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# SHIPPENSBURG SCHOOL DISTRICT

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## ESL Program Description



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## **I. PURPOSE**

Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under §4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a Second Language (ESL) instruction by a certified ESL specialist.

The goal of Shippensburg School District's English as a Second Language (ESL) program is to facilitate the acquisition of English language skills of students whose native or first language is not English. Core program instruction in social and academic English and appropriate support is important so these students are not at risk of losing educational opportunities.

## II. IDENTIFICATION, SCREENING, and PLACEMENT of ELLs

ESL teachers and the Shippensburg School District staff use the following process and resources to identify and place English Language learners (ELLs) in the Shippensburg School District ESL program.

### IDENTIFICATION PROCESS

Upon registration, parents/guardians of new students must complete the **Home Language Survey (HLS)**. This survey is included in the registration materials for all new students and is part of the questions found online. A translated version of this document can be generated from the Trans ACT website [www.transact.com](http://www.transact.com).

If the parent/guardian responds YES to any question on the **HLS**, the registration secretary generates a **PHLOTE form** and send it to the ESL teacher. The ESL teacher will screen and/or assess a newly enrolled student for their English language proficiency within 30 calendar days of the beginning of the school year and within 10 calendar days during the school year.

### SCREENING PROCESS

1. If records indicate a student was enrolled in an ESL program at the time of transfer, the student will be placed in Shippensburg's ESL program.
2. If a student was identified as EL in a previous district and arrives with no evidence of a language proficiency score, a phone call will be made to the former school before making any placement decisions.
3. If records indicate a student meets two of the following criteria, they will not be assessed or placed in the Shippensburg ESL program, but academic progress will be monitored for one year.
  - a. Final grades of C (or the equivalent) or better in core subjects (Mathematics, Language Arts, Science and Social Studies).
  - b. Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA/Keystone Exam.
  - c. Scores of Basic in English Language Arts (ELA) and Math on the PSSA/Keystone Exam or an equivalent assessment from another state.
4. A student without academic records will be assessed using the WIDA-ACCESS Placement Test (W-APT). The W-APT is an identification and placement assessment for ESL programs. It is an initial measure of a student's English language proficiency for potential placement in an English language instructional program. Other formal standardized assessments may be used for additional information including the WIDA MODEL.
5. A student may be exempt from screening and/or assessing when there is evidence of academic success without language support.

For all students with a YES on the **HLS**, the ESL teacher will place at least one of the following forms on file in the student's cumulative folder.

- **ESL Screening Checklist**
- **Exemption from ESL Screening**

### **PLACEMENT PROCESS**

Parent permission to assess is NOT required, but a parent should be notified prior to testing (phone call or personal contact). Following the assessment, the ESL teacher will send home the **Shippensburg School District Parent Letter in the parent's preferred language** informing parents of assessment results and/or placement in an ESL program. A copy of this letter must also be placed in the child's cumulative folder.

**PA English Proficiency Standards (ELPS)** must be taken into consideration when placing a student in an instructional program for ELLs.

Instructional placement of ELLs must be age and grade appropriate.

ELLs must be given equal access to all educational programs, opportunities and extra-curricular activities.

The W-APT score, along with multiple criteria, must inform the identification and/or placement decision.

- In Kindergarten, a raw score for listening and speaking of 15 or higher on the W-APT meets the minimum requirement for a student to be exempt from an English language instructional program. Scores of 14 or below are an indicator that a student is in need of an English language instructional program. Additional criteria include grades, standardized tests, oral interviews and observations.
- First semester, first grade students are required to take all four components of the Kindergarten W-APT. Pennsylvania Department of Education (PDE) has not provided reading and writing raw scores needed to make placement decisions for first semester, first grade students. Additional criteria include standardized tests, grades, oral interviews and observations.
- In Grades 1—12, scores of 4.6 or higher on the W-APT meet the minimum requirement for a student to be exempt from an English language instructional program. Scores of 4.5 and below are an indicator that a student is in need of an English language instructional program. Additional criteria must include current or previous grades and performance on state assessments and district assessments.

For newly enrolled, previously identified ELLs and students who qualify for the Shippensburg ESL program based on W-APT scores, a **PHLOTE form** must be sent to the ESL coordinator as soon as possible. The ESL Coordinator or designee will enter ESL information into the PIMS system for the student.

### III. INSTRUCTIONAL PROGRAM

The ESL program includes instruction based on a student’s English language proficiency level, the **PA ELPS for ELLs, CAN DO Descriptors** and the Pennsylvania Academic Standards. Planned English instruction by a qualified ESL teacher is provided in the language intensive ESL classroom. ELLs will participate in the regular education content classes. Adaptations/modification to content instruction will be determined and provided as a result of collaboration between ESL and content teachers.

