do not qualify for ESOL Services.</p>			

GRADES 9 - 12 Spring Administration

(Follow chart above for NES and LES IPT Score Levels. See chart below for FES Score Levels)

Level F	FES <small>(Fluent-English Speaker)</small>	Advanced	C1 Students that score FES on the Spring administration will be coded C1 and remain LY pending exit criteria scores.
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*See glossary on page 21 for definition of terms.

Table 10: IPT II Oral Test – Form E Norms for 9th to 12th Grade Students (Norm Year 2009)

Raw Score	Standard Score	Percentile	NCE	Raw Score	Standard Score	Percentile	NCE
78	151	95	85	38	108	27	37
77	150	87	74	37	107	27	37
76	149	79	67	36	106	26	36
75	148	73	63	35	105	26	36
74	147	68	60	34	103	25	36
73	146	64	58	33	102	24	35
72	145	60	55	32	101	23	34
71	144	57	54	31	100	23	34
70	142	54	52	30	99	22	34
69	141	51	51	29	98	21	33
68	140	49	49	28	97	20	32
67	139	48	49	27	96	19	32
66	138	46	48	26	95	18	31
65	137	45	47	25	94	17	30
64	136	43	46	24	93	16	29
63	135	42	46	23	92	14	27
62	134	41	45	22	91	13	26
61	133	40	45	21	89	12	25
60	132	39	44	20	88	11	24
59	131	39	44	19	87	10	23
58	129	38	44	18	86	9	22
57	128	37	43	17	85	8	20
56	127	37	43	16	84	7	19
55	126	36	42	15	83	6	17
54	125	36	42	14	82	5	15
53	124	35	42	13	81	4	13
52	123	35	42	12	80	3	10
51	122	34	41	11	79	3	10
50	121	34	41	10	78	2	7
49	120	33	41	9	76	2	7
48	119	33	41	8	75	1	1
47	118	32	40	7	74	1	1
46	116	32	40	6	73	1	1
45	115	31	40	5	72	0	0
44	114	31	40	4	71	0	0
43	113	30	39	3	70	0	0
42	112	30	39	2	69	0	0
41	111	29	38	1	68	0	0
40	110	29	38	0	67	0	0
39	109	28	38				

DEFINITIONS OF ESOL TERMINOLOGY

- Language level classifications and descriptions used in the Broward County Public Schools appear below in Table 1:

Table 1: Broward County Language Level Classifications and Descriptions

	Language Level Classifications	Descriptions
Active ELL Students - LY Exited students and within the monitoring period- LF	A1	Non-English Speaker or minimal knowledge of English Demonstrates very little understanding Cannot communicate meaning orally Unable to participate in regular classroom instruction
	A2	Limited English Speaker Demonstrates limited understanding Communicates orally in English with one or two word responses
	B1	Intermediate English Speaker Communicates orally in English, mostly with simple phrases and/or sentence responses Makes significant grammatical errors which interfere with understanding
	B2	Intermediate English Speaker Communicates in English about everyday situations with little difficulty but lacks the academic language terminology Experiences some difficulty in following grade level subject matter assignments
	C1	Advanced English Speaker Understands and speaks English fairly well Makes occasional grammatical errors May read and write English with variant degrees of proficiency
Students that do not meet criteria for ESOL Program – ZZ	C2	Fluent English Speaker Understands and speaks English with near fluency Reads and writes English at a comparable level with native English-speaking counterparts; may read and write the native language with variant degrees of proficiency
	D	Dominant English Speaker Speaks English fluently May or may not read and write English at a comparable level with English-speaking counterparts. Student interview and/or ELL committee can help make this determination.
	E	Monolingual English Speaker
LY/LF or ZZ	U	Unable to be classified

DEFINITIONS OF ESOL TERMINOLOGY (continued)

- English Language Learner (ELL) codes and their definitions, as used in the state database appear in Table 2 below:

Table 2: Florida's ELL Codes and Definitions

ELL Codes	Definitions
LY	The student is an English Language Learner and is enrolled in classes specifically designed for ELLs.
LF	The student is being monitored for a two-year period after having exited from the ESOL Program.
LZ	The student is one for whom a two -year follow-up period has been completed after the student has exited the ESOL Program.
ZZ	Not applicable (for the ESOL Program)

- ELLs are LY students with language classifications of A1, A2, B1, B2, C1 or U. These students are eligible for ESOL services.
- When students exit the ESOL program, their ELL code is changed to LF (for a two-year monitoring period). Language level classification does not change for students that meet exit criteria as IPT is not the determinant for exiting.

In order to assist schools in determining what the language classifications mean when students are at different points through their second language development, the following descriptions have been developed:

LANGUAGE LEVEL CLASSIFICATIONS AND DESCRIPTIONS

- A¹** Non-English Speaker or minimal knowledge of English
 Demonstrates very little understanding
 Cannot communicate meaning orally
 Unable to participate in regular classroom instruction
- A²** Limited English Speaker
 Demonstrates limited understanding
 Communicates orally in English with one or two word responses
- B¹** Intermediate English Speaker
 Communicates orally in English, mostly with simple phrases and/or sentence responses
 Makes significant grammatical errors which interfere with understanding
- B²** Intermediate English Speaker
 Communicates in English about everyday situations with little difficulty but lacks the academic language terminology
 Experiences some difficulty in following grade level subject matter assignments
- C¹** Advanced English Speaker
 Understands and speaks English fairly well
 Makes occasional grammatical errors
 May read and write English with variant degrees of proficiency
- C²** Fluent English Speaker
 Understands and speaks English with near fluency
 Reads and writes English at a comparable level with the native English-speaking counterparts; may read and write the native language with variant degrees of proficiency
- D** Fluent English Speaker
 Speaks English fluently
 Reads and writes English at a comparable level with English-speaking counterparts
- E** Monolingual English Speaker

Note:

In the Broward County Public Schools, when a ELL student exits the program, his/her academic performance is monitored for two years, as required by State guidelines, by the principals, teachers, and designed school ESOL Curriculum contact person(s).

The School Board of Broward County, Florida
 ESOL Department
INITIAL LANGUAGE CLASSIFICATION ASSESSMENT FORM

Student's Name: _____ Date: _____
 (Last) (First) (Middle)

Home Address: _____
 (Street Number) (City) (State) (Zip)

Name: _____ Phone (Home): _____ Phone (Work): _____
 (Parent/Guardian)

Date of Birth: _____ Sex: M F FSI #: _____ Grade: _____

Country of Birth: _____ Home Language: _____

Date of Entry into the U.S.A. _____ School: _____

Comments/Observations: _____

INTERVIEW ON FREQUENCY OF LANGUAGE USAGE	English	Home Language	Both
What language do people usually speak at the student's home?			
What language does the student speak at his/her home?			
What language does the student usually speak with his/her best friend when he/she is not at school?			

Test Administered: Pre-IPT (3-5-year-old Pre-K) IPT I (Grades K-6) IPT II (Grades 6-12) K-TEA (Grades 3-12 if applicable)

IPT Test Score Level: _____
 National Percentile Rank Score: _____

Assessor's Signature: _____ District Language Classification: _____

LANGUAGE LEVEL CLASSIFICATIONS	
<p>A1 Non-English Speaker or minimal knowledge of English. Demonstrates very little understanding. Cannot communicate meaning orally. Unable to participate in regular classroom instruction.</p> <p>A2 Limited English Speakers Demonstrates limited understanding. Communicates orally in English with one or two word responses.</p> <p>B1 Intermediate English Speaker Communicates orally in English, mostly with simple phrases and/or sentence responses. Makes significant grammatical errors which interfere with understanding.</p> <p>B2 Intermediate English Speaker Communicates in English about everyday situations with little difficulty but lacks the academic language terminology. Experiences some difficulty in following grade level subject matter assignments.</p> <p>ELL CODE: <input type="checkbox"/> A1/LY <input type="checkbox"/> A2/LY <input type="checkbox"/> B1/LY <input type="checkbox"/> B2/LY</p>	<p>C1 Advanced English Speaker Understands and speaks English fairly well. Makes occasional grammatical errors. May read and write English with variant degrees of proficiency.</p> <p>C2 Fluent English Speaker Understands and speaks English with near fluency. Reads and writes English at a comparable level with native English-speaking counterparts. May read and write the native language with variant degrees of proficiency.</p> <p>Reading/Writing Test Administered for students not eligible for D or E Language Classifications: <input type="checkbox"/> K-TEA Reading Score: _____ Writing (Language) Score: _____ Date: _____</p> <p>ELL CODE: <input type="checkbox"/> C1/LY <input type="checkbox"/> C2/ZZ</p> <p>D Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.</p> <p>E Monolingual English Speaker ELL CODE: <input type="checkbox"/> D/ZZ <input type="checkbox"/> E/ZZ</p>

CODING FOR ELLS:

- LY** English Language Learner (ELL)
- ZZ** Does not qualify for ESOL services
- LF** Former ELL within 2 years monitoring period
- LZ** Former ELL that have completed the 2 years monitoring period
- ZZ** Not applicable

PRE-K LY-T

*Pre-K students entering K who are tested before the start of school and do not qualify for the ESOL Program are coded ZZ.

ELL CODE: C2/ZZ D/ZZ E/ZZ

*If tested after the first day of school and they do not qualify for services, they are coed LF and must be monitored for two years.

ELL CODE: C2/LF

Date: _____

Form #2590E (Revised 04/12)
CMC/jas

Copy: ELLSEP Folder
Copy: Information Management Technician

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
ESOL DEPARTMENT
ENGLISH LANGUAGE LEARNER STUDENT EDUCATION PLAN (ELLSEP)

Name _____ (Last) (First) (Middle) Date of Birth _____ Place of Birth _____ Student Language _____ Parent/Guardian Language _____ Home Language Survey Date *(REFDTE) _____ (Date parent completes registration form)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">School</td> <td style="border-bottom: 1px solid black;">Year</td> <td style="border-bottom: 1px solid black;">Grade</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">20 ____ 20 ____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">20 ____ 20 ____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">20 ____ 20 ____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">20 ____ 20 ____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">20 ____ 20 ____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">20 ____ 20 ____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> </table>	School	Year	Grade	_____	20 ____ 20 ____	_____	_____	20 ____ 20 ____	_____	_____	20 ____ 20 ____	_____	_____	20 ____ 20 ____	_____	_____	20 ____ 20 ____	_____	_____	20 ____ 20 ____	_____
School	Year	Grade																				
_____	20 ____ 20 ____	_____																				
_____	20 ____ 20 ____	_____																				
_____	20 ____ 20 ____	_____																				
_____	20 ____ 20 ____	_____																				
_____	20 ____ 20 ____	_____																				
_____	20 ____ 20 ____	_____																				

This is an **initial** ELLSEP Date _____ Signature _____ Date _____ Signature _____
 Yes No (ESOL Contact/Designee) (Parent Signature)

<p style="text-align: center;">Initial Placement Information</p> <p>Listening/Speaking Language Assessment (K – 12) Instrument _____ Assessment Date *(CLASS) _____</p> <p>Reading/Writing Assessment (FES Grades 3 – 12) Instrument _____ Reading Percentile _____ Writing (Language) Percentile _____ Assessment Date *(CLASS) _____</p> <p>ESOL Program Entry Date *(ENTRY) _____ *Send home Parent Notification Letter (Form #4673)</p>	<p style="text-align: center;">Language Classifications</p> <p style="text-align: center;">Initial Language Classification _____</p> <p>Date _____ From ____ to ____ or Status Unchanged ____ Grade ____ School _____</p> <p>Date _____ From ____ to ____ or Status Unchanged ____ Grade ____ School _____</p> <p>Date _____ From ____ to ____ or Status Unchanged ____ Grade ____ School _____</p> <p>Date _____ From ____ to ____ or Status Unchanged ____ Grade ____ School _____</p> <p style="text-align: center;">Update *PLAN date to indicate most current Language assessment.</p>
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INSTRUCTIONAL PROGRAM RECOMMENDATIONS

Option 1: ELLS received instruction in a **Sheltered Instruction/self-contained** setting in English Language Arts and content areas.
Option 2: ELLS received instruction in a **Sheltered Instruction/self-contained** setting in English Language Arts. Content areas can be delivered through a combination of **Shelter and/or basic mainstream instruction**.
Option 3: ELLS received instruction in English Language Arts and content areas through the **basic mainstream program**.

<p>GRADE _____</p> <p>Option: 1 2 3 *PLAN Date: _____ <small>*(mm/dd/year)</small></p> <p>Option: 1 2 3 *PLAN Date: _____ <small>*(mm/dd/year)</small></p> <p>ESOL Contact Signature _____</p>	<p>GRADE _____</p> <p>Option: 1 2 3 *PLAN Date: _____ <small>*(mm/dd/year)</small></p> <p>Option: 1 2 3 *PLAN Date: _____ <small>*(mm/dd/year)</small></p> <p>ESOL Contact Signature _____</p>	<p>GRADE _____</p> <p>Option: 1 2 3 *PLAN Date: _____ <small>*(mm/dd/year)</small></p> <p>Option: 1 2 3 *PLAN Date: _____ <small>*(mm/dd/year)</small></p> <p>ESOL Contact Signature _____</p>	<p>GRADE _____</p> <p>Option: 1 2 3 *PLAN Date: _____ <small>*(mm/dd/year)</small></p> <p>Option: 1 2 3 *PLAN Date: _____ <small>*(mm/dd/year)</small></p> <p>ESOL Contact Signature _____</p>	<p>GRADE _____</p> <p>Option: 1 2 3 *PLAN Date: _____ <small>*(mm/dd/year)</small></p> <p>Option: 1 2 3 *PLAN Date: _____ <small>*(mm/dd/year)</small></p> <p>ESOL Contact Signature _____</p>	<p>GRADE _____</p> <p>Option: 1 2 3 *PLAN Date: _____ <small>*(mm/dd/year)</small></p> <p>Option: 1 2 3 *PLAN Date: _____ <small>*(mm/dd/year)</small></p> <p>ESOL Contact Signature _____</p>
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CURRENT STUDENT SCHEDULE (A10 Panel) WITH DATE STAMP AND/OR SIGNATURE MUST BE FILED IN ELLSEP.
 Update *PLAN date to indicate most current student schedule.

ELL Programmatic Assessment and Academic Placement Review

Programmatic assessment must be conducted to provide a basis for developing appropriate placement and scheduling. This section must be completed by trained school personnel with parents/guardians at the time of initial registration in a Broward County School. Please document all steps taken to determine the academic level(s) of the student, independent of the student's English language proficiency.

Please complete all applicable areas below:

- A. Age appropriate grade placement: _____
- B. Interview with student and/or student's parent/guardian to determine prior educational experiences and academic subject competencies in the native language
- _____ (Name of person interviewed) _____ (Relationship to student)

Results from interview:

Additional information about courses taken in other schools: _____

Subject areas of academic strength: _____

Literacy Level:

Native Language: Reading _____ Math _____ **English:** Reading _____ Math _____

Other important information obtained from parent/guardian: _____

Was home language assistance provided during the interview? _____ Provided by: _____

- C. Review student's prior school records (**consider student performance in the home language for appropriate placement**)

_____ Standardized Tests/Other Assessments
 _____ Instrument(s) _____ Language of Assessment(s) _____ Score(s) _____ Test Date(s) _____

_____ Report Cards/Transcripts

- D. Additional steps taken by the school to determine academic placement (additional steps may include administration of subject area diagnostic or placement tests).

- E. Programmatic Assessment Outcomes/Instructional Program: _____

Initial Placement Programmatic Assessment completed by:

Name _____ Title: _____ Date: _____
 _____ ESOL Contact/Guidance/Designee

CATEGORICAL PROGRAMS

Check if the student is participating in any of the following programs:

	School Year(s)			School Year(s)	
_____ Advanced Academics	_____	_____	_____ Dropout Prevention/Alternative Education	_____	_____
_____ Magnet	_____	_____	(See <i>Consent for Placement</i> in CUM Folder)	_____	_____
_____ Title I Math	_____	_____	_____ Exceptional Student Education (See IEP)	_____	_____
_____ Title I Reading	_____	_____	_____ Other _____	_____	_____

Annual Reviews

Recommendations for continued placement in ESOL Program

Update *PLAN date within 30 days prior to the anniversary date.
 Time in an ESOL Program is determined by original entry date.
 Form #4673 must go home for continuation of services.

_____ 2nd Year in ESOL Program

Date _____

Signature _____
 (ESOL Contact/Designee)

_____ 3rd Year in ESOL Program

Date _____

Signature _____
 (ESOL Contact/Designee)

Reevaluation: *(REEVAL) through ELL Committee Meetings for a 4th, 5th or 6th Year in the ESOL Program

Update *PLAN date within 30 days prior to the anniversary date. Time in an ESOL Program is determined by original entry date.
Form #4673 must go home for continuation of services.