Placement and instruction in the ESL Program is based on the student’s level of English proficiency using the following PDE recommendations:

- Entering Level 1 5—10 hours per week
- Beginning Level 2 5—7.5 hours per week
- Developing Level 3 2.5—5 hours per week
- Expanding Level 4 2.5—4 hours per week
- Bridging Level 5 Exited and Monitored
- Reaching Level 6 Exited and Monitored
- Monitoring First/Second Year Grades, Consultation and Observation

Instructional models within the ESL Program that are used to meet the PDE recommendations include:

- **Pull-Out Direct Instruction**-provides direct instruction to students in addition to regular education instruction. This leads to increased English proficiency and mastery of English language skills. Pull-out instruction may include One on One Instruction/Support and/or Small Group Instruction. Small groups may be formed based on the English language proficiency level of the students and may span grade levels.
- **Push-In Classroom Support**-provides support to students in the application of English language skills during regular education instruction.
- **Observation/Consultation**-ESL teacher monitors student progress with English proficiency in the classroom and collaborates with the teacher to facilitate a student’s English language skills.

#### IV. ACCOMMODATIONS

Based on a student's English language proficiency, teachers must establish realistic expectations. Modification/accommodations should be provided to ensure that classwork, assignments and assessments measure a student's content knowledge and skills. The **ESL Modifications/Accommodations Checklist** provides appropriate modifications/accommodations for ELLs. This completed checklist is filed in the student's ESL folder and a copy given to the classroom teacher each year. It should be noted on the form if no modifications/accommodations are provided.

PSSA/Keystone accommodations are allowable for ELLs and are published annually by Pennsylvania Department of Education (PDE). The following individuals, when appropriate, should be involved in the determination of accommodations: ESL teacher, classroom teachers, test administrator, test coordinator, parent, principal, counselor and student. Current accommodations used in day-to-day instruction and assessments are appropriate for testing. New accommodations unfamiliar to students should NOT be introduced to students for the first time when they are taking the PSSA or keystone Exams. All accommodations should be documented in the student's ESL folder and recorded on the accommodations section of the PSSA or Keystone Exams.

In 2007, the United States Department of Education (USDE) released guidance on participation of LEP students in state assessments.

- The PSSA ELA (Grades 3-8) and the Literature keystone is optional for ELLs in their first 12 months of enrollment in U.S. Schools. The cutoff date for enrollment is published annually by PDE in the Accommodation Guidelines for ELLs. Enrollment in a school in Puerto Rico is not considered enrollment in a U.S. School.
- PSSA Mathematics (Grades 3-8) and Keystone Algebra I are required for all ELLs with accommodations as appropriate.
- PSSA Science (Grades 4 and 8) and Keystone Biology are required for all ELLs with accommodations as appropriate.

Visit the PDE website for current Accommodations Guidelines for ELLs.

## **V. GRADING**

ELLs must be graded using the same grading system as all other students. The ESL and regular education teacher should collaboratively determine grades for each ELL with instructional and assessment accommodations made for language proficiency level. Content area instruction is aligned to the standards with modification and/or accommodations provided to meet the needs of the ELLs. These should be noted in a students' cumulative folder.



## VI. EXIT CRITERIA

### State Required Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners

The Pennsylvania Department of Education (PDE) has revised the State Required Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners (ELLs) to make exit decisions **for the 2015-16 school year based on 2014-15 data.**

Performance level scores for the new 2015 Pennsylvania System of State Assessment (PSSA) resulted in significant drops in student performance across the state. PDE wants to ensure that ELL students have the opportunity they deserve to exit the program and that the criteria by which they are being measured are fair and accurate indicators of achievement. Therefore, the following revised criteria should be applied by Pennsylvania local education entities (LEA) to ELLs to determine LEP status for the 2015-16 school year.

Every LEA must include the State Required Exit Criteria for Pennsylvania's English Language Instructional Programs for ELLs in the LEA's program for ELLs. The exit criteria represent valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program. These required exit criteria ensure consistent measures across LEAs for exiting ELLs from English language instructional programs.

Assurance of implementation of the exit criteria by LEAs will take place within the Federal Programs' Monitoring/Consolidated Program Review and the LEP System Review.

Program exit from the Pennsylvania English language instructional program for English language learners takes place annually between June and September. LEP status of students for the current school year must be determined by September 30 and reported in the PIMS October District and School Enrollment Collection. Students reported as current ELLs in the PIMS October District and School Enrollment Collection cannot exit the English language instructional program from October until June.

To meet the required state exit criteria for Pennsylvania’s English language instructional programs for ELLs, LEAs must ensure that students meet **both required exit criteria** listed below and meet **one additional exit criteria** listed below to exit from an English language instructional program:

**Required Exit Criteria:**

1. Score of 5.0 on an ACCESS for ELLs Kindergarten assessment (accountability score) or score of 5.0 on a Tier C ACCESS for ELLs assessment.

Cutoff score flexibility is available in the following *Special Circumstances*:

- *Following the grade and score criteria in the table below, the W-APT may be administered between June and September to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.*

**NOTE:** The W-APT may only be administered to a student once in any school year.

<b><u>Grade Level</u></b>	<b><u>ACCESS Score</u></b>	<b><u>Required W-APT Scores*</u></b>
K	Cut-off score flexibility is not allowable for Kindergarteners	
1-5	4.6-4.9	5.0 in each domain
6-8	4.7-4.9	5.0 in each domain
9-12	4.8-4.9	5.0 in each domain

**NOTE:** A student must score 5.0 in each domain (listening, speaking, reading and writing). A composite proficiency score will **not** be used.