4th Year	5th Year	6th Year
Grade: ____ Date: ____/____/____	Grade: ____ Date: ____/____/____	Grade: ____ Date: ____/____/____
Members in Attendance (minimum of 4) Administrator/Designee _____ ESOL Contact _____ ESOL Teacher(s) _____ ESE Rep. _____ Guidance _____ Parent _____ Other _____	Members in Attendance (minimum of 4) Administrator/Designee _____ ESOL Contact _____ ESOL Teacher(s) _____ ESE Rep. _____ Guidance _____ Parent _____ Other _____	Members in Attendance (minimum of 4) Administrator/Designee _____ ESOL Contact _____ ESOL Teacher(s) _____ ESE Rep. _____ Guidance _____ Parent _____ Other _____
Recommendations: _____ _____ _____	Recommendations: _____ _____ _____	Recommendations: _____ _____ _____
Criteria used to determine recommendations (minimum of 2 approved by DOE, refer to <i>ELL Committee Section of Handbook</i>) _____ _____ _____ _____ _____ _____ _____ _____	Criteria used to determine recommendations (minimum of 2 approved by DOE, refer to <i>ELL Committee Section of Handbook</i>) _____ _____ _____ _____ _____ _____ _____ _____	Criteria used to determine recommendations (minimum of 2 approved by DOE, refer to <i>ELL Committee Section of Handbook</i>) _____ _____ _____ _____ _____ _____ _____ _____

Additional ELL Committee Meetings		
Grade: ____ Date: ____/____/____	Grade: ____ Date: ____/____/____	Grade: ____ Date: ____/____/____
Members in Attendance (minimum of 4) Administrator/Designee _____ ESOL Contact _____ ESOL Teacher(s) _____ ESE Rep. _____ Guidance _____ Parent _____ Other _____	Members in Attendance (minimum of 4) Administrator/Designee _____ ESOL Contact _____ ESOL Teacher(s) _____ ESE Rep. _____ Guidance _____ Parent _____ Other _____	Members in Attendance (minimum of 4) Administrator/Designee _____ ESOL Contact _____ ESOL Teacher(s) _____ ESE Rep. _____ Guidance _____ Parent _____ Other _____
Purpose for meeting: _____ _____ _____	Purpose for meeting: _____ _____ _____	Purpose for meeting: _____ _____ _____
Recommendations: _____ _____ _____	Recommendations: _____ _____ _____	Recommendations: _____ _____ _____
Criteria used to determine recommendations (minimum of 2 approved by DOE, refer to <i>ELL Committee Section of Handbook</i>) _____ _____ _____ _____ _____ _____ _____ _____	Criteria used to determine recommendations (minimum of 2 approved by DOE, refer to <i>ELL Committee Section of Handbook</i>) _____ _____ _____ _____ _____ _____ _____ _____	Criteria used to determine recommendations (minimum of 2 approved by DOE, refer to <i>ELL Committee Section of Handbook</i>) _____ _____ _____ _____ _____ _____ _____ _____

* Descriptors used in TERMS Database

ESOL Program Exit Information

<p style="text-align: center;">K-2 Option 1</p> <p>IPT Results _____ Test date: _____</p> <p>CELLA Listening/Speaking Score _____ Reading Score _____ Writing Score _____ Total Score _____</p> <p>Test date: _____</p>	<p style="text-align: center;">3-12 Option 1</p> <p>FCAT Results _____ Test date: _____</p> <p>CELLA Listening/Speaking Score _____ Reading Score _____ Writing Score _____ Total Score _____</p> <p>Test date: _____</p>	<p style="text-align: center;">K-12 Option 2</p> <p>ELL Committee Meeting Date: _____ <small>(mm/dd/year)</small></p> <p>(Must be documented as an ELL committee meeting in ELLSEP)</p>	<p style="text-align: center;">Exit Date* (EXIT)</p> <hr/> <p style="text-align: center;"><small>(mm/dd/year)</small></p>
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POST EXIT MONITORING INFORMATION

	First Report Card After Exit Date	End of 1st Semester After Exit Date	End of First Year After Exit Date	End of Second Year After Exit Date
DATE	_____	_____	_____	_____
SIGNATURE	_____	_____	_____	_____
COMMENTS	_____	_____	_____	_____

POST-RECLASSIFICATION INFORMATION

Initial date a former ELL presently being monitored is **re-entered** into the ESOL Program based on an ELL Committee Recommendation.

ELL Committee Review Date *(**RECLASS**) _____ School _____

ELL Committee Exit Review Date *(**EXIT**) (Second exit from ESOL Program) _____

Additional ELL Committee Meetings

<p>Grade: _____ Date: ____/____/____</p> <p>Members in attendance (minimum of 4) Administrator/Designee _____ ESOL Contact _____ ESOL Teacher(s) _____ ESE Rep. _____ Guidance _____ Parent _____ Other _____</p> <p>Purpose for meeting: _____</p> <p>_____</p> <p>Recommendations: _____</p> <p>_____</p> <p>Criteria used to determine recommendations (minimum of 2 approved by DOE, refer to <i>ELL Committee Section of Handbook</i>) _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Grade: _____ Date: ____/____/____</p> <p>Members in attendance (minimum of 4) Administrator/Designee _____ ESOL Contact _____ ESOL Teacher(s) _____ ESE Rep. _____ Guidance _____ Parent _____ Other _____</p> <p>Purpose for meeting: _____</p> <p>_____</p> <p>Recommendations: _____</p> <p>_____</p> <p>Criteria used to determine recommendations (minimum of 2 approved by DOE, refer to <i>ELL Committee Section of Handbook</i>) _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Grade: _____ Date: ____/____/____</p> <p>Members in attendance (minimum of 4) Administrator/Designee _____ ESOL Contact _____ ESOL Teacher(s) _____ ESE Rep. _____ Guidance _____ Parent _____ Other _____</p> <p>Purpose for meeting: _____</p> <p>_____</p> <p>Recommendations: _____</p> <p>_____</p> <p>Criteria used to determine recommendations (minimum of 2 approved by DOE, refer to <i>ELL Committee Section of Handbook</i>) _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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*Descriptors used in TERMS Database

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
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PARENT NOTIFICATION of PLACEMENT/CONTINUATION OF SERVICES in the ENGLISH for SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

(Date)

To the Parents/Guardians of: _____ Grade: _____

School: _____

- Initial Placement in the ESOL Program Continuing Placement in the ESOL Program

Based on your responses to the Home Language Survey on the Student Registration form, your child was assessed and identified as needing English language support on ____/____/____ (Date of Entry). We are pleased to inform you that your child will receive instruction in the district's English for Speakers of Other Languages (ESOL) program.

Your child's test scores and/or other criteria were used to determine his/her English proficiency:

1. Listening/Speaking Assessment (K-12) Instrument _____ Language Classification _____
2. Reading/Writing Assessment (Grades 3-12) Instrument _____ Reading _____ Writing _____

The goal of the ESOL program is to help your child acquire English proficiency to meet appropriate academic achievement standards for grade promotion and graduation. The ESOL Program adjusts instruction to the child's strengths and needs. Please visit www.browardesolparents.com and www.broward.k12.fl.us/esol for more information. If your child has additional educational needs, ESOL services will be included in the guidelines and recommendations for their Individualized Education Plan (IEP).

You are encouraged to participate in developing your child's individual English Language Learner Student Education Plan (ELLSEP) Plan, which describes how your child will progress in English and meet academic standards. Although you have the right to choose your child's ESOL program, it is recommended that your child participate in the following:

- 1. Sheltered Instruction/Self-contained Classes-Language Arts** (Students receive Language Arts instruction with ELLs only)
- 2. Sheltered Instruction/Self-contained Classes-Basic Subject Areas** (Students receive math, science, social studies, and/or computer literacy instruction with ELLs only)
- 3. Basic Mainstream/Inclusion-Language Arts** (Students receive Language Arts instruction with ELLs and non-ELLs using ESOL strategies)
- 4. Basic Mainstream/Inclusion- Basic Subject Areas** (Students receive math, science, social studies, and/or computer literacy instruction with ELLs and non-ELLs using ESOL strategies)

Your child will participate in the ESOL Program until he/she meets the established State exit criteria. The right to comprehensible instruction cannot be waived. An English Language Learner Student Education Plan (ELLSEP) folder has been developed for your child. Please contact the ESOL Curriculum/Contact person below for more information.

(ESOL Curriculum/Contact Person)

School phone number

**Please complete the section below and return to your child's school.
Check all that apply.**

Student's name: _____ **Phone Number:** ____ (____) _____ **Date:** _____

___ I understand my child will receive ESOL program services and agree to the program placement.

___ I wish to discuss my child's educational needs and the ESOL program recommendation.

___ I would like to get more information on the family involvement activities at this school.

Parent/Guardian Name _____ **Parent/Guardian Signature** _____

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

NOTIFICACIÓN A LOS PADRES sobre LA UBICACIÓN/CONTINUACIÓN DE LOS SERVICIOS en el PROGRAMA ENGLISH for SPEAKERS OF OTHER LANGUAGES (ESOL)

(Parent Notification of Placement/Continuation of Services in the English for Speakers of Other Languages-ESOL Program)

_____ (Fecha)

A los Padres/Guardianes de: _____ Grado: _____

Escuela: _____

- Ubicación inicial en el Programa de ESOL Ubicación continuada en el Programa de ESOL

Basándonos en sus respuestas a la Encuesta sobre el Idioma que se habla en el Hogar (*Home Language Survey*) que aparece en el formulario de Inscripción del Estudiante (*Student Registration form*), se determinó que su hijo(a) necesitaba ayuda con el inglés el ____/____/____ (Date of Entry). Nos alegramos de informarle que a su hijo(a) se le enseñará en el programa de *English for Speakers of Other Languages (ESOL)* del distrito.

Para determinar el nivel de inglés de su hijo(a) se utilizaron las notas de sus exámenes y/u otros criterios:

1. Medio de Evaluación de la Audición/del Habla (K-12) _____ Clasificación del idioma _____
2. Medio de Evaluación de la Lectura/ escritura (Grados 3-12) _____ Lectura _____ Escritura _____

La meta del programa de *ESOL* es ayudar a su hijo(a) a adquirir un dominio del inglés para cumplir con los estándares de rendimiento académico apropiados para pasar de grado y para graduarse. El programa de *ESOL* adapta la enseñanza a los puntos fuertes y las necesidades del niño. Por favor visite www.broward.esolparents.com y www.broward.k12.fl.us/esol para obtener más información. Si su hijo(a) tiene necesidades educativas adicionales, los servicios de *ESOL* estarán incluidos en las pautas y recomendaciones para su Plan de Educación Individualizado (*Individualized Education Plan-IEP*).

Los animamos a que participen en el desarrollo del plan individual de su hijo(a) de *English Language Learner Student Education (ELLSEP)*, el cual describe cómo su estudiante progresará en inglés y cumplirá con los estándares académicos. Aunque ustedes tienen el derecho de escoger el programa de *ESOL* de su hijo(a), se recomienda que este(a) participe en los siguientes:

- 1. Enseñanza Aislada/Clases de Inglés independientes** (los estudiantes reciben clases de inglés sólo con *ELLs*)
- 2. Enseñanza Aislada/ Clases independientes en las asignaturas básicas** (Los estudiantes reciben clases de matemáticas, ciencias, estudios sociales y/o computadoras sólo con *ELLs*)
- 3. Clases normales básicas/Inclusión-Inglés** (los estudiantes reciben clases de Inglés con *ELLs* y con estudiantes que no son *ELLs* usando estrategias de *ESOL*)
- 4. Clases normales básicas/Inclusión- Asignaturas básicas** (Los estudiantes reciben clases de matemáticas, ciencias, estudios sociales, y/o computadoras con *ELLs* y estudiantes que no son *ELLs* usando estrategias de *ESOL*)

Su hijo(a) participará en el programa de *ESOL* hasta que cumpla con los criterios para salir del programa establecidos por el Estado. No se puede renunciar al derecho de recibir una enseñanza comprensible. Se ha preparado un expediente de *English Language Learner Student Education Plan (ELLSEP)* para su hijo(a). Por favor, comuníquese con la persona encargada del currículo de *ESOL* cuyo nombre aparece a continuación para obtener más información.

_____ (Currículo de *ESOL*/Persona a contactar) _____ (Número telefónico de la escuela)

**Por favor llene la sección que aparece a continuación y entréguela en la escuela de su hijo(a).
Seleccione todas las que sean pertinentes.**

Nombre del estudiante: _____ **Nº telefónico:** _____ () _____ **Fecha:** _____

___ **Entiendo que mi hijo(a) recibirá servicios del programa de *ESOL* y estoy de acuerdo con su ubicación en el programa.**

___ **Deseo discutir las necesidades educativas de mi hijo(a) y la recomendación del programa de *ESOL*.**

___ **Me gustaría recibir más información sobre las actividades de participación familiar en la escuela.**

Nombre del Padre/Guardián _____ **Firma del Padre/Guardián** _____

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

**AVI POU NOTIFYE FANMI PLASMAN OSWA KONTINIYASYON SÈVIS NAN
PWOGRAM ANGLE POU MOUN KI PALE LÒT LANG (ESOL)**

(Parent Notification of Placement/Continuation of Services in the English for Speakers of other languages (ESOL) Program)

(Dat)

Pou Manman/Papa/Responsab legal elèv: _____ Klas (Grade): _____

Non lekòl-la: _____

Premye plasman nan pwogram ESOL

Plasman kontinye nan pwogram ESOL

Dapre repons ou ba-nou nan ankèt sou lang ou pale lakay (*Home Language Survey*) ki nan Fòmilè enskripsyon elèv (*Student Registration form*), yo bay pitit-ou yon tè s pou evalye epi idantifye si li bezwen asistans nan lang angle jou ki te ____/____/____ (Dat antre nan pwogram-nan). Nou kontan anonse-ou pitit-ou va resevwa enstriksyon nan pwogram angle pou moun ki pale yon lòt lang nan distrik-la - *English for Speakers of Other Languages (ESOL) program*.

Yo itilize rezilta tè s pitit-ou ak/oswa lòt kritè pou detèminen konpetans-li nan lang angle:

1. Tès Evalyasyon Koute/Pale (*K-12*) _____ Klasifikasyon lang _____

2. Tès Lekti/Ekriti (*Grades 3-12*) _____ Lekti _____ Ekriti _____

Bi pwogram ESOL-la se ede pitit-ou pran konpetans nan lang angle pou satisfè estanda akademik apwopriye avèk nòt pasaj pou pwomosyon ak diplòm. Pwogram ESOL adapte enstriksyon avèk abilte epi bezwen elèv-la. Tanpri vizite sit Entènèt www.broward.esolparents.com epi www.broward.k12.fl.us/esol pou plis ransèyman. Si pitit-ou gen plis bezwen enstriksyon, yo va enkli nan sèvis ESOL direktiv ak rekòmandasyon pou Plan Edikasyon Endividyèl - (IEP).

Nou ankouraje-ou patisipe nan devlopman Plan enstriksyon pou elèv kap aprann angle - *English Language Learner Student Education Plan (ELLSEP)*, ki dekri kouman pitit-ou va fè pwogrè nan lang angle epi satisfè estanda akademik. Alòske ou gen dwa chwazi pwogram ESOL pou pitit-ou, nou rekòmande pou pitit-ou patisipe nan pwogram-sa-yo:

- 1. Enstriksyon selon kontèks/Klas endepandan-Bèlte lang-angle** (Elèv-yo resevwa enstriksyon bèlte lang ak elèv ELLs sèlman)
- 2. Enstriksyon selon kontèks/Klas endepandan-Pwogram matyè bazik** (Elèv-yo resevwa enstriksyon matematik, syans, syans sosyal, ak/oswa enstriksyon sou konnesans konpitè avèk elèv ELLs sèlman)
- 3. Pwogram enstriksyon regilye/Enklizyon-Bèlte lang-angle** (Elèv-yo resevwa enstriksyon nan bèlte lang (*Language Arts*) avèk elèv ELLs epi elèv ki pa ELLs, enstriksyon ki itilize estrateji ESOL)
- 4. Pwogram enstriksyon regilye/Enklizyon- Pwogram matyè bazik** (Elèv-yo resevwa enstriksyon nan matematik, syans, syans sosyal, ak/oswa enstriksyon nan konnesans konpitè avèk elèv ELLs epi elèv ki pa ELLs, enstriksyon ki itilize estrateji ESOL)

Pitit-ou ap rete nan pwogram ESOL jiskaske li satisfè kritè Leta tabli pou li soti nan pwogram-nan. Yo pa ka refize yon elèv dwa li pou ansèyman li ka konprann. Yon plan enstriksyon pou elèv kap aprann lang angle (*English Language Learner Student Education Plan* - prepare pou elèv-la. Dosye -a rele *ELLSEP folder*. Tanpri pou plis enfòmasyon kontakte ESOL Curriculum / moun ki kontak-la, ki gen non-ni ekri pi ba-a.

(ESOL Curriculum/Moun pou kontakte)

(_____) _____
Nimewo telefòn lekòl-la

**Tanpri konplete seksyon anba-a epi retounen-ni nan lekòl pitit-ou
Tcheke tout sa ki aplikab.**

Non elèv-la: _____ Nimewo telefòn: (_____) _____ Dat: _____

___ Mwen konprann pitit-mwen va resevwa sèvis nan pwogram ESOL epi mwen dakò ak plasman-ni nan pwogram-nan.

___ Mwen ta renmen diskite bezwen edikasyon pitit-mwen epi rekòmandasyon nan pwogram ESOL.

___ Mwen ta renmen genyen plis enfòmasyon sou aktivite fanmi ka patisipe ladan-yo nan lekòl-sa-a.

Non Paran/Responsab Legal _____ Siyati Paran/Responsab legal _____

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

AVISO AOS PAIS SOBRE A COLOCAÇÃO/CONTINUAÇÃO DE SERVIÇOS no PROGRAMA DE INGLÊS PARA PESSOAS QUE FALAM OUTROS IDIOMAS (ESOL)

*(Parent Notification of Placement/Continuation of Services in the English for Speakers of Other Languages (ESOL) Program)*_____
(Data)

Aos Pais/Guardiões de: _____ Série: _____

Escola: _____

 Colocação Inicial no Programa de *ESOL*
 Continuação da Colocação no Programa de *ESOL*

Com base nas suas respostas na Enquete de Idioma Falado em Casa no formulário de Matrícula do Estudante, a sua criança foi avaliada e identificada com necessidade de auxílio na Língua Inglesa em ____/____/____ (Data de Entrada). Temos o prazer de informá-lo que a sua criança irá receber instrução no programa do distrito de Inglês para Pessoas Que Falam Outros Idiomas.

As notas de sua criança nos testes e/ou outros critérios foram utilizados para determinar a sua proficiência em Inglês:

1. Instrumento de Avaliação da Audição/Fala (K-12) _____ Classificação de Linguagem _____
2. Instrumento de Avaliação da Leitura/Escrita (3^a-12^a série) _____ Leitura _____ Escrita _____

A meta do programa de *ESOL* é de ajudar a sua criança a adquirir proficiência em inglês para o cumprimento dos padrões de desempenho acadêmico apropriados para a promoção e graduação. O Programa de *ESOL* adapta o ensino conforme os pontos fortes e as necessidades da criança. Favor visitar www.browardESOLparents.com e www.broward.k12.fl.us/ESOL para obter maiores informações. Caso a sua criança tiver mais necessidades educacionais, os serviços de *ESOL* serão incluídos nas diretrizes e recomendações para o seu Plano Individualizado de Educação (*IEP*).

Incentivamos que você participe no desenvolvimento do Plano de Educação de Estudante Aprendiz da Língua Inglesa (*English Language Learner Student Education Plan - ELLSEP*) de sua criança, o qual descreve como a sua criança irá progredir em inglês e cumprir com os padrões acadêmicos. Embora você tenha o direito de escolher o programa de *ESOL* de sua criança, recomenda-se que a sua criança participe do seguinte:

- 1. Ensino Contextualizado/Classes Autônomas - Artes da Linguagem** (Os estudantes recebem ensino de Artes da Linguagem somente com *ELLs*)
- 2. Ensino Contextualizado/Classes Autônomas - Disciplinas Básicas** (Os estudantes recebem ensino de matemática, ciências, estudos sociais, e/ou aulas de computação somente com *ELLs*)
- 3. Classe Comum / Inclusiva - Artes da Linguagem** (Os estudantes recebem ensino de Artes da Linguagem com *ELLs* e não-*ELLs* usando estratégias de *ESOL*)
- 4. Classe Comum / Inclusiva - Disciplinas Básicas** (Os estudantes recebem ensino de matemática, ciências, estudos sociais, e/ou aulas de computação com *ELLs* e não-*ELLs* usando estratégias de *ESOL*)

A sua criança irá participar do Programa de *ESOL* até que ela cumpra com os critérios de saída estabelecidos pelo Estado. O direito ao ensino integral não pode ser dispensado. Uma pasta do Plano de Educação de Estudante Aprendiz da Língua Inglesa (*ELLSEP*) foi preparada para a sua criança. Favor entrar em contato com a pessoa de contato/Currículo de *ESOL* abaixo para obter maiores informações.

(Pessoa de Contato/Currículo de *ESOL*)

Telefone da escola

**Favor completar a seção abaixo e entregar à escola de sua criança.
Assinale tudo que for aplicável.**

Nome do estudante: _____ Telefone: (____) _____ Data: _____

____ Compreendo que minha criança irá receber serviços do programa de *ESOL* e concordo com a colocação no programa.____ Desejo conversar sobre as necessidades educativas de minha criança e as recomendações do programa de *ESOL*.

____ Gostaria de receber mais informações sobre atividades com participação dos pais nesta escola.

Nome do Pai/Mãe/Guardião _____ Assinatura do Pai/Mãe/Guardião _____

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date:
Fiscal Year 2009-10
July 1, 2009

APPENDIX DD
➔ STUDENT ACHIEVEMENT THROUGH LANGUAGE ACQUISITION
COURSES ELIGIBLE FOR ENGLISH LANGUAGE LEARNERS WEIGHTED FTE
FOR SCHOOL YEAR 2011-12 ←

Note: Course numbers and titles taken from the 2011-2012 FDOE Course Code Directory

ELEMENTARY

COURSE # COURSE TITLE

COMPUTER LITERACY

5002000 Introduction to Computers

LANGUAGE ARTS

5010010 English for Speakers of Other Languages – Elementary
5010020 Functional Basic Skills in Reading – Elementary
5010030 Functional Basic Skills in Communications – Elementary
5010040 Language Arts – Elementary
5010041 Language Arts – Grade K
5010042 Language Arts – Grade 1
5010043 Language Arts – Grade 2
5010044 Language Arts – Grade 3
5010045 Language Arts – Grade 4
5010046 Language Arts – Grade 5
5010050 Reading – Elementary
5010060 Integrated Language Arts – Elementary
5010070 Handwriting – Elementary
5010080 Spelling – Elementary
5010090 Writing – Elementary

MATHEMATICS

5012020 Math – Kindergarten
5012030 Math – Grade 1
5012040 Math – Grade 2
5012050 Math – Grade 3
5012060 Math – Grade 4
5012070 Math – Grade 5

SCIENCE

5020010 Science – Grade K
5020020 Science – Grade 1
5020030 Science – Grade 2
5020040 Science – Grade 3
5020050 Science – Grade 4
5020060 Science – Grade 5

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 2009-10 July 1, 2009
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**APPENDIX DD
STUDENT ACHIEVEMENT THROUGH LANGUAGE ACQUISITION
COURSES ELIGIBLE FOR ENGLISH LANGUAGE LEARNERS WEIGHTED FTE
FOR SCHOOL YEAR 2011-12**


Note: Course numbers and titles taken from the 2011-2012 FDOE Course Code Directory

ELEMENTARY (continued)

COURSE # COURSE TITLE

SOCIAL STUDIES

Deleted Course 5021000

	5021000	Social Studies – Elementary
	5021020	Social Studies – Grade K
	5021030	Social Studies – Grade 1
	5021040	Social Studies – Grade 2
	5021050	Social Studies – Grade 3
	5021060	Social Studies – Grade 4
	5021070	Social Studies – Grade 5

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 2009-10 July 1, 2009
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**APPENDIX DD
STUDENT ACHIEVEMENT THROUGH LANGUAGE ACQUISITION
COURSES ELIGIBLE FOR ENGLISH LANGUAGE LEARNERS WEIGHTED FTE
FOR SCHOOL YEAR 2011-12**

Note: Course numbers and titles taken from the 2011-12 FDOE Course Code Directory

MIDDLE/JUNIOR HIGH

COURSE # COURSE TITLE

COMPUTER LITERACY

0200000	M/J Introduction to Computers
0200010	M/J Computer Applications 1

LANGUAGE ARTS

1000000	M/J Intensive Language Arts (MC)
1000010	M/J Intensive Reading (MC)
1000020	M/J Intensive Reading and Career Planning
1001010	M/J Language Arts 1
1001020	M/J Language Arts 1, Advanced
1001030	M/J Language Arts 1, IB
1001040	M/J Language Arts 2
1001050	M/J Language Arts 2, Advanced
1001060	M/J Language Arts 2, IB
1001070	M/J Language Arts 3
1001080	M/J Language Arts 3, Advanced
1001090	M/J Language Arts 3, IB
1002000	M/J Language Arts 1 Through ESOL
1002010	M/J Language Arts 2 Through ESOL
1002020	M/J Language Arts 3 Through ESOL
1002181	M/J Developmental Language Arts ESOL - Reading
1002180	M/J Developmental Language Arts
1008010	M/J Reading 1
1008020	M/J Reading 1, Advanced
1008040	M/J Reading 2
1008050	M/J Reading 2, Advanced
1008070	M/J Reading 3
1008080	M/J Reading 3, Advanced
1009000	M/J Creative Writing 1
1009010	M/J Creative Writing 2
1009020	M/J Creative Writing 3
1009030	M/J Expository Writing 1
1009040	M/J Expository Writing 2

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MIDDLE/JUNIOR HIGH (continued)

COURSE # COURSE TITLE

MATHEMATICS

1204000	M/J Intensive Mathematics (MC)
1205010	M/J Math 1
1205020	M/J Math 1, Advanced
1205040	M/J Math 2
1205050	M/J Math 2, Advanced
1205070	M/J Math 3
1205080	M/J Math 3, Advanced
1205090	M/J Mathematics 1, IB
1205100	M/J Pre – Algebra, IB

SCIENCE

2000010	M/J Life Science
2000020	M/J Life Science, Advanced
2000030	M/J Life Science, IB Middle Year Program
2000050	IB Middle Year Program Biology
2001010	M/J Earth/Space Science
2001020	M/J Earth/Space Science, Advanced
2001030	M/J Earth/Space Science, IB Middle Year Program
2002040	M/J Comprehensive Science 1
2002050	M/J Comprehensive Science 1, Advanced
2002070	M/J Comprehensive Science 2
2002080	M/J Comprehensive Science 2, Advanced
2002100	M/J Comprehensive Science 3
2002110	M/J Comprehensive Science 3, Advanced
2003010	M/J Physical Science
2003020	M/J Physical Science, Advanced

SOCIAL STUDIES

2100010	M/J US History
2100015	M/J US History & Career Planning

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MIDDLE/JUNIOR HIGH (continued)

COURSE # COURSE TITLE

SOCIAL STUDIES (continued)

2100020	M/J US History, Advanced
2100025	M/J US History, Advanced & Career Planning
2100030	M/J Florida History
2100040	M/J U.S. History, IB Middle Years Program
2103010	M/J World Geography (Year Long)
2103015	M/J World Geography (Semester Long)
2103016	M/J World Geography & Career Planning
2103020	M/J World Geography, Advanced (Year Long)
2103025	M/J World Geography, Advanced (Semester Long)
2103026	M/J World Geography, Advanced & Career Planning
2103030	M/J Geography: Asia, Oceania, Africa
2103032	M/J Geography: Asia, Oceania, Africa & Career Planning
2103040	M/J Geography: Europe and the Americas
2103042	M/J Geography: Europe and the Americas & Career Planning
2103050	M/J Florida: Challenges and Choices
2104000	M/J Social Studies
2105000	M/J Multicultural Studies: US
2105020	M/J World Cultures
2105030	M/J Advanced World Cultures
2105040	M/J World Cultures, IB Middle Year Program
2106010	M/J Civics (Year Long)
2106015	M/J Civics (Semester Long)
2106016	M/J Civics & Career Planning
2106020	M/J Civics, Advanced (Year Long)
2106025	M/J Civics, Advanced (Semester Long)
2106026	M/J Civics, Advanced & Career Planning
2106030	M/J Law Studies
2109010	M/J World History
2109020	M/J World History, Advanced

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SENIOR HIGH/ADULT

COURSE # COURSE TITLE

COMPUTER LITERACY

0200300 Introduction to Computers

0200310 Computer Applications I

LANGUAGE ARTS

1000400 Intensive Language Arts

1000410 Intensive Reading

1000420 Intensive Writing

1001300 English Skills 1

1001310 English 1

1001320 English Honors 1

1001330 English Skills 2

1001340 English 2

1001350 English Honors 2

1001360 English Skills 3

1001370 English 3

1001380 English Honors 3

1001390 English Skills 4

1001400 English 4

1001405 English 4: Florida College Prep

1001410 English Honors 4

1001420 Advanced Placement English Language

1001430 Advanced Placement English Literature

1001550 AICE English Language

1001560 AICE Pre-AICE English Language

1001800 English 1 – Pre IB

1001810 English 2 – Pre IB

1001820 English 3 – Pre IB

1001830 English 4 – Pre IB

1001840 English 1 Honors, IB Middle Year Program

1001845 English 2 Honors, IB Middle Year Program

1002300 English 1 Through ESOL

1002310 English 2 Through ESOL

1002320 English 3 Through ESOL

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SENIOR HIGH/ADULT (continued)

COURSE # COURSE TITLE

LANGUAGE ARTS (continued)

1002380	Developmental Language Arts Through ESOL (MC)
1002381	Developmental Language Arts Through ESOL -Reading
1002520	English 4 Through ESOL
1004300	Semantics and Logic
1005300	World Literature
1005310	American Literature
1005320	British Literature
1005330	Contemporary Literature
1005340	Classical Literature
1005350	Literature and the Arts 1
1005360	Literature and the Arts 2
1005365	Literature in the Media
1005370	AICE English Literature 1
1005375	AICE English Literature 2
1005380	Pre-AICE English Literature
1008300	Reading 1
1008310	Reading 2
1008320	Advanced Reading
1008330	Reading 3
1009300	Writing 1
1009310	Writing 2
1009320	Creative Writing 1
1009330	Creative Writing 2
1009331	Creative Writing 3
1009332	Creative Writing 4
1009333	Creative Writing 5
1020810	American Literature Honors
1020820	British Literature Honors
1020830	Classical Literature Honors
1020840	Contemporary Literature Honors
1020850	World Literature Honors
1020860	Great Books

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SENIOR HIGH/ADULT (continued)

COURSE # COURSE TITLE

MATHEMATICS

1200300	Pre-Algebra
1200310	Algebra 1
1200320	Algebra 1 Honors
1200330	Algebra 2
1200340	Algebra 2 Honors
1200370	Algebra 1 A
1200380	Algebra 1 B
1200390	Algebra 1 Honors, IB Middle Year Program
1200395	Algebra 2 Honors, IB Middle Year Program
1200400	Intensive Mathematics
1200410	Math for College Success
1200500	Advanced Algebra with Financial Applications
1200700	Math for College Readiness
1201300	Math Analysis
1201310	Analysis of Function
1201320	IB Math Analysis
1202300	Calculus
1202310	Advanced Placement Calculus AB
1202320	Advanced Placement Calculus BC
1202340	Pre-Calculus
1202352	AICE Math 1
1202354	AICE Math & Mech 1
1202356	AICE Math & Mech 2
1202362	AICE Math & Prob & Stat 1
1202364	AICE Math & Prob & Stat 2
1202366	AICE Math & Mech & Stat 2
1202370	AICE Further Math
1202371	Pre-AICE Add Mth 3
1202375	IB Pre-Calculus
1202800	Calculus IB
1202810	IB Calculus/Descriptive Statistics
1202820	IB Further Mathematics
1202830	IB Advanced Calculus
1205370	Consumer Math
1205400	Applied Math 1

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MATHEMATICS (continued)

1205400	Applied Math 1
1205410	Applied Math 2
1205420	Applied Math 3
1205500	Explorations in Math 1
1205510	Explorations in Math 2
1206300	Informal Geometry
1206310	Geometry
1206320	Geometry Honors
1206330	Analytic Geometry
1206800	Analytic Geometry IB
1206810	Geometry Honors, IB Middle Year Program
1207310	Integrated Math 1
1207320	Integrated Math 2
1207330	Integrated Math 3
1208300	Liberal Arts Math
1209810	Pre-AICE Math 1
1209820	Pre-AICE Math 2
1209830	IB Math Higher Level
1210300	Probability and Statistics W/App
1210310	IB Statistics and Introductory differential Calculus
1210320	Advanced placement Statistics
1210330	AICE Math Stat
1211300	Trigonometry
1211800	Trigonometry IB
1220910	Discrete Mathematics (formerly 122091A)
1298310	Advanced Topics in Mathematics (formerly 129830A)

SCIENCE

2000300	Intensive Science
2000310	Biology 1
2000320	Biology 1Honors
2000321	AICE Biology 1

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SENIOR HIGH/ADULT (continued)

COURSE # COURSE TITLE

SCIENCE (continued)

2000330	Biology 2
2000340	Advanced Placement Biology
2001342	Pre-AICE Environmental Management
2000350	Anatomy and Physiology
2000360	Anatomy and Physiology Honors
2000370	Botany
2000380	Ecology
2001381	AICE Environmental Management
2000390	Limnology
2000410	Zoology
2000430	Biology Technology
2000440	Genetics
2000800	Biology 1 Pre-IB
2000810	Biology 2 IB
2000820	Biology 3 IB
2000850	Biology Honors, IB Middle Year Program
2001310	Earth/Space Science
2001320	Earth/Space Science Honors
2001340	Environmental Science
2001350	Astronomy
2001370	IB Environmental Systems
2001380	Advanced Placement Environmental Science
2001390	Pre-AICE Coordinated Science 1
2001400	Pre-AICE Coordinated Science 2
2001410	AICE Food Studies
2002330	Space Technology and Engineering
2002340	Experimental Science 1
2002350	Experimental Science 2
2002360	Experimental Science 3
2002370	Experimental Science 4
2002400	Integrated Science 1
2002410	Integrated Science 1 Honors

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SENIOR HIGH/ADULT (continued)

COURSE # COURSE TITLE

SCIENCE (continued)

2002415	Integrated Science Honors, IB Middle Year Program
2002420	Integrated Science 2
2002430	Integrate Science 2 Honors
2002440	Integrated Science 3
2002450	Integrated Science 3 Honors
2002460	Integrated Science 4
2002470	Integrated Science 5
2002480	Forensic Science 1
2002490	Forensic Science 2
2002500	Marine Science 1
2002510	Marine Science 1 Honors
2002515	AICE Marine Science 1
2002520	Marine Science 2
2002535	AICE Marine Science 2
2002530	Marine Science 2 Honors
2002540	Solar Energy 1
2002550	Solar Energy 2
2003310	Physical Science
2003320	Physical Science Honors
2003330	AICE Physical Science 1
2003340	Chemistry 1
2003350	Chemistry 1 Honors
2003360	Chemistry 2
2003370	Advanced Placement Chemistry
2003371	AICE Chemistry
2003372	Pre-AICE Chemistry
2003373	AICE Chemistry
2003380	Physics 1
2003390	Physics 1 Honors
2020910	Astronomy S-G Honors
2020710	Nuclear Radiation Honors
2003400	Nuclear Radiation

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SCIENCE (continued)

2003410	Physics 2
2003420	Advanced Placement Physics B
2003430	Advanced Placement Physics C
2003431	AICE Physics
2003432	Pre-AICE Physics
2003433	AICE Physics 2
2003600	Principles of Technology 1
2003610	Principles of Technology 2
2003800	Chemistry 1 IB
2003810	Chemistry 2 IB
2003820	Chemistry 3 IB
2003830	Chemistry Honors, IB Middle Year Program
2003840	IB Physics 1
2003845	IB Physics 2
2003850	IB Physics 3
2003860	Design Technology IB
2003870	Design Technology Honors, IB Middle Year Program

SOCIAL STUDIES

2100310	American History
2100320	American History Honors
2100330	Advanced Placement American History
2100340	African American History
2100350	Florida History
2100360	Latin American History
2100370	Eastern and Western Heritage
2100380	Visions and Their Pursuits: An American Tradition – U.S. History To 1920
2100390	Visions and Countervisions: Europe, the U.S., and the World from 1848
2100400	History of the Vietnam War

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SENIOR HIGH/ADULT (continued)

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SOCIAL STUDIES (continued)

2100410	Caribbean Studies
2100420	Civil War and Reconstruction
2100460	Eastern and Western Heritage Honors
2100470	Visions and Their Pursuits Honors: An American Tradition: U.S. History to 1920
2100480	Visions and Countervisions Honors: Europe, the U.S., and the World from 1848
2100490	AICE International History
2100500	AICE United States History
2100800	History of the Americas – IB
2100810	American History – IB
2101300	Anthropology
2101310	Archaeology
2101800	Social Anthropology 1 IB
2101810	Social Anthropology 2 IB
2102310	Economics
2102320	Economics Honors
2102321	AICE Economics 1
2102322	AICE Economics 2
2102323	Pre-Economics
2102330	Comparative Economics System
2102350	Applied Economics
2102360	Advanced Placement Microeconomics
2102370	Advanced Placement Macroeconomics
2102380	American Economic Experience
2102390	American Economic Experience Honors
2102800	Comparative Economic Systems Pre International Baccalaureate
2102810	Economics 1 IB
2102820	Economics 2 IB
2103300	World Cultural Geography
2103400	Advanced Placement Human Geography
2103410	AICE Geography
2103420	Pre-AICE Geography
2103430	IB Geography HL

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SENIOR HIGH/ADULT (continued)

COURSE # COURSE TITLE

SOCIAL STUDIES (continued)

2103800	World Geography IB
2103810	World Cultural Geography Honors, IB Middle Year program
2104300	Intro to Social Studies
2104310	Future Studies
2104320	Global Studies
2104330	Voluntary School / Community Service
2104340	Women's Studies
2104600	Multicultural Studies
2104610	The American Mosaic
2105300	Western Civilization
2105310	World Religions
2105340	Philosophy
2105350	Ethics
2105860	Philosophy 1 IB
2106310	American Government
2106320	American Government Honors
2106330	Civics
2106340	Political Science
2106350	Law Studies
2106355	International Law
2106360	Comparative Political Systems
2106370	Comprehensive Law Studies
2106375	Comprehensive Law
2106380	Legal Systems and Concepts
2106390	Court Procedures
2106400	Court Procedures Intern
2106420	Advanced Placement U.S. Government and Politics
2106430	Advanced Placement Comparative Government and Politics
2106440	International Relations
2106445	International Relations 2
2106450	American Political System
2106460	American Political System Hon: Process and Power

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SENIOR HIGH/ADULT (continued)

COURSE # COURSE TITLE

SOCIAL STUDIES (continued)

2106468	Constitutional Law 1
2106470	Constitutional Law 2
2106480	Constitutional Law Honors
2106800	American Government Pre IB
2107300	Psychology 1
2107310	Psychology 2
2107350	Advanced Placement Psychology
2107360	AICE Psychology
2107370	AICE Psychology 2
2107800	Psychology 1 IB
2107810	Psychology 2 IB
2108300	Sociology
2108310	AICE Sociology 1
2108320	AICE Sociology 2
2109310	World History
2109320	World History Honors
2109321	Pre-AICE World History
2109330	African History
2109340	Asian History
2109350	Contemporary History
2109360	British History
2109370	European History
2109371	AICE European History
2109380	Advanced Placement European History
2109410	Jewish History
2109420	Advanced Placement World History
2109430	Holocaust
2109800	Contemporary History IB
2109810	World History Pre-IB
2109820	European History, -IB
2109830	World History Honors, IB Middle Year Program

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COURSE # COURSE TITLE

SOCIAL STUDIES (continued)

2120710	Anthropology Honors
2120910	Philosophy Honors
2120915	Philosophy Honors 2

SUMMARY OF BEST PRACTICES IN ESOL PROGRAM IMPLEMENTATION

What does the research say about second language acquisition and school achievement for English language learners?

The most significant variable in students' degree of academic achievement in their second language is the amount of formal schooling they received in their native language. This held true across all other variables, including students' native language, country of origin, and type of program. Knowledge (concepts) and skills transfer from the first language to the second language.

How long does it take for ELLs to acquire English?

There is a difference in the amount of time required for acquisition of conversational English (2 years) and for academic proficiency in English (5 or more years). The amount of formal schooling in the native language affects the length of time it takes to reach academic proficiency on a level with native speakers.

- For students with no formal schooling in their own language, it takes 7-10 years to reach age and grade-level norms of native speakers.
- For students with 2-3 years of schooling in their native language, it takes 5-7 years to reach native speaker proficiency levels as measured by standardized tests and performance assessment measures in content areas.

What type of programs and program characteristics make a significant difference in academic achievement for ELLs?

- Programs that focus on academic, language, and cognitive development within a socioculturally supportive environment. (Collier, 1995)
- Programs that emphasize an active/experiential approach to learning, not a transmission approach.
- Programs that
 - ✓ Teach the second language through academic content
 - ✓ focus on teaching learning strategies, critical thinking skills, and problem-solving skills
 - ✓ use the following strategies:
 - activation of students' prior knowledge
 - respect for students' home language and culture
 - use of native language support to facilitate learning
 - cooperative learning
 - interactive and discovery learning
 - use alternative methods of assessment

For students without a background of formal schooling in their native language, and considering the research on best practices, what can schools do to foster academic achievement for all students?

- Given the importance of linguistic, academic, and cognitive development in the native language, schools must provide strong native language support to students through the use of bilingual teachers and paraprofessionals. Teachers must allow students to process new concepts and skills in their native language in order to facilitate the transfer to English.

- Develop an active/experimental approach to teaching and learning, where students use English as a tool to accomplish meaningful tasks. Study skills and learning strategies are actively taught in all subject areas.
- Foster an environment where all students' language and cultural backgrounds are respected.
- Change the perception of ESOL classes as remedial, and make them an integral part of the school curriculum taught by quality personnel.
- Encourage ELLs' participation in all school activities.

Sources:

Collier, V.P. (1995). Acquiring a Second Language for School. Directions in Language & Education. National Clearinghouse for Bilingual Education.

Cummins, J. & Hallman, C.L. (1987). Empowering Minority Students Teacher Training Monograph Number 5. Teacher Training Project for Bilingual and English to Speakers of Other Languages Teachers. Gainesville, FL; University of Florida.

VOCABULARY FOR SCHOOL SYSTEM PERSONNEL

The following vocabulary list may be helpful in communicating with ELLs and their parents:

English	Spanish	Haitian-Creole
to graduate	graduarse	diplomen, gradye
imitate	imitar	imite
to confuse	confundir	anbwouye
to hit (punch out)	dar golpes	frape
to copy (to cheat)	copiar	kopye (triche)
fight	peleas	batay
to be punished	estar castigado	pini
word	palabra	mo
letter	letra	lèt
ruler	regla	règ
holidays	días de fiestas	vakans
painting; paint	pintura	penti
crayons	creyones; crayolas	kreyon
birthday party	fiesta de cumpleaños	fèt anivèsè
doorbell	timbre	sonèt
bell	campana	sonèt, klòch
dictionary	diccionario	diksyonè
games	juegos	jwèt
map	mapa	kat peyi
world map	mapa mundial	kat lemond
to spell	deletrear	eple
blackboard eraser	borrador	efaswa tablo
eraser (pencil (also: tire, rubber))	goma	efaswa kreyon
chair	silla	chèz
coloring book	libro de colorear	liv desen
to color	colorear	kolore

English	Spanish	Haitian-Creole
sentence	oración	fraz
folder	carpeta; portafolio	chemiz, katab
suitcase; valise	maleta	valiz; sak voyaj
thermos	termo	tèmos
to educate	educar	edike
to salute (the flag)	saludar la bandera	salye drapo
patrol	la patrulla	polis
the bus	la guagua, el bus	bis
transportation	transporte	transpòtasyon, transpò
parents	padres	manman/papa, paran
students	estudiantes	etidyan; elèv
curriculum	plan de estudios; plan de currículo	pwogram etid
to teach	enseñar	anseye
young people	jóvenes	jennmoun
the young man	el joven	jenngason
the young lady	la joven	jènfi
secondary school	escuela secundaria	lekòl segondè
elementary school	escuela primaria	lekòl elemantè, primè
asleep	dormido	dòmi
to be sleepy	tener sueño	gen somèy
to be thirsty	tener sed	gen swèf or swaf
to have lunch	almorzar	dejene
to have breakfast	desayunar	tidejene
to eat	comer	manje
cafeteria	cafeteria	kafeterya
bookstore	librería	libreri
library	biblioteca	bibliyotèk
to help	ayudar	ede
assistant	ayudante	asistan

English	Spanish	Haitian-Creole
to study	estudiar	etidye
to bother	mortificar	deranje, annwiye
to plot	tramar	konplote
lessons	lecciones	leson
classes	clases	klas
schedule	horario	pwogram, orè
recess	recreo	rekreyasyon
physical education	educación física	edikasyon fizik, kilti fizik
snack	merienda	fridòdòy, goute
gossip	chisme	bavadaj
gossiper	chismoso	bavade
joke	chiste	blag
discipline	disciplina	disiplin
to be promoted to the next grade	pasar de grado	pase nan lòt klas-la
terrible; “too much” (colloquial)	es “candela”	terib, twòp
homework	tarea	devwa
punishment	castigo	pinisyon
semester	semestre	semès
grades	notas; calificaciones	nòt
progress report	reporte de progreso	kànè lekòl
blackboard	pizarra	tablo
chalk	tiza	lakre
teacher	maestra (o)	pwofesè
counselor	consejero (a)	konseye
principal	director (a)	direktè
secretary	secretaria (o)	sekretè
assistant principal	sub-director (a)	soudirektè
desk	pupitre	biwo (elèv)

English	Spanish	Haitian-Creole
classroom	aula	klas, saldeklas
stairs	escalera	eskalye
hall	pasillo	hal, pasaj
book	libro	liv
notebook	libreta	kaye
pencil	lapiz	kreyon
pen	pluma	plim
paper	papel	papye
desk (teacher)	escritorio	biwo (pwofesè)
composition	composición	konpozisyon
assignment; work; job	trabajo; tarea	devwa; travay
demonstration	demonstración	demonstrasyon
to sit down	sentarse	chita
to stand up	pararse	kanpe
to flunk	fracasar	rekale
to pass (a subject)	aprobar	pase (yon matyè)
alphabetize	alfabetizar	fè alfabetizasyon
alphabet	abecedario; alfabeto	alfabèt
reading	lectura	lekti
sound	sonido	son
arithmetic	aritmética	aritmetik
nurse	enfermera	enfimyè
school	colegio; escuela	lekòl
title; degree	título	tit; diplòm
certificate	certificado	sètifika
to learn	aprender	aprann
to read	leer	li
to write	escribir	ekri
mathematics	matemáticas	matematik

English	Spanish	Haitian-Creole
languages	idiomas	lang
science	ciencias	syans
history	historia	istwa
story	cuento	ti istwa; kont
phonetics	fonética	fonetik
to counsel	aconsejar	konseye; bay konsey
conference	conferencia	konferans
Board of Education	Junta Escolar	Konsèy Edikasyon
educational taxes	impuestos educacionales	taks pou edikasyon
to behave badly	portarse mal	genyen move konpòtman
to behave well	portarse bien	genyen bon konpòtman
cooperation	cooperación	kolaborasyon
cooperative	cooperativo (a)	koperativ
shy	tímido (a)	timid
bratty	travieso (a)	jan timoun, gate
spoiled	majadero; malcriado (a)	gate

PHRASES TO HELP YOU THROUGH THE DAY

English	Spanish	Haitian-Creole
I'm glad to see you	Me alegro de verte	Mwen kontan wè-ou
Come in	Entre	Rantre
What is your name?	¿Cómo te llamas?	Ki jan ou rele?
How old are you?	¿Cuántos años tienes?	Ki laj-ou?
Where do you live?	¿Dónde tú vives?	Ki kote ou rete? Ki adrès-ou?
Are you hungry?	¿Tienes hambre?	Èske ou grangou?
Are you thirsty?	¿Tienes sed?	Èske ou swèf (swaf)?
Go to the bathroom	Ve al baño	Ale nan watè
Wash your hands	Lávate las manos	Lave men-ou

English	Spanish	Haitian-Creole
Eat your food	Cómete tu comida	Manje manje-ou
Drink your milk	Bébetela leche	Bwe lèt-ou
Brush your teeth	Lávate los dientes	Bwose dan-ou
Don't cry	No llores	Pa kriye
Don't be afraid	No tengas miedo	Pa Pè
Sit down	Siéntate	Chita
Come here	Ven aquí	Vin isit
Be quiet	Cállate	Rete Trankil
Turn around	Da la vuelta	Vire
Stay here	Quédate aquí	Rete la
Follow me	Sígueme	Swiv mwen
Get down	Bájate	Desann
Get in line	Ponte en la línea	Al nan ran
Open the door	Abre la puerta	Ouvè pòt-la
Close the door	Cierra la puerta	Fèmen pòt-la
Go outside	Ve afuera	Sòti deyò; Ale deyò
Go inside	Ve adentro	Antre andedan
Hurry – quickly	Apúrate	Ale vit – vit
What do you want?	¿Qué quieres tú?	Kisa ou vle?
I'm sorry	Lo siento mucho	Ekskize-m
Do you understand?	¿Comprendes?	Ou konprann?
Listen	¡Escucha!	Tande; Koute
Stand up	¡Levántate!	Kanpe
My name is	Me llamo	Mwen rele
Very good	Muy bueno	Trè byen
You are pretty	Eres muy bonita	Ou bèl; (Ou se yon bèl fi)
You are handsome	Eres muy guapo	Ou se yon bèl gason
That's beautiful	Eso es bonito	Ala bèl; Sa-a bèl
Very nice	Muy bueno	Trè janti; Trè bèl

English	Spanish	Haitian-Creole
What a good job	Buen trabajo	Ala yon bon travay
Please	Por favor	Tanpri; Tanpri souple
Thank you	Gracias	Mèsi
How are you?	¿Cómo estás tú?	Ki jan; Kouman ou ye?
Where does it hurt?	¿Dónde te duele?	Ki kote li fè ou mal?
Walk	Anda; Camina	Mache
Run	Corre	Kouri
Jump	Brinca; Salta	Vole; Sote
Sing	Canta	Chante
Go to sleep	Duérmete	Al dòmi
Still	Quieto	Trankil, Kalm
Your mother is coming	Tu mamá ya viene	Manman-ou ap vini
See you tomorrow	Hasta mañana	Na wè demen
What?	¿Qué?	Kisa?
Every three hours	Cada tres horas	Chak twa zè
Every ten minutes	Cada diez minutos	Chak dis minit
In fifteen minutes	En quince minutos	Chak kenzen minit
You're early	Estás temprano	Ou annavans
You have arrived early	Llegaste temprano	Ou rive bonè
You're late	Estás retrasado (a)	Ou anreta
I'm late	Estoy retrasado (a)	Mwen anreta
It's early	Es temprano	Li bonnè
It's night	Es de noche	Li fè lannwit; aswè
Day after tomorrow	Pasado mañana	Apredenmen, apredemen
Every three days	Cada tres días	Chak twa jou
Every other day	Un día sí y un día no	Chak de jou
The weekend	El fin de semana	Fen semèn nan (Wikenn)
Weekday	Día de la semana	Jou semèn
During daytime	Durante el día	Lajounen

English	Spanish	Haitian-Creole
In the morning (a.m.)	Por la mañana	Lematen
In the afternoon	Por la tarde	Lezapremidi, lapremidi
In the evening (p.m.)	Por la noche	Leswa
Midday (noon)	Mediodía	Midi
Now	Ahora	Kounye-a
Midnight	Medianoche	Minwit
Day before yesterday	Antes de ayer	Avanyè
Next week	La semana próxima	Semèn pwochè
Last month	El mes pasado	Mwa pase a
Two days ago	Hace dos días	Depi de jou; Gen de jou
Three hours ago	Hace tres horas	Depi twazè; Gen twazè
Yesterday	Ayer	Ayè
Today	Hoy	Jodi-a
Tomorrow	Mañana	Demen
Tonight	Esta noche	Aswè-a
I'm in a hurry	Estoy apurado (a)	Mwen prese
Every day	Todos los días	Chak jou
Next week	La semana que viene	Semèn pwochè,

ESOL INSTRUCTIONAL STRATEGIES MATRIX

ESOL DEPARTMENT

A. Instructional Modifications based on Level of English Proficiency	A1	Bilingual Dictionary
	A2	Bilingual Support
	A3	Chunking
	A4	Flexible Scheduling
	A5	Flexible Setting
	A6	Flexible Timing
	A7	Language Experience Approach (LEA)
	A8	Modeling
	A9	One-on-One Instruction with Teacher or Teacher Assistant
	A10	Pacing of Lessons
	A11	Provide Meaningful Language Practice*
	A12	Use all Modalities/Learning Styles*
	A13	Use of Illustrations/Diagrams*
	A14	Use of Substitution, Expansion, Paraphrase, Repetition
	A15	Use Simple, Direct Language
	A16	Vary Complexity of Assignment
B. Vocabulary	B1	Categorize Vocabulary
	B2	Explain Key Concepts
	B3	Interactive Word Walls
	B4	Semantic Feature Analysis*
	B5	Structural Analysis
	B6	Use of Cognates
	B7	Vocabulary Improvement Strategy (VIS)
	B8	Vocabulary with Context Clues
	B9	Word Banks
C. Visuals & Graphic Organizers	C1	Charts*
	C2	Computer/Software
	C3	Flow Charts*
	C4	Graphs*
	C5	K-W-L (Know/Wants to Know/Learned)*
	C6	Labeling
	C7	Maps*
	C8	Pictures*
	C9	Semantic Webbing/Mapping*
	C10	Story Maps*
	C11	T-Charts*
	C12	Timelines*
	C13	Venn Diagrams*
D. Other Audio/Visuals	D1	Audio Books
	D2	Captioning
	D3	Language Master
	D4	Music/Songs/Jazz Chants/Raps*
	D5	Realia/Manipulatives*
	D6	Videos/Films/CD ROM/DVD

E. Interactive Strategies & Cooperative Learning Settings	E1	Dialogue Journals
	E2	Flexible Grouping
	E3	Games*
	E4	Group Reports/Projects*
	E5	Jigsaw*
	E6	Panel Discussions/Debate*
	E7	Peer Pair*
	E8	Reader's Theater*
	E9	Role Play*
	E10	Think/Pair/Share*
F. Other Strategies	F1	Activating and/or Building Prior Knowledge
	F2	Anticipation Guides
	F3	Demonstrations
	F4	Field Trips*
	F5	Note-Taking/Outline Notes*
	F6	QAR (Question-Answer-Relationship)*
	F7	Read Aloud
	F8	Reading with a Specific Purpose*
	F9	Reciprocal Teaching*
	F10	SQ3R (Survey, Question, Read, Recite, Review)*
	F11	Summarizing*
	F12	Think Aloud
	F13	Total Physical Response (TPR)*
	F14	Visualization*
G. Alternative Assessment Instruments	G1	Checklist
	G2	Cloze Procedure
	G3	Dictation/Dictogloss
	G4	Graphic Representation*
	G5	Interview
	G6	Observation/Anecdotal
	G7	Portfolio
	G8	Retelling
	G9	Rubrics*
	G10	Student Self Assessment
	G11	Writing Sample
H. Multicultural Resources	H1	Cultural Sharing
	H2	Guest Speakers
	H3	Use of Community Resources
	H4	Varied Holiday Activities

*Marzano's High Yield Strategy

The School Board of Broward County

ADDENDUM
to
ESOL Instructional Strategies Matrix

Language Arts through ESOL instruction must occur within certain program and classroom design parameters to ensure that language instruction for ELL students is equal in content and scope to the basic language arts curriculum, and that such a content is made comprehensible to the students.

The following are key concepts for second language instruction:

- **The learner is seen as motivated, self-directed problem-solver who derives a sense of self-worth and confidence from a variety of accomplishments.**
- **The classroom environment encourages communication. Teaching and learning reflect the beliefs that language learning is spiraled and is acquired with practice, over time and not in single experiences. Proficiency develops gradually, learners move from partial control to sustained control of the language.**
- **All language curriculum academic skills and processes are integrated into instruction through the use of ESOL instructional strategies.**
- **The curriculum is organized in theme-driven lesson/units according to a competency-based focus where grammar instruction is embedded and presented through communicative activities.**
- **Planning is thematic and provides a coherent theme or topic for each lesson/unit.**
- **Reading and writing are used as communicative tools, reflecting the connection between oral and written language.**
- **Culture is an integral part of the curriculum and a variety of cultural experiences are incorporated.**
- **Materials and activities are meaningful and natural and learning occurs in a meaningful communicative context.**
- **All language skills are assessed, and assessment is used as a toll for learners to demonstrate what they have learned by applying it in a new task or problem situation.**

I. Principles of Language Teaching to ELL students

The following eight principles of language teaching and learning can provide a base for working with ELL students. For interpersonal use, informational use, and aesthetic use, learners learn language best when:

- **students are treated as individuals with their own needs and interests,**
- **they are provided with opportunities to participate in communicative and reflective use of the language in a wide range of activities,**
- **they are exposed to language that is comprehensible and relevant to their own interests and frames of reference,**
- **they focus deliberately on various language forms, skills and strategies in order to support the process of language acquisition and the learning of concepts,**
- **they are exposed to socio-cultural information and direct experience of the culture embedded within the language,**
- **they become aware of the role and nature of language and culture,**
- **they are provided with appropriate feedback about their progress, and**
- **they are provided with opportunities to manage their own learning.**

II. Meeting the Student's Cognitive Academic Needs

Although the development of higher thinking skills and coping strategies is crucial to the academic and personal success of all students, it is especially true for some ELL students who have not had complete educational experiences due to social, economic or political factors that interrupted their education. These students need additional enrichment and cognitive practice to improve their processing and production of content material. In order to do so, it is important that teachers identify, build and enrich upon those skills and knowledge students may have already mastered.

III. Making Instruction Comprehensible

The ESOL instructor makes instruction comprehensible to ELL students through a variety of means, which may include, but not be limited to, the use of gestures, visuals, concrete examples, and through the routines and rituals of the lesson and the school day. It is important that the instructor use his/her acting abilities, concrete objects, pantomime, signs, posters, and similar symbolic and concrete referents to illustrate meaning. Following are strategies that can be implemented to support language development.

A. INSTRUCTIONAL MODIFICATIONS BASED ON LEVEL OF ENGLISH PROFICIENCY

A1. Bilingual Dictionary

ELL students may be given access to an English-to-heritage language/heritage language-to-English dictionary. Such a dictionary would be familiar to ELL students because of its regular availability in instructional settings.

A2. Bilingual Support

Whenever possible, ELL students should be provided with academic support in their native language. Student's native language serves several important functions: it gives students access to academic content, to classroom activities, and to their own knowledge and experience. In addition, it also gives teachers a way to show their respect and value for students' languages and cultures; acts as a medium for social interaction and establishment of rapport; fosters family involvement, and fosters students' development of, knowledge of, and pride in their native languages and cultures.

Even in English-only classrooms, and even when an instructor is not fluent in a student's language, native language support can still be done in a number of ways. Teachers can use texts that are bilingual or that involve a student's native culture, can decorate the classroom with posters and objects that reflect the students' diversity of language and culture, can organize entire lessons around cultural content, and can encourage students to use words from their native language when they cannot find the appropriate word in English.

Use of the native language is helpful to the ELL student in learning content area material. If the teacher or the aide in the classroom speaks the native language of the ELL student, then the student's language can be used to further explain or expand upon what is being presented. If students are literate in their native language, then, where available, it is helpful to provide materials written in the native language of the ELL students that deal with topics related to those being discussed in class.

A3. Chunking

"Chunking" means learning set phrases or "chunks" of related language. This upper level reading comprehension is provided as a means for students to improve their vocabulary skills through looking for "chunks" of appropriate language.

A4. Flexible Scheduling

ELL students may take a part or session of the test during several brief periods within one school day; however, a session of the test must be completed within one school day.

A5. Flexible Setting

ELL students may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.

A6. Flexible Timing

ELL students may be provided additional time; however, a session must be completed within one school day.

A7. Language Experience Approach (LEA)

The goal of the Language Experience Approach (LEA) is to have students produce language in response to first-hand, multi-sensorial experiences. The LEA uses the students' ideas and their language to develop reading and writing skills.

Steps for using the Language Experience Approach in the classroom:

Step 1: Providing the Experience/Motivation

An experience story is based on an experience the teacher and students share.

Step 2: Facilitation Language Production

Immediately following an experience, students need to interact with each other to discuss the experience and what it meant to them.

Step 3: Creating a Personal View Representation

The teacher has the student draw or paint a picture about something interesting about the activity.

Step 4: Retelling Events/Reactions

A volunteer is selected to share his or her picture with the group.

Step 5: Writing Student's Statements

The teacher asks each student a question and records his/her answer, writing on the chalkboard exactly what the student says, using large manuscript letters. After writing each statement, the teacher reads it back to the group for confirmation. When four or five statements are on the board, the students decide their sequential ordering. The statements are then numbered and transferred to a sentence strip, and the students correctly arrange the strips on a chart holder.

Step 6: Reading

After the chart or individual statements have been completed, students read their statements to each other and to the teacher.

Step 7: Writing

As students develop writing skills, they copy the story into their notebooks or on lined paper.

Step 8: Follow Up with Activities

The story may be reread on several subsequent days either by the teacher, the students, or both. Students can also save the story with other language experience class stories to form their own class book for later reading.

A8. Modeling

The teacher demonstrates to the learner how to do a task, with the expectation that the learner can copy the model. Modeling often involves thinking aloud or talking about how to work through a task.

A9. One-on-One Instruction with Teacher or Teacher Assistant

One-on-one teaching is an exceptionally effective approach to instruction and most students, educators, and parents would agree that the ideal academic environment consists of one-on-one teaching, customized to the needs of the student. This type of individual attention allows for a high level of quality interaction between the teacher and the student.

The student benefits immensely from the personal attention inherent in a one-on-one teaching ratio. Because of the intimate environment, the teacher can accurately monitor how well the child is mastering the lessons, and can adapt the pace and targeting of skills accordingly. Children and teens have less fear of making mistakes when taken out of a group situation, and flourish in a safe learning environment.

A10. Pacing of Lessons

Pacing has two related dimensions. One dimension, curriculum pacing, is concerned with the rate at which progress is made through the curriculum. The second dimension, lesson pacing, is concerned with the pace at which a teacher conducts individual lessons. Pacing is important because it shows that most students, including low-achieving students, learn more when their lessons are conducted at a brisk pace, because a reasonably fast pace serves to stimulate student attentiveness and participation, and because more content gets covered by students. This assumes, of course, that the lesson is at a level of difficulty that permits a high rate of student success; material that is too difficult or presented poorly cannot be learned at any instructional pace.

Thus, pacing, like many other characteristics of effective instruction, shows considerable variability among teachers and has a pronounced effect on student achievement.

A11. Provide Meaningful Language Practice

Encourage ELLs to speak in class as much as possible. Structure conversations around books and subjects that build vocabulary. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful. For example, "Has this happened to you? What do you think? What should we change?" In these ways, ELLs will learn the academic English they will need to succeed in future schooling. Remember to be sensitive to ELLs who may be afraid to make mistakes.

The language that a learner reads, hears in class, or hears in conversation affects how quickly and how well a language is learned. Quality language courses and materials surround learners with language that is most useful to their language learning.

Students learn best when the language they hear and read is just beyond their current abilities in the language. Learners should be able to understand the language they are exposed to, but should also come across new vocabulary and structures so they can expand their knowledge of the language.

One way to assure that students are exposed to rich and meaningful language is for students to work with a variety of materials. Students should have experience with different written and spoken styles. For example, students can read texts from a variety of sources such as newspapers, maps, restaurant menus, academic texts, and scientific reports.

When listening to language, learners can listen to conversations, news reports, academic lectures, or popular music and can listen to speakers of differing dialects of the language. Exposing learners to a variety of different types of language styles and purposes is key. Many educators feel that using authentic materials in class (materials such as news articles, restaurant menus, etc. that were prepared for native speakers and have not been modified for language learners) is highly effective for language learning. Authentic materials are a great way to provide learners with realistic, challenging language and are a good choice as long as the material is not beyond the abilities of the learner.

A12. Use all Modalities/Learning Styles

Learning styles research has given educators new directions for making changes in their classrooms. The single most widespread change has been to open classrooms to more than one approach to intellectual work. Different social groupings, alternative activities, and more complex projects have all been introduced as efforts to create opportunities for students to use their various strengths in dealing with course material.

Despite the wide range of models, the concept of learning styles has gained growing attention from educators because it provides a stable-enough characterization to plan pedagogical strategies. These strategies appear more responsive to students needs. They seem to provide better learning opportunities. They give fresh direction to alternative teaching. Below are listed some general conclusions for teachers that seem to cut across the various models:

- Students will learn better when using preferences in which they're successful.
- Students will be better learners when they can expand their preferences.
- When teaching accommodates various preferences, more students will be successful.
- Teachers can construct activities that include specific & multiple learning preferences. This can be done by adding alternatives **or**, completing learning cycles that incorporate all styles **or**, by utilizing holistic, complex tasks.

One consequence of studying learning styles is the recognition that teachers also have their own approaches to the classroom. While these may have become habitual and while the teacher may define the classroom according to their, not student preferences, teachers have to acknowledge that their styles will not necessarily suit clusters of students in their classroom. As teachers attempt to modify their classrooms, they need to begin by exploring their own styles.

A13. Use of Illustrations/Diagrams

Teach visual literacy by spending a good deal of time discussing the illustrations, charts, and graphs that appear on the cover and in the book. These materials have been provided to teach readers about the topic and provide essential information as well as to stimulate interest.

- Model looking at the illustrations before reading the text.
- Ask students what the illustrations tell us about the topic.
- Direct their attention to the use of diagrams, and have them notice that arrows are used to label parts of a picture or model.
- Direct their attention to the graphs. Ask what information they can get from them.

- Keep your questions open-ended so that students are processing the information and articulating it on their own. Ask questions like "What can you tell about from the graph/diagram, etc.?"

A14. Use of Substitution, Expansion, Paraphrase, Repetition

Using brief excerpts or passages from text students are reading, have students paraphrase what they have read, accounting for the vocabulary words and concepts that are important to the excerpt. Students can compare their paraphrasing to see if they put the vocabulary words and concepts into their own words without leaving out essential information.

Substitution

At times, rereading a sentence that contains an unfamiliar term and substituting a word or phrase for it that makes sense can help the student to unlock the meaning of the unfamiliar word

Steps in the substitution strategy are as follows:

Step 1: When a student reads a sentence that he has trouble understanding because of an unfamiliar word in it, have the student reread the sentence and substitute a word that seems to make sense in the context.

Step 2: Read on. If the word substituted does not make sense in the context of the rest of the paragraph, try again.

Step 3: If the sentence still does not make sense and the student does not understand the main point the author is making in the paragraph, look for synonym, definition, and antonym clues. If the student is still uncertain, check a dictionary.

A15. Use Simple, Direct Language

Monitor and adapt speech to ELL students

In using English with ELL students, the teacher should also listen carefully to his/her own language use and try to adapt it to meet the students' level of understanding of English. For example, the following can help a student to gain a better understanding of what is being said:

- restate complex sentences as a sequence of simple sentences;
- avoid or explain use of idiomatic expressions;

Repeated and correct exposure to idioms can build understanding and give students confidence to use the idioms themselves.

- restate at a slower rate when needed, but make sure that the pace is not so slow that normal intonation and stress patterns become distorted;
- pause often to allow students to process what they hear;
- provide specific explanations of key words and special or technical vocabulary, using examples and nonlinguistic props when possible; use everyday language; and
- provide explanations for the indirect use of language (i.e., indirect management strategies may need to be explained. For example, an ELL student may understand the statement; "I like the way Mary is sitting" merely as a simple statement rather than as a referenced example of good behavior).

A16. Vary Complexity of Assignment

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests.

Teachers can differentiate three aspects of the curriculum: content, process, and products.

- *Content* refers to the concepts, principles, and skills that teachers want students to learn. All students should be given access to the same core content. ELL's should be taught the same big ideas as their classmates, not given watered-down content.
- *Content* also refers to the means teachers use to give students access to skills and knowledge, such as texts, lectures, demonstrations, and field trips. For example, a teacher might direct an advanced learner to complex texts, Web sites, and experts to interview, while providing a student of more modest capacity with reading buddies, videos, demonstrations, and "organizers that distill information and make it more accessible."
- *Process* refers to the activities that help students make sense of, and come to own, the ideas and skills being taught. Teachers can modify these activities, to provide some students with more complexity and others with more scaffolding, depending on their readiness levels. (Examples of scaffolding include step-by-step directions, retouching, and additional models.) Like content, process can be varied by student interest and learning preferences as well.
- *Products* refers to culminating projects that allow students to demonstrate and extend what they have learned. Products reveal whether students can apply learning beyond the classroom to solve problems and take action. Different students can create different products, based on their readiness levels, interests, and learning preferences. For example, some students might work alone on a product, while others might work in groups.

B. VOCABULARY

B1. Categorize Vocabulary

In a word sort, students categorize vocabulary or concepts according to categories arranged by the teacher. Students learn how the concepts are related, how they belong together or how they differ. Teachers can group words according to classroom content or word similarities or parts of speech.

B2. Explain Key Concepts

There are times when not only ELLs but also all students need to learn new and possibly difficult ideas or concepts. For example, the concepts of democracy or envy may be difficult for all students to understand at first. Give examples that your students can relate to.

B3. Interactive Word Walls

A word wall is a systematically organized collection of words displayed in large letters on a wall or other large display placed in the classroom. It is a tool to use, not just display. Word walls are designed to promote group learning and be shared by a classroom of students.

Goals

- Support the teaching of important general principles about words and how they work.
- Foster reading and writing.
- Provide reference support for students during their reading and writing.
- Promote independence on the part of young students as they work with words in writing and reading.
- Provide a visual map to help students remember connections between words and the characteristics that will help them form categories.
- Develop a growing core of words that become part of a reading and writing vocabulary.

Guidelines

- Add words gradually, five a week.
- Make words very accessible by putting them where every student can see them, writing them in big, black letters, and using a variety of background colors so that the most often-confused words (there, their; what, when) are different colors.
- Be selective about what words go on the wall, limiting additions to common, high-frequency words which students use often in writing.
- Practice those words by chanting and writing them.
- Use a variety of review activities to provide enough practice so that words are read and spelled instantly and automatically.
- Make sure that Word Wall words are spelled correctly in any writing students generate.

B4. Semantic Feature Analysis

Semantic Feature Analysis is a strategy that helps reinforce vocabulary that is essential to understanding important concepts in a text. The teacher builds a grid in which essential vocabulary words are listed vertically and features and/or ideas are listed horizontally. Students complete the grid by indicating with a check mark or minus sign whether each word possesses the stated features or is related to the ideas.

How to Use Semantic Feature Analysis:

1. **Choose a text.** This strategy works best with expository texts.
2. **Create a grid.** Put the vocabulary words you want students to focus on vertically down one axis. List features or ideas associated with those words horizontally across the other axis.
3. **Have students complete the grid.** Students complete the grid by indicating with a check mark or minus sign whether each word possesses the stated features or is related to the ideas. A check mark indicates that the word does possess the feature (or is related to the idea), and a minus sign indicates that it does not.

Completing the grid before reading: If you want to elicit students' prior knowledge, have students complete the grid before they begin reading the text.

Then after students have read the text, they can come back to the grid and see if they have changed their minds about any of their decisions. If you use the grid in this way, you might want to provide students with a place to indicate their responses for both before and after reading.

Completing the grid during and/or after reading only: If you choose to have students complete the grid during and/or after they read, you will be providing them with a purpose for reading and giving them a tool they can use to monitor their comprehension.

4. Discuss completed grids with students. Regardless of when students complete the grids, it is important to discuss their grids with them after they are finished reading. Doing so will allow students to learn from one another, and will reinforce the ideas in the grid.

B5. Structural Analysis

Once students are competent at using letter-sound relationships to decode words, they begin to recognize meaningful units of words, such as graphemic bases (-an, -ain), affixes (-ed, re-), or syllables (be•cause, to•geth•er). Structural elements of words follow predictable patterns. Able readers deduce these patterns without giving them much thought. They perceive common roots and affixes, divide words rapidly, and decode accurately. On the other hand, ELL students may not be adept at recognizing or utilizing structural cues, so they need formal instruction. All students, even those who read with ease, spell more accurately as cognizance of orthographic features advances.

Step 1 - Teach students to identify prefixes/root words/suffixes

When introducing prefix/root word/suffix identification and usage to students, it is preferable to use roots that are English words after affixes are removed. Students grasp these concepts more readily when dealing with affixes on known words. The third example below contains a Latin root (voc, vok - to call), an example of root words to avoid in phonics exercises.

prefix	root	suffix
dis	grace	ful
re	turn	ing
pro	vok	ed (Latin root)

Step 2 - Teach or review common suffix usages

Suffixes are added to the end of words to modify usage. These are common suffix usages:

- s or -es to form plurals or third-person-singular verbs
- ed to form past tense verbs
- ing to form present participle verbs
- er to form comparative adjectives or -est to form superlative adjectives.

In addition, suffixes are used to change words from one part of speech to another (act -> actor, verb -> noun). As students are learning about orthographic characteristics of words, it is suffix recognition that is the goal. Complexities of usage can be learned once they read proficiently.

Step 3 - Teach how prefixes are used to change word meaning

Prefixes are placed at the beginning of words to change meaning. "Pre" in "prefix" is a prefix meaning "before" or "in front of." The study of prefixes and their effect on meaning is a valuable strategy for expanding word knowledge and is covered in the vocabulary section. As a word analysis strategy, prefix recognition and general usage concepts are the objectives. Students need to be able to recognize and remove prefixes when breaking down words.

B6. Use of Cognates

Bilingual students whose first language is a Romance language such as Spanish, French, Italian, Portuguese and Romanian, are at an advantage when it comes to vocabulary acquisition in English.

These students can often call on their knowledge of cognates in their native language to determine the meanings of the words in their second language. The number of cognates they will encounter tends to increase as they encounter increasing numbers of words with Latin roots, especially in their science and social studies courses.

Words have two dimensions, a *label* and the *concept(s)* or meaning(s) behind the label. Often English language learners, especially if they are orally proficient and literate in their first language, already know the equivalent concept for new English words they encounter. In these cases they can be quickly taught the English label, usually by just translating the English word for them into their native languages. In other cases, they know both the concept and the label in the form of a cognate.

It should also be noted that some cognates are well known in one language, but not the other. Consider for example, *infirm/enfermo* or *difficult/difícil*. In both cases, the English word is a rare one and the Spanish is the most common label used for the concept.


A teacher does not need to be bilingual in order to use cognates for teaching. The teacher can look words up in a bilingual dictionary to see if it is a cognate or ask the students if they know of a similar word in Spanish.

Following are suggested steps for teaching Spanish-speaking literates to use cognates and context in reading texts in English.

1. Have students read the text silently or aloud to a partner. Discuss what it means with the partner or in a small group.
2. Discuss the vocabulary with the whole class. Use cognates and context clues to figure out meanings. Point out spelling patterns, like *-tion* in English becomes *-ción* in Spanish.
3. Discuss grammatical differences between English and Spanish such as word order for nouns and adjectives.
4. Read the text aloud as students follow along. Have students listen for words they recognize orally.
5. Clarify and explain words in the texts that cannot be figured out from cognates or context.

B7. Vocabulary Improvement Strategy (VIS)

VIS guides students through an expository text with specific vocabulary. It helps learners recognize clues within the text and the explicit definition.

Word	Personal clue	Text sentence	Meaning
Radiates		Light radiates, or travels in straight lines in all directions, from its source.	Spreads out in all directions.

B8. Vocabulary with Context Clues

Types of Context Clues

- Definition
- Synonym
- Antonym
- Examples
- Explanation
- Experience
- Knowledge of Subject

Learning new words when reading

The first way to figure out the meaning of a word is from its context. The **context** is the other words and sentences that are around the new word. To figure out the meaning of a word from context, a student makes a guess about what the word means. To do this, use the hints and clues of the other words and sentences. A student might not be able to guess the exact meaning of a word, but may be close enough to get the meaning of the sentence it is in. A basic strategy for unlocking the meaning of an unfamiliar word is to search the context of the sentence in which a new word appears for clues.

Sometimes this can be easy to do because the author may have provided a *definition* or a *synonym* right there next to or near a term that can be used to unlock its meaning. A *definition* is a statement giving the meaning of a word. A *synonym* is a word that means almost the same as another.

When in doubt about the meaning of an unfamiliar word, look around in the sentence, check to see if there is a definition or synonym clue to help unlock meaning.

Another kind of context clue (in addition to definitions and synonyms embedded in sentences) is a word or words of opposite meaning (*antonym*) set somewhere near a word that is unfamiliar. If a word or words of opposite meaning is found and the student recognizes it or them, they are "home free." The student can then unlock the meaning of the unfamiliar word.

Strategy

Step 1: Check for synonyms or definitions embedded right there. When a student finds a synonym or definition, reread the sentence with the new term keeping that synonym or definition in mind.

Step 2: Check for an antonym clue. When a student finds one, have him think about its meaning, actually telling himself the opposite meaning. Then the student rereads the sentence and rephrases it in his own mind.

Context Clues: Multiple Meanings

A basic strategy for unlocking the meaning of an unfamiliar word is to search the context of the sentence in which a new word appears for clues. This is especially important when a word has multiple meanings that the student already knows and must decide the particular one that applies. The students can use the following strategy:

Step 1: Check the context for clues: definitions and synonyms given "right there" as well as words of opposite meaning - antonyms.

Step 2: Substitute each meaning known in the context of the sentence until the student finds one that makes good sense there.

B9. Word Banks

Word banks can be used to generate ideas, encourage the use of new vocabulary, and remove anxieties about spelling. They can also build each student's vocabulary based on the student's individual needs and backgrounds. Supplying a word bank before reading will also give a purpose for reading.

C. VISUALS & GRAPHIC ORGANIZERS

C1. Charts

Visual aids that assist teachers in demonstrating relationships between words and concepts

C2. Computer Software

Technology can be used to supplement instruction and learning. Computer Software programs can assist ELLs gain access to stories through visual as well as verbal information. Other programs allow students to develop their language proficiency and supplement the curriculum being used.

C3. Flowcharts

This graphic organizer strategy assists students in representing position, role and order relationships among group elements. Students draw a representation of a sequential flow of events, actions, character roles, and/or decisions. Based on the situation, the graphic frame for the flowchart can be student and/or teacher generated.

C4. Graphs

Visual aids that assist teachers in demonstrating relationships between words and concepts

C5. K-W-L (Knows/Wants to Know/Learned)

An introductory or pre-activity strategy that provides a defined structure for recalling and stating: What the student knows regarding a concept or a topic; what the student wants to know, and finally lists what has been learned and/or what is yet to be learned. To use this strategy, the student lists all the information he/she knows or thinks he/she knows under the heading “What We Know”, then the learner makes an inventory of “what We Want to Know”, categorizing the information about the topic the student expects to use. After reading, the students add the information learned about the topic. This column can also be used for further learning and/or research.

C6. Labeling

Labeling items in the classroom will assist ELL students in the identification of items and in relating them to written words.

C7. Maps

Visual aids that assist teachers in demonstrating relationships between words and concepts

C8. Pictures

Visual aids that assist teachers in demonstrating relationships between words and concepts

C9. Semantic Webbing/Mapping

This strategy provides ELL students with a visual picture of how words or phrases connect to a concept or a topic. The instructor lists the target topic or concept, and builds a web-like structure (by circling and connecting the words) of words, phrases and verbs that students offer as being connected with the central topic. Class discussion may follow, with the instructor as the facilitator, to argue against or to defend the perceived relationships of the called out words to the topic, and eventually a consensus is reached as to what the class believes constitutes a “web” for that concept.

C10. Story Maps

Story maps are visual outlines that help students understand, recall and connect key terms and ideas from a text. Story maps may be developed individually or by the class as a whole.

C11. T-Charts

T-Charts are used to examine a particular problem or issue. They can be used to compare/contrast topics, examine causes and effects, etc.

To explore effective listening and critical thinking skills, ask students to complete a T-Chart in table form (dividing the page in half like a “T”). The charts may be displayed and used as a reference point during classroom activities.

C12. Timelines

Timelines are graphic organizers, which allow learners to organize sequential events chronologically, and also give meaningful practice in the past and present tenses.

C13. Venn Diagrams

Venn diagrams can be used to create a visual analysis of information that represents similarities and differences among concepts, peoples and things. This graphic organizer is constructed by using two or more overlapping geometrical figures (i.e.: circles, squares, rectangles) that share an area in common. Students list the unique characteristics of each concept or object being compared on the area not being shared with any other figure, and those elements that are common to all in the common shared area.

D. OTHER AUDIO/VISUALS

D1. Audio Books

Audio books are an excellent resource for students whose first language isn't English. The audio format attracts students because it's a different reading alternative, especially since they can download a book. Audio books can enhance enjoyment, making reading seem like fun rather than work and add interest through the use of accents, sound effects, etc. Studies have shown that audio books help students expand their vocabulary and develop reading fluency because they can listen to books that would be too hard for them to read in a printed form. Listening to an audio version of a book can help children better comprehend themes and difficult language.

Have students listen to the first chapter or two of a book to capture their interest before sending them home to read the print version. Parents can have their children read along in the print version of a book while listening to it as a way of developing both auditory and visual skills.

D2. Captioning

Use of written materials and pictures to demonstrate main ideas or to summarize exercises. Captioning can involve students at different language levels.

Steps for using Captioning in the Classroom:

1. Explain what a caption is.
2. Have learners read information on handout you develop and distribute.
3. Distribute illustrations and have students arrange in order of written information.
4. Have each group caption the pictures, and read their captions to the class.

D3. Language Master

Auditory practice through the use of Language Master Cards to provide repetitive tasks, which increase vocabulary and pronunciation skills

D4. Music/Songs/Jazz Chants/Raps

Language teachers frequently use music and chants in their classes. These activities are motivating for students, assist in reinforcing and revisiting content area concepts while acquiring English pronunciation and intonation patterns.

D5. Realia/Manipulatives

Bringing **realia** (authentic objects from a culture), or manipulatives to the classroom helps teachers in providing comprehensive input in a second language. Students should be allowed to touch, smell, and taste, if possible, prior to being exposed to the lesson, for optimal comprehensible input.

D6. Video/Films/CD-Rom/DVD

Borrowing films and other audiovisual materials from school district media centers can help improve a language arts lesson. Audiovisuals also assist in illustrating ideas, reteaching a concept, or infusing content are concepts from other disciplines. It is always wise to preview the audiovisual materials before showing them to a class, screening them for possible language difficulties, misleading cultural information or controversial content.

E. INTERACTIVE STRATEGIES & COOPERATIVE LEARNING SETTINGS

E1. Dialogue Journals

A dialogue journal is a written conversation in which a student and the teacher communicate regularly and carry on a private conversation. Dialogue journals provide a communicative context for language and writing development since they are both functional and interactive. Students write on topics of their choice and the teacher responds with advice, comments, observations, thus, serving as a participant, not an evaluator, in a written conversation. Dialogue journals can and should be used very early in the language learning process. Students can begin by writing a few words and combining them with pictures.

E2. Flexible Grouping

Teachers who use flexible grouping strategies often employ several organizational patterns for instruction. Students are grouped and regrouped according to specific goals, activities, and individual needs. When making grouping decisions, the dynamics and advantages inherent in each type of group must be considered. Both teacher-led and student-led groups can contribute to learning.

Teacher-Led Groups

Teacher-led groups are the most common configuration used in classrooms today. They include whole-class, small group, and individual instruction. In general, communication paths in teacher-led groups are almost exclusively between teacher and student. Teacher-led groups are an effective and efficient way of introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction.

- **Whole-Class Instruction** Whole-class instruction is often used to introduce new materials and strategies to the entire class. Working with the whole class to introduce new concepts can build common experiences and provide a shared basis for further exploration, problem solving, and skill development. Whole-class instruction also can help identify students' prior knowledge and experiences that will affect new knowledge acquisition.

- **Small-Group Instruction** Small-group instruction is familiar to most teachers; it is an often-used strategy. Small groups can provide opportunities for working with students who have common needs, such as reinforcement or enrichment.
- **Students Working Alone in Teacher-Directed Activities** Although learning to work cooperatively constitutes an important educational goal, students must also learn to work independently. Individual responses may prove especially helpful for students in refining their own thoughts. For example, after sharing strategies in small, student-led groups, each student might reflect on the group's problem-solving methods and formulate a personal problem-solving strategy.

Student-Led Groups

Student-led groups can take many forms, but they all share a common feature—students control the group dynamics and maintain a voice in setting the agenda for the group to follow. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning. One of the benefits of student-led groups is that they model "real-life" adult situations in which people work together, not in isolation, to solve problems. Students working in groups learn to work with people from varying backgrounds and with different experiences, sharpening social skills and developing a sense of confidence in their own abilities. A variety of group types and a sampling of activities that may be appropriate for each are described below.

- **Collaborative Groups** The essence of collaborative learning is the team spirit that motivates students to contribute to the learning of others on the team. Because team success depends on individual learning, members share ideas and reinterpret instructions to help each other. In this environment, students convey to one another the idea that learning is valuable and fun.

Students in collaborative-learning groups can make predictions or estimations about a problem, share ideas, or formulate questions. After working independently, group members might cooperate in composing either an oral solution or a written response. These groups prove particularly effective for open-ended problem-solving investigations. Collaborative groups come in all sizes and configurations, depending on the instructional goal to be achieved. Two strategies for using collaborative groups are described below.

- **Circle Sharing** In circle sharing, children sit in a large circle so that each student can see the rest. The leader (either the teacher or a selected student) presents an open-ended statement or problem, and each student in turn responds with his or her own conclusion. One student records each group member's response in order. Students may "pass" as their turn comes up, but they should have an answer ready when the circle is completed. As an alternative, students can pass a sheet of paper from one to the next. When the signal is given, the first group member writes down his or her idea for approaching the investigation.

The paper then passes to the person on the left. This strategy is excellent for brainstorming divergent approaches to a problem.

- **Four Corners** Pose a question or problem with four parts, operations, or solving strategies. Have students select which of the four is their choice to work with. Have each child go to the

corner of the classroom where that problem part is displayed. This is a quick way to get children who have similar interests together to do further problem solving.

- **Performance-Based Groups** Sometimes groups of students with similar needs might benefit from additional support in the completion of a task. Unlike traditional ability groups, performance-based groups form for a short time and respond to the dynamic nature of learning. Performance-based groups are most effective when formed on the basis of a particular need rather than in response to predetermined performance levels. Performance-based groups provide a means for increasing students' access to a particular concept or skill. Suitable strategies for these groups include introducing language, using concrete models, playing a concept game for skill practice, or practicing strategies. Strategies for use with performance-based groups are listed below.
- **Group Study** Group study most often occurs after a session of whole-group instruction. After the main concept is discussed as a class, students get into small groups of two to four to complete a cooperative assignment that reinforces, expands on, or tests their knowledge. Groups can brainstorm ideas or complete various explorations or investigations.
- **Interview for Options** After working individually on an investigation, group members take turns interviewing each other to determine how each person approached the problem. After they have all had a chance to share their thinking, the group can summarize what they learned from the interviews. Use of graphic organizers or posters can be helpful.

E3. Games

Games allow ELL students to develop conversational skills in a non-threatening format. Games are motivating for students and assist in reinforcing classroom material.

E4. Group Reports/ Group Projects

Group Projects is a dynamic strategy through which students develop linguistic and academic skills simultaneously. In this highly successful strategy, ELL students work together in small intellectually and culturally mixed groups to achieve functioned, and an academic assessment tool for the instructor.

E5. Jigsaw

This is a cooperative learning strategy in which everyone becomes an “expert” about a topic or sub-topic, and shares his/her learning within a group setting so that eventually all members learn the content. To implement this strategy, the students are divided into groups; each group member is assigned a section or a part of the material selected for study. Each student meets with the members of other similar groups who have similar assignments, forming a new group. This new group learns together, becomes an expert on their assigned material, and then plans how to teach this material to members of their original groups. Students later return to their original groups (whose members each now represent one of the different areas of the topic being studied) and teach their area of expertise to the other group members. In this matter, a topic or subject of great length can be covered and learned in a fraction of the usual time.

ELL students can learn the material much more effectively since they also must become teachers of the content they have learned to the members of their original groups. Jigsaw offers many opportunities for language acquisition, practice, enrichment and reinforcement.

E6. Panel Discussion/Debate

This is also a cooperative learning strategy in which students organize planned presentation, where each member of the group takes one of the possible topic viewpoints. The individual presentation may have oral, written or multimedia components. Students form teams to research, develop and articulate their viewpoints. This strategy helps the students in developing the ability to organize information, to file ideas and to draw conclusions.

E7. Peer Pair

Use of small peer pair to provide home language assistance and opportunities to negotiate meaning in the development of second language communication skills in a non-threatening environment

E8. Reader's Theater

Reader's Theater involves students in oral reading through reading parts in scripts. Unlike traditional theatre, the emphasis is mainly on oral expression of the part. Reader's Theater is "theatre of the imagination". It involves students in understanding their world, creating their own scripts, reading aloud, performing with a purpose, and bringing enjoyment to both themselves and their audiences. It is a simple, effective and risk-free way to get students to enjoy reading. As students write, read, perform and interpret their roles they acquire a better understanding of the literature.

E9. Role Play

Students assume the roles of characters and collaboratively create stories. Students determine the actions of their characters based on their characterization, and the actions succeed or fail according to a formal system of rules and guidelines.

E10. Think/Pair/Share

This strategy is well suited to help students develop their own ideas as well as build on ideas that originated from co-learners. After reflecting on a topic, students form pairs and discuss, review, and revise their ideas, and eventually share them with the class.

F. OTHER STRATEGIES

F1. Activating and/or Building Prior Knowledge

For material to be meaningful, it must be clearly related to existing knowledge that the learner already possesses. Teachers must plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed.

Teachers should use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier.

F2. Anticipation Guides

Anticipation Guides are often structured as a series of statements with which the students can choose to agree or disagree. They can focus on the prior knowledge that the reader brings to the text, or the "big ideas" or essential questions posed (implicitly or explicitly) by the writer as a way for the reader to clarify his/her opinions before reading the text and then compare them to the writer's message as they read.

How could I use, adapt or differentiate it?

- Use them as a preparation for a preliminary discussion on one or more of the ideas as a way to introduce the text (dialogue, debate, Socratic seminar, jigsaw discussion).
- Develop one or more of them as writing prompts (journal, essay, persuasive piece).
- Have students choose one (or more) and "track them" throughout the piece of literature.
- Return to them at the end of the play, novel, essay, etc. for clarification and closure.
- Differentiate this activity to make it more inductive (and challenging) by simply giving students a list of the themes and have them generate a list of statements for an anticipation guide.

F3. Demonstrations

Demonstrations involve step-by-step sequential procedures presented to the class using realia; (i.e., cooking lessons, arts and crafts lessons, etc.).

F4. Field Trips

This strategy consists of a planned learning experience in the community for the student group to observe, study, and participate in a real-life setting, using the community as a laboratory. The instructor and the students plan and structure the experience by preparing beforehand for activities during the visit and then engage in follow-up activities after the trip.

F5. Note Taking/Outline Notes

Teacher-prepared outlines equip students with a form for note-taking while reading dense portions of text, thus providing scaffolded support. These are especially helpful if major concepts, such as the Roman numeral level of the outline, are already filled in. The students can then add other information to the outline as they read. For some students, an outline that is entirely completed may be helpful to use as a guide to reading and understanding the text.

F6. Question-Answer Relationship (QAR)

Teachers can use QAR when developing comprehension questions, helping students to identify different question types, and teaching text organization. The QAR classification is divided into four question types in two categories:

A. *In the Book*

1. Right There

The answer is in the text, usually easy to find. The words used to make up the question and words used to answer the question are Right There in the same sentence.

2. Think and Search (Putting it Together)

The answer is in the text, but you need to put together different text parts to find it. Words for the question and words for the answer are not found in the same sentence. They come from different parts of the text.

B. *In Your Head*

1. Author and You

The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

2. *On Your Own*

The answer is not in the text. You can answer the question without even reading the text. You need to use your own experience.

F7. Read Aloud

Reading aloud to children helps them develop and improve literacy skills -- reading, writing, speaking, and listening. Students listen on a higher level than they read, listening to other readers stimulates growth and understanding of vocabulary and language patterns.

Tips for reading aloud to students include:

- Discussing read-alouds with the class to enhance and expand students' understanding.
- Using the illustrations to encourage prediction and interpretation. Encourage students to use the illustrations to add to their understanding.
- Learning more about the authors and illustrators. Read other works by favorite authors.
- Helping students relate books to their own experiences.
- Getting other books about curriculum-related topics of interest to class members.

F8. Reading with a Specific Purpose

Setting a purpose/reason/goal for reading is a step that becomes automatic for skilled readers in order to establish what they expect to get out of the reading. Depending on the purpose, we adjust our reading in order to meet the chosen goal. Helping our ELL students to define the reason, purpose or goal for the reading is a crucial initial step in helping them to successfully interact with the text and acquire essential information. (Are they reading for pleasure/entertainment? To gather information? To support a thesis? To answer an essential question? , etc.)

F9. Reciprocal Teaching

Reciprocal Teaching is a compilation of four comprehension strategies:

- summarizing
- questioning
- clarifying
- predicting

How Does It Work?

The order in which the four stages occur is not crucial; the teacher may want to try out different versions of the strategy to see if a particular protocol suits their teaching style, and their students' learning styles, better. The teacher will also want to choose text selections carefully to be certain that they lend themselves to all four stages of reciprocal teaching.

How can the Teacher Implement Reciprocal Teaching in the Classroom?

Before the teacher can expect reciprocal teaching to be used successfully by their students, they need to have been taught and have been modeled and practiced the four strategies that are used in reciprocal teaching.

One approach to teaching reciprocal teaching might be to have students work from a four-column chart, with each column headed by the different comprehension activities involved. Here's one way to use reciprocal teaching:

Put students in groups of four.

1. Distribute one note card to each member of the group identifying each person's unique role.
 - A. summarizer
 - B. questioner
 - C. clarifier
 - D. predictor
2. Have students read a few paragraphs of the assigned text selection.
3. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
4. At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading.
5. The Questioner will then pose questions about the selection:
unclear parts
 - puzzling information
 - connections to other concepts already learned
 - motivations of the agents or actors or characters, etc.
6. The Clarifier will address confusing parts and attempt to answer the questions that were just posed.
7. The Predictor can offer guesses about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.
8. The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read.

F10. Survey, Question, Read, Recite, Review (SQ3R)

This is a pre-reading activity, which helps students focus on their topic, develop questions about that topic, and answer those questions based on the reading.

Procedure:

1. S-Survey-preview the text (i.e., title, headings, captions, etc.)
2. Q-Question-Wh-words, such as; why, who, what, etc.-Turn the title/headings into questions.
3. 3R-Read, Recite, Review-Look for answers to questions raised. Read only a section at a time and recite after each section.

F11. Summarizing

Effective summary reading and writing are important study strategies. Yes, summarizing is often quite difficult for students. It requires them to categorize details, eliminate insignificant information, generalize information, and use clear, concise language to communicate the essence of the information. With practice, students can use summarizing to support their reading and learning. The next two strategies can be used to help ELL's comprehend informational writing.

1. Textbook chapter summaries provide a “big picture” of the chapter, thus it is useful for a student to read the chapter summary first. This establishes the mental framework to support effective learning of the details when the student reads; the good reader can then read the chapter and “plug” the details into the “big picture.”
2. Summarizing while reading can also help students monitor their understanding of the information they have read. They can read a few paragraphs and put the information they have read in their own words. Students can write this summary down or share it orally with a partner. By putting information they don't know in their own words, learners can understand what they know and don't know. Then they can reread the information that they did not recall. This puts the reader in charge of his own learning.

Suggestions:

- After students have used selective underlining on a selection, have them turn the sheet over or close the handout packet and attempt to create a summary paragraph of what they can remember of the key ideas in the piece. They should only look back at their underlining when they reach a point of being stumped. They can go back and forth between writing the summary and checking their underlining several times until they have captured the important ideas in the article in the single paragraph.
- Have students write successively shorter summaries, constantly refining and reducing their written piece until only the most essential and relevant information remains. They can start off with half a page; then try to get it down to two paragraphs; then one paragraph; then two or three sentences; and ultimately a single sentence.
- Teach students to go with the newspaper mantra: have them use the key words or phrases to identify only Who, What, When, Where, Why, and How.
- Take articles from the newspaper, and cut off their headlines. Have students practice writing headlines for (or matching the severed headlines to) the “headless” stories.

F12. Think Aloud

A think aloud is a great strategy to use to slow down the reading process and let students get a good look at how skilled readers construct meaning from a text. Good readers develop their skills implicitly, by simply doing a lot of reading of all sorts of texts. Therefore, when modeling reading keep in mind that teachers must take what they know and do *implicitly* and make it *explicit* for the students, especially for the ELL readers.

F13. Total Physical Response (TPR)

In TPR, teachers interact with students by delivering commands, and students demonstrate comprehension through physical response. Students are not expected to respond orally until they feel ready. This strategy involves little or no pressure to speak.

F14. Visualization

One of the most powerful tools that skilled readers develop is their ability to visualize what they are reading. While reading a fictional text they may create a mental picture of the setting, imagine what the characters look like, in short, immerse themselves in the visual world of the story. For nonfiction text that is abstract in nature, the student may create visual symbols, concept webs, or mind maps that help keep track of the information and organize it.

G. ALTERNATIVE ASSESSMENT INSTRUMENTS

G1. Checklist

Checklists can be used to determine at what levels of development students are performing based on the strategies they are using. Checklists serve as a reminder of what a teacher should be watching for when working with students. (e.g. language functions and patterns and use of effective strategies)

G2. Cloze Procedures

This is an open-ended strategy in which a selected word or phrase is eliminated from a sentence or paragraph, while the student is asked to complete the missing word. The Cloze concept has also been applied to second language oral development, in which the instructor proposes a series of incomplete oral statements, and the student “fills in” the missing information.

G3. Dictation/Dictogloss

In the Dictogloss approach students hear repeated, fluent readings of text, which in many cases would involve academic language. Students take notes as they hear the dictation and then rewrite what they thought they heard from the dictation. It helps students learn note-taking skills as they focus on the main ideas of text.

ELLs benefit from this approach in that it combines language learning with content learning. All four language skills (listening, speaking, reading, and writing) are integrated in this approach. This strategy engages students in talking about language. By comparing notes and revising, students notice the details of language. This strategy provides students with good models of written language.

Procedure:

1. Present the topic of the text to be studied. It's best to use material the students know something about.
2. Read a short passage at normal speed while students just listen.
3. Reread once or twice at normal speed. Students write as much as possible, particularly keywords and phrases. The aim is to get as much information as possible.
4. Have students work in pairs discussing and improving their notes. Then, they work with another pair improving the notes further and writing a final product. The goal is to produce a coherent and complete text, using as much as possible the words from the text. For the final version they should also work on grammar and spelling.
5. Compare original with student produced text to show differences.

G4. Graphic Representation

Graphic representation is a way to develop ELL's response to literature or informational text. This assists the students in expressing and defining their own individual responses and prepares them for verbally sharing in response groups when their language is more developed. The illustrations provide a communication channel beyond words for assisting comprehension.

G5. Interview

Interviews involve observing and questioning students to get a better idea of their attitudes, thinking processes, level of understanding, ability to make connections, or ability to communicate or apply concepts. They are effective at diagnosing both strengths and needs. They encourage students to reflect upon their own thinking.

Interviews can occur formally or informally. Teachers can ask the student to do a task and to explain what they are doing and why as they work. Keep records with either a video/audio recorder, rubric or anecdotal notes. Note that not all students need to be interviewed on a given set of tasks. Remember to allow plenty of wait time so that the student can give thoughtful responses.

G6. Observation/Anecdotal

Observations are a commonly used method to informally assess student behaviors, attitudes, skills, concepts or processes. Anecdotal notes, checklists, video, audio recordings, or photos may be used to formalize and document the observations made.

- Use observations to collect data on behaviors that are difficult to assess by other methods (e.g., attitude toward problem solving, selection and usage of a specific strategy, modeling a concept with a manipulative, ability to work effectively in a group, persistence, concentration).
- Observe and record the way students solve problems and complete tasks.
- Ascertain whether students (individually or in a group) are attaining the intended objectives with observational tools. (Do I need to reteach? Are students ready to move on?)
- Record and date your observations during or soon after the observation. Develop a shorthand system. Distinguish from inferences.
- Observe students in a natural classroom setting so you can see how they respond under normal conditions. It is easier to observe students' behavior if they are working in small groups rather than alone.
- Have an observation plan, but be flexible enough to note other significant behavior. It may be helpful to record either many behaviors for one student or one behavior for many students.

G7. Portfolio

Use of work samples chosen with specific criteria to evaluate student progress. Students compare their current effort to their previous work rather than to do the work of other students.

G8. Retelling

Story retelling should not only be viewed as an assessment of comprehension. It is also a very powerful instructional strategy for teaching comprehension.

In retelling the students move beyond the emphasis on print strategies and focus on the importance of reading with understanding. Retelling requires students to organize information and provide a summary. Students are also encouraged to attend to the details of the text.

Students engaging in retells must review all they know about a text, select key points that reflect main ideas and consider key events, problem, solution, characters, and setting.

They will learn to retell in their own words and correctly sequence the events of the story. Students can use visuals such as pictures or story maps as components of the retell.

The teacher should model a retell with a brief passage and then move on to more complex text. Retells can be for expository as well as narrative text. Students can practice retelling in partners or groups with others who have read the same text.

G9. Rubrics

Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality. Rubrics are *not* simply checklists with point distributions or lists of requirements. Well-designed rubrics have the following in common:

1. ***They are task specific:*** The more specific a rubric is to a particular task, the more useful it is to the students and the teacher. The descriptors associated with the criteria should reference specific requirements of the assigned task and clearly describe the quality of work at each level on the rubric.
2. ***They are accompanied by exemplars:*** The levels of quality described in the rubric need to be illustrated with models or exemplars. These anchor papers help both the students and the teacher to see and understand what quality work looks like as it is described in the rubric. These models or exemplars can come from past student work or the teacher can create a model to share with the class.
3. ***They are used throughout the instructional process:*** The criteria used to evaluate student work should be shared as the task is introduced to help students begin with the end in mind. Rubrics and models should also be referenced while the task is being completed to help students revise their work. They should also be used after the task is complete, not only to evaluate the product or performance, but also to engage students in reflection on the work they have produced.

Ideally, students should be involved in the process of generating rubrics through the careful analysis of exemplars; by studying the models, students draw inferences about the criteria that are important to a successful product and then describe different levels of performance for each criterion.

G10. Student Self Assessment

Students are asked to reflect on, make a judgment about, and then report on their own behavior and performance. The responses may be used to evaluate both performance and attitude. Typical evaluation tools can include sentence completion, Likert scales, checklists, or holistic scales.

Self-assessments help teachers gain information on how students view their own performance. They also provide data on student or group attitudes, feelings, opinions, and views.

It is common for students to have difficulty when they are first asked to report their feelings, beliefs, intentions, or thinking processes. Make the process safer by using it for formative rather than summative purposes. Let students do a private self-assessment that no one else sees. This allows for an honest sense of their own level of understanding and performance.

Teachers can model evaluating their own performance, or provide examples. Another strategy is to introduce constructive feedback. Models help students develop their sense of standards for their own performance.

G11. Writing Sample

Students generate narrative, expository, persuasive, or reference paper
Student produces written document that can be scored on content or language components as a written sample. It can be scored with a rubric or rating scale. This writing sample can determine, what writing process the student needs direct instruction in.

H. MULTICULTURAL RESOURCES

H1. Cultural Sharing

H2. Guest Speakers

H3. Use of Community Resources

H4. Varied Holiday Activities

Community resources, local organizations and clubs (e.g. Hispanic Unity, Haitian-American, German-American, Italian-American Clubs, etc.)

Organize cultural sharing through ESOL Parent Advisory Council, international fairs, parents as cultural representatives, business liaisons, multicultural guest speakers, ethnic folk music presentations, and multicultural students as resources for academic classes. For samples of varied holiday activities see Multicultural Calendar.

(School Letterhead)

Date

Dear Parents or Guardians of _____:

We are inviting you to an English Language Learner (ELL) Committee meeting

- to discuss ESOL Program entry / continued placement/exiting.
- to complete required documentation and to discuss your child's progress during his/her time in the ESOL Program.

The ELL Committee meeting is scheduled for:

Date: _____

Time: _____

Place: _____

If you have any questions, please contact _____ at

_____.

Sincerely,

Principal/Designee

(Spanish)

APPENDIX M

(ELL Committee Meeting Invitation)

(School Letterhead)

Fecha

Estimados Padres o Tutores de _____:

Lo(s) invitamos a la reunión del *English Language Learner (ELL) Committee* (Comité del Programa para Estudiantes con Inglés Limitado):

- Para discutir la ubicación/continuación/salida del programa ESOL.
- Para completar la documentación requerida y para discutir el progreso de su hijo(a) durante su participación en el programa ESOL.

La reunión del ELL *Committee* está programada para:

Fecha: _____

Hora: _____

Lugar: _____

Si tiene preguntas, por favor comuníquese con _____
al _____.

Atentamente,

Principal/Designee

Rev. 08/09

MEPSD<gm/08/09>

Document translated by Multicultural, ESOL and Program Services Department (08/09)

(School Letterhead)

Dat

Bonjou Lafanmi oswa Responsab Legal _____:

Yo envite-n nan yon reyinyon Komite *English Language Learner (ELL)* (elèv kap aprann lang angle)

- pou diskite pwogram ESOL kit pou rantre / kontinye plasman elèv-la nan pwogram-lan / oswa kite.
- pou konplete dokiman ki nesèsè epi diskite pwogrè pitit-nou fè pandan tan li pase nan pwogram ESOL-la.

Reyinyon komite *ELL Committee* va fèt:

Dat: _____

Lè: _____

Kote: _____

Si nou gen okenn keksyon tanpri pran kontak _____
nan _____.

Avèk respè,

Direktè/Reprezantan-ni

APPENDIX M

(Portuguese)

(ELL Committee Meeting Invitation)

(School Letterhead)

Data

Aos Pais /Tutores de _____:

Estamos convidando vocês para uma reunião do Comitê de Aprendizes da Língua Inglesa
(*English Language Learners ELL*)

- para discutir a entrada/continuação de colocação/saída do Programa ESOL.
- para completar a documentação exigida e para discutir o progresso de sua criança durante seu tempo no Programa ESOL.

A reunião do Comitê ELL está marcada para:

Data: _____

Hora: _____

Local: _____

Se tiverem alguma pergunta, favor entrar em contacto com _____

no número _____.

Atenciosamente,

Principal/Designee

Rev.08/09

MEPSD<jl/08/09>

Document translated by Multicultural, ESOL and Program Services Department (08/09)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

PARENT NOTIFICATION OF STUDENT EXITING FROM THE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

(Date)

To the Parents/Guardians of: _____
(Student Name)

Grade: _____

From School/Center: _____

Exit Date: _____

Your child has participated in an ESOL Program and successfully met the appropriate criteria to exit the program.

- For Grades K-2**
 - Proficient on CELLA Listening/Speaking, Reading and Writing
- For Grades 3-9**
 - Achievement level of 3 or higher on FCAT Reading
 - Proficient on CELLA Listening/Speaking, Reading and Writing
- For Grades 10-12**
 - A score on the 10th grade FCAT Reading to meet graduation requirements or an equivalent concordant score.
 - Proficient on CELLA Listening/Speaking, Reading and Writing
- ELL Committee Recommendation** Date of Meeting _____

As required by law, your child's progress will be monitored for 2 years following exit from the ESOL Program. Please note that your child can be re-entered into the ESOL Program during the monitoring period if necessary, as determined by an ELL Committee.

If you have any questions regarding this exiting, please contact _____ at _____
(ESOL Contact)

(School phone number)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

NOTIFICACIÓN PARA LOS PADRES DE LOS ESTUDIANTES QUE SALEN DEL PROGRAMA ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) (PARENT NOTIFICATION OF STUDENT EXITING FROM THE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM)

(Fecha)

Para los Pades/ Tutores Legales de: (Nombre del Estudiante)

Grado:

De la Escuela/ Centro:

Fecha de Salida:

Su hijo ha participado en el programa ESOL y logrado exitósamente el criterio apropiado para salir del programa.

checkbox

Para los grados K-2

- Competente en las pruebas Auditiva/ del Habla, Lectura y Escritura del CELLA

checkbox

Para los grados 3-9

- Rendimiento de un nivel 3 o superior en el FCAT de Lectura
Competente en las pruebas Auditiva/ del Habla, Lectura y Escritura del CELLA

checkbox

Para los grados 10-12

- Puntuación en el FCAT de Lectura del 10mo grado que cumpla con los requisitos de graduación o puntuación equivalente
Competente en las pruebas Auditiva/ del Habla, Lectura y Escritura del CELLA

checkbox

Recomendación del Comité ELL

Fecha de la Reunión

Como lo requiere la ley, el progreso de su hijo será observado durante los dos años siguientes a la salida del programa ESOL. Por favor, tenga en cuenta que su hijo puede volver a entrar al programa ESOL durante el período de observación, si es necesario, según lo determine el Comité ELL.

Si usted tiene alguna pregunta con respecto a la salida de su hijo de este programa, por favor comuníquese con (Persona Contacto del Programa ESOL)

al (Número de Teléfono de la Escuela)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

**AVI POU ANNONSE FANMI PITIT-LI AP SOTI NAN
PWOGRAM POU MOUN KI PALE YON LÒT LANG (ESOL)**

[Parent notification of student exiting from the English for speakers of other languages (ESOL) program]

_____ (Dat)

Pou Manman, Papa: _____
(Non elèv-la)

Klas – Anne (*Grade*): _____

Avi-a soti nan Lekòl/Sant: _____

Dat elèv-la soti nan pwogram-nan: _____

Pitit-ou te patisipe nan Pwogram ESOL; li satisfè kritè pou li soti nan pwogram-lan.



Pou klas K-2

- Atenn nivo konpetan nan tèss CELLA, seksyon Koute/Pale, Lekti ak Ekriti



Pou klas 3-9

- Atenn nivo 3 oswa pi wo nan tèss FCAT, seksyon Lekti
- Atenn nivo konpetan nan tèss CELLA Koute/Pale, Lekti ak Ekriti



Pou klas 10-12

- Yon nòt nan tèss Lekti FCAT 10th *grade* ki pèmèt li satisfè kondisyon pou li diplome oswa yon nòt ekivalan.
- Atenn nivo konpetan nan tèss CELLA Koute/Pale, Lekti ak Ekriti



Rekòmantasyon Komite ELL fè

Dat Reyinyon-an te fèt _____

Kòm lalwa ekzije, nap kontwole pwogrè pitit-ou fè pandan 2 ane apre li soti nan pwogram ESOL. Konprann byen pitit-ou kapab blije tounen ankò nan pwogram ESOL-la diran tan yap kontwole pwogrè-li, si se nesèsè, jan Komite ELL detèminen-ni.

Si ou gen nenpòt keksyon konsènan sòti nan pwogram-nan, tanpri kontakte _____ nan
(Moun ki Lyezon pwogram-nan / *ESOL Contact*)

_____.
(nimewo telefòn lekòl-la)

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

**NOTIFICAÇÃO AOS PAIS DE ESTUDANTES SAINDO DO PROGRAMA DE INGLÊS PARA
PESSOAS QUE FALAM OUTROS IDIOMAS (ESOL)**

(Parent Notification of Student Exiting from the English for Speakers of Other Languages/ESOL Program)

_____ (Data)

Aos Pais/Guardiães de: _____

(Nome do Estudante)

Série: _____

Da Escola/Centro: _____

Data da Saída: _____

O seu filho participou do Programa ESOL e cumpriu com êxito os critérios adequados para sair do programa.



Jardim de infância à 2ª Série

- Competente nas áreas de Audição/Conversação, Leitura e Escrita da CELLA



3ª à 9ª Série

- Nível de desempenho de 3 ou mais no FCAT de Leitura
- Competente nas áreas de Audição/Conversação, Leitura e Escrita da CELLA



10ª à 12ª Série

- Pontuação no FCAT de Leitura da 10ª série que atenda aos requisitos de graduação, ou uma pontuação equivalente concordante
- Competente nas áreas de Audição/Conversação, Leitura e Escrita da CELLA



Recomendação do Comitê de ELL

Data da Reunião _____

Conforme exigido por lei, o progresso do seu filho será acompanhado por 2 anos após a saída do Programa ESOL. Favor observar que o seu filho pode ser reinserido no Programa ESOL durante o período de acompanhamento, se necessário, conforme determinado por um Comitê de ELL.

Se você tiver alguma dúvida relacionada a esta saída, favor entrar em contato com _____

(ESOL Contact)

pelo número _____.

(School phone number)

JAS/cmc - Form # 4703
Revised 03/12

Original: Parent
Copy: ELLSEP Folder

The School Board of Broward County, Florida ESOL Department
--

Accommodations Checklist for Active ELL (LY) Students

Student Name _____

School _____

School Year _____

Grade _____

Testing accommodations are provided to active ELL (LY) students in the administration of statewide (FCAT) and districtwide (SAT-10) assessments.

Please check the accommodations(s) appropriate for the particular needs of this ELL student:

- flexible setting (requires parent notification)
- flexible timing
- flexible scheduling
- limited assistance in the heritage language
- English-to-heritage language and/or heritage language-to-English translation dictionary

These same accommodations must also be provided on a regular basis during classroom instruction and assessment.

Checklist completed by _____

Name

Title

Date

Original: ELLSEP folder

District and Statewide Testing: Flexible Setting Accommodation

(School Letterhead)

Date

Dear Parents or Guardians of _____:

Schools districts are required to offer accommodations to ELLs who are currently receiving services in a program operated in accordance with an approved district English Language Learner Student Education Plan (ELLSEP).

An accommodation recommended for your child is that he/she be given the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher serving as test administrator.

If you have a question or preference regarding this method of test administration, please contact _____ at _____.

Sincerely,

Principal/Designee

AM/ga

Original: Parent

Copy: ELLSEP folder

Revised 08/09

APÉNDICE P

Evaluaciones para el distrito y para todo el estado: Ajustes flexibles del entorno
(District and Statewide Testing: Flexible Setting Accommodation)

(School Letterhead)

Fecha

Estimados padres o guardianes de _____:

Se requiere que los distritos escolares le ofrezcan ajustes a los Estudiantes de Inglés (*ELLS*) que están recibiendo actualmente servicios de un programa que funciona según un Plan Educativo para los Estudiantes de Inglés (*English Language Learner Student Education Plan/ELLSEP*) aprobado por el distrito.

Uno de los ajustes recomendados para su hijo/a es el examinarlo/a en un salón aparte con los estudiantes de Inglés para Hablantes de Otros Idiomas (*English for Speakers of Other Languages – ESOL*), o que el maestro que haga el examen hable su mismo idioma.

Si usted tiene alguna pregunta o preferencia con respecto a este método de examinar a los estudiantes, por favor comuníquese con _____ al _____.

Atentamente,

Director/Designado

AM/ga

Original: Parent
Copy: ELLSEP folder

Revised 08/09

Egzamen Distrik ak Leta: Akomodasyon espesyal
(*District and Statewide Testing: Flexible Setting Accommodation*)

(School Letterhead)

Dat _____

Bonjou Lafanmi oswa Responsab _____

Tout distrik lekòl-yo oblije ofri Elèv kap aprann lang angle (*English Language Learners (ELLs)*) akomodasyon espesyal depi elèv-la ap resevwa aktyèlman sèvis nan pwogram ki fonksyonnen dapre Plan *English Language Learner Student Education Plan (ELLSEP)* distrik-la apwouve.

Akomodasyon yo rekòmande pou pitit-ou se ba-li opòtinite pou li pran egzamen-an nan yon sal apa kote pwofesè pwogram Angle pou moun ki pale yon lòt lang (*English for Speakers of Other Languages (ESOL)*), ou pwofesè lang nan tradisyon elèv-la ap la, pou bay tès-la.

Si ou gen yon keksyon oswa preferans konsènan metòd pou yo bay tès-sa-a, tanpri kontakte _____ nan nimewo _____ .

Avèk respè,

Principal/Designee

AM/ga

Original: Parent

Copy: ELLSEP folder

Revised 08/09

APPENDIX P

Teste Distrital e Estadual: Adaptação em Ambiente Flexível
(*District and Statewide Testing: Flexible Setting Accommodation*)

(School Letterhead)

Data

Prezados Pais ou Guardiões de _____

Requer-se que os distritos escolares ofereçam adaptações aos estudantes classificados como Aprendizes da Língua Inglesa (*English Language Learners/ELLs*) que estejam atualmente recebendo serviços de um programa que opere de acordo com o Plano Educativo para Estudantes da Língua Inglesa (*English Language Learner Student Education Plan/ELLSEP*) do distrito.

A adaptação recomendada para a sua criança é que ele/ela tenha a oportunidade de ser testado(a) em sala separada, com professor do programa de Inglês para Pessoas que Falam Outros Idiomas (*English for Speakers of Other Languages/ESOL*), ou que fale a mesma língua materna que o estudante, atuando como administrador do teste.

Se você tiver alguma pergunta, ou preferência, relativa a este método de administração de teste, favor entrar em contato com _____
no número _____.

Atenciosamente,

Principal/Designee

AM/ga

Original: Parent

Copy: ELLSEP folder

Revised 08/09

The School Board of Broward County, Florida
 ESOL DEPARTMENT

Grades K-2 CLASSIFICATION UPDATE/EXIT FORM

Date: _____

School Year: _____

School: _____

Name and Title of Person Completing this Form: _____

NOTE: Schools must update the following information in the appropriate TERMS panels.

Exited students are coded LF during the 2-year monitoring period.

Last Name, First Name	Grade	FSI #	Progress Monitoring		Basis of Exit*	
			IPT Listening/Speaking Percentile Scores	Classification and ELL Code	H or L	Exit Date

*Current Grade Placement
 Form 2590L (Revised 04/12)
 CMC/jas

Copy: Information Management Technician

***BASIS OF EXIT CODES:**

H – CELLA

L – ELL Committee

The School Board of Broward County, Florida
ESOL DEPARTMENT

K-2 CLASSIFICATION UPDATE/EXIT FORM

Date: _____

School Year: _____

School/Cluster: _____

Name and Title of Person Completing this Form: _____

**NOTE: Schools must update the following information in the appropriate TERMS panels.
Exited students are coded LF during the 2-year monitoring period.**

Last Name	First Name	Grade*	FSI #	Progress Monitoring		Exit	
				IPT Listening/Speaking Percentile Scores	Classification and ELL Code	Basis of Exit**	Exit Date
<i>Perez, Jose</i>		<i>1st</i>	0000000000	23%ile	B1/Ly	-	-
<i>Ding, Lee</i>		<i>K</i>	1111111111	84%ile	C1/LF	B + C	6/9/11

*Current Grade Placement
 **Choose one: A = Aural/Oral
 L = ELL Committee
 Form 2590L (Revised 08/11)
 CMC/jas

Copy: Information Management Technician

The School Board of Broward County, Florida
 ESOL DEPARTMENT

Grades 3-9 CLASSIFICATION UPDATE/EXIT FORM

Date: _____

School Year: _____

School: _____

Name and Title of Person Completing this Form: _____

**NOTE: Schools must update the following information in the appropriate TERMS panels.
 Exited students are coded LF during the 2-year monitoring period.**

Last Name, First Name	Grade	FSI #	Progress Monitoring			BASIS OF EXIT CODES*	
			IPT Listening/Speaking Percentile Scores	Classification and ELL Code	IPT Reading /Writing Designation Scores <i>(Only required for extension of services)**</i>	I or L	Exit Date

*Current Grade Placement

Copy: Information Management Technician

***BASIS OF EXIT CODES:**
 I – CELLA & FCAT
 L – ELL Committee

****Reading & Writing Designation Scores**
 Non-English Reader/Writer – NER/NEW
 Limited English Reader/Writer – LER/LEW
 Competent English Reader/Writer - CER/CEW

The School Board of Broward County, Florida
ESOL DEPARTMENT

Grades 3-9 CLASSIFICATION UPDATE/EXIT FORM

Date: _____

School Year: _____

School: _____

Name and Title of Person Completing this Form: _____

NOTE: Schools must update the following information in the appropriate TERMS panels.

Exited students are coded LF during the 2-year monitoring period.

Last Name, First Name	Grade	FSI #	Progress Monitoring			BASIS OF EXIT CODES*	
			IPT Listening/Speaking Percentile Scores	Classification and ELL Code	IPT Reading /Writing Designation Scores (Only required for extension of services)**	I or L	Exit Date
<i>Lorena Diaz</i>	3	1234567890	48%ile	B2/LF	-	I	6/7/12
<i>Juan Doe</i>	5	9011121314	98%ile	C1/LF	-	I	6/7/12
<i>Jean Pierre</i>	8	9876543210	78%ile	C1/LF	CER/CEW	L	5/31/12
<i>Ali Sure</i>	9	1122334455	9%ile	A2/LY	-	-	-

*Current Grade Placement

Copy: Information Management Technician

The School Board of Broward County, Florida
 ESOL DEPARTMENT

Grades 10-12 CLASSIFICATION UPDATE/EXIT FORM

Date: _____

School Year: _____

School: _____

Name and Title of Person Completing this Form: _____

**NOTE: Schools must update the following information in the appropriate TERMS panels.
 Exited students are coded LF during the 2-year monitoring period.**

Last Name, First Name	Grade	FSI #	Progress Monitoring			BASIS OF EXIT CODES*	
			IPT Listening/Speaking Percentile Scores	Classification and ELL Code	IPT Reading /Writing Designation Scores <i>(Only required for extension of services)**</i>	J or L	Exit Date

*Current Grade Placement

Copy: Information Management Technician

The School Board of Broward County, Florida
ESOL DEPARTMENT

Grades 10-12 CLASSIFICATION UPDATE/EXIT FORM

Date: _____

School Year: _____

School: _____

Name and Title of Person Completing this Form: _____

**NOTE: Schools must update the following information in the appropriate TERMS panels.
Exited students are coded LF during the 2-year monitoring period.**

Last Name, First Name	Grade	FSI #	Progress Monitoring			BASIS OF EXIT CODES*	
			IPT Listening/Speaking Percentile Scores	Classification and ELL Code	IPT Reading /Writing Designation Scores (Only required for extension of services)**	J or L	Exit Date
<i>Aba E. Fghijkl</i>	<i>11</i>	<i>1234567890</i>	<i>78%ile</i>	<i>B2/LF</i>	<i>-</i>	<i>J</i>	<i>6/7/12</i>
<i>Me Que</i>	<i>11</i>	<i>9876543210</i>	<i>97%ile</i>	<i>C1/LF</i>	<i>CER/CEW</i>	<i>L</i>	<i>6/1/12</i>
<i>Bea Time</i>	<i>12</i>	<i>8529637410</i>	<i>88%ile</i>	<i>C1/LY</i>	<i>LER/LEW</i>	<i>-</i>	<i>-</i>

*Current Grade Placement

Copy: Information Management Technician

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
ESOL DEPARTMENT
REQUEST FOR ORAL INTERPRETER
Please type or print

Requestor's Name _____	
School/Department _____	Title _____
Telephone # _____	Location _____
Cell # _____	Work # _____

Student Name _____		Grade _____
Sex M _____	F _____	
Parent/Guardian's Name _____		Contact Number _____
(First and Last)		
If guardian, relationship to student _____		
Address _____		
Street	City	Zip Code

Language Requested: _____

Services Requested: _____ **Please check:** _____

Telephone Interpretation _____

Parent/Teacher Conference _____

Staffing (Type) _____

Other (Detail) _____

Date _____ **Alternate Date** _____

Time _____ **Alternate Time** _____

Signature Requestor _____ Date Requested _____

COMPLETE FORM MUST BE RECEIVED BY THE ESOL DEPARTMENT OFFICE *TWO WEEKS* PRIOR TO THE SERVICE DATE VIA EMAIL TO esolrequests@browardschools.com
If you have any questions, please call 754- 321-2972. School personnel may not contact interpreters directly. All requests must come through this office.

Interpreters who are not employed by BCPS are contracted independently for a minimum of 3 hours per visit. If the session exceeds the first three hours, interpreters will be compensated per hour.

It is imperative that the ESOL Department be notified of any changes or cancellation *prior* to the time of the appointment.

Services Completed (*For use of interpreter only*)

Date _____

Person Providing Service _____

Comments _____

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
ESOL DEPARTMENT

REQUEST FOR WRITTEN TRANSLATION

Please type or print

ALL DOCUMENTS FOR TRANSLATION MUST BE ACCOMPANIED BY THIS FORM.

Date Submitted _____ Date Needed _____

- Allow a **minimum of 10 working days** for document turnaround. Translation time is directly related to the size and complexity of the document. Typical turnaround time is 15 to 20 workdays.
- Items are translated in the order in which they are received.

Requestor's Name _____

Title _____ School/Department _____

Contact Telephone # _____

Email Address _____@browardschools.com

Document Name _____ Number of Pages _____

Requested language: Spanish _____ Creole _____ Portuguese _____

**DOCUMENTS FOR TRANSLATION - IN WORD FORMAT- MUST BE ACCOMPANIED
BY THIS REQUEST FORM**

'SEND TO ESOL DEPARTMENT OFFICE. VIA CAB TO guqitgs.wgum@dt.qy.ctf.uej.qqnleqo

*******If there are any questions, please call 754-321-2967 or 754-321-2982.**

Services Completed: *(For office use)*

Date Completed _____

Person Providing Service _____

Comments _____

Copy: ESOL Department
Copy: Requestor (confirmation)
New: 44234
LUhf #4392

ESOL LEADERSHIP COUNCIL

MEETING SCHEDULE

2012-2013

(Times and Locations TBA)

September 19, 2012

October 17, 2012

November 28, 2012

January 16, 2013

February 2013

Parent Institute

(TBA)

March 20, 2013

April 2013 (TBA)

May 15, 2013