- *A score of **PROFICIENT** on the English Language Arts PSSA or Literature Keystone assessments can be used along with the other required criteria outlined in this policy (Required Exit Criteria #2 and Additional Exit Criteria #1 or #2) to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this*

*case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.*

2. Score of BASIC on the annual Pennsylvania System of School Assessment (PSSA) math or Algebra I Keystone AND English Language Arts PSSA or Literature Keystone.

**NOTE: PSSA and Keystone exam scores must be from the most recent academic school year.**

Cutoff score flexibility is available in the following *Special Circumstances*:

- *For students that were administered a PSSA math and/or PSSA English Language Arts assessment in school year 2014-15 and did not score BASIC or higher, each of the remaining exit criteria must be met to exit (Required Exit Criteria #1, Additional Exit Criteria #1, Additional Exit criteria #2).*
- *For students that are in a grade that is not assessed with a PSSA or Keystone assessment, each of the remaining exit criteria must be met to exit (Required Exit Criteria #1, Additional Exit Criteria #1, Additional Exit criteria #2).*
- *For students that were opted out of participation in a PSSA or Keystone assessment due to a religious objection or conflict, each of the remaining exit criteria must be met to exit (Required Exit Criteria #1, Additional Exit Criteria #1, Additional Exit criteria #2).*
- *For students transferring from other states, the results of academic achievement assessments used for accountability in other states may be considered when the academic proficiency level is comparable to BASIC on the PSSA/Keystone assessments.*

**Additional Exit Criteria:**

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide or local assessments that are comparable to the BASIC performance level on the math PSSA or Algebra I Keystone AND English Language Arts PSSA or Literature Keystone assessments.

## **VIII. MONITORING OF FORMER ELLs**

Upon exiting the program, former ELLs will be monitored for two years. Monitoring the academic progress of ELLs should be a collaborative effort of school staff and include the classroom teacher, ESL teacher, counselor and principal. The classroom teacher and ESL teacher should establish frequent and ongoing communication to ensure that the student receives appropriate supports aligned with instructional needs.

The ESL teacher and classroom teacher each complete the ESL Monitoring Form at least twice yearly. Completed forms will be filed in the student's cumulative folder.

SHIPPENSBURG AREA SCHOOL DISTRICT

# ESL SCREENING CHECKLIST

ENGLISH AS A SECOND LANGUAGE PROGRAM

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

School \_\_\_\_\_ Grade \_\_\_\_\_

A student's academic performance in U.S. schools may allow the student to be exempt from testing for an ESL Program. In order to do so, the student **MUST** meet the report card grade requirements listed below **AND** meet the PSSA **OR** Keystone assessment requirements.

\_\_\_\_\_ Previous ESL test scores (W-APT or WIDA ACCESS) Score: \_\_\_\_\_

\_\_\_\_\_ Any previous school records indicating exemption from ESL instruction or exit criteria.

\_\_\_\_\_ PSSA/Keystone Scores (Or comparable out-of-state academic achievement assessment results).

\_\_\_\_\_ Report Card Grades

Exemption Requirement: Final Grades of C or better.

Language Arts \_\_\_\_\_ Science \_\_\_\_\_

Mathematics \_\_\_\_\_ Social Studies \_\_\_\_\_

Standard's Based Elementary Report card:

More **proficient** marks than not proficient marks

Language Arts \_\_\_\_\_ Science \_\_\_\_\_

Mathematics \_\_\_\_\_ Social Studies \_\_\_\_\_

\_\_\_\_\_  
Signature of ESL Teacher \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Signature of Regular Education Teacher or Guidance Counselor \_\_\_\_\_ Date \_\_\_\_\_

Comments:

SHIPPENSBURG AREA SCHOOL DISTRICT

# English Language Proficiency Standards

ENGLISH AS A SECOND LANGUAGE PROGRAM

Pennsylvania's ELPS (English Language Proficiency Standards) for ELLs were approved by the State Board of Education on March 17, 2005 for Social & Instruction (ESL), Language and Mathematics.

PDE believes that educators throughout the state will find the ELPS for ELLs a useful starting point in planning instruction, assessment, and curriculum for English language learners in preschool through high school.

In May 2007 the ELPS for ELLs were updated to include the addition of Science and Social Studies. Additional revisions include example topics and themes, CAN DO Descriptors, language performance definitions, and reorganization of the matrices. The ELPS for ELLs also include formative and summative frameworks for classroom instruction and large scale assessment. A new feature included in the formative framework is the addition of the Pennsylvania academic standard or anchor at level five, Bridging.

[http://www.portal.state.pa.us/portal/server.pt/community/measurements%2Cstandards\\_policies/7531/elps\\_for\\_ells](http://www.portal.state.pa.us/portal/server.pt/community/measurements%2Cstandards_policies/7531/elps_for_ells)

SHIPPENSBURG AREA SCHOOL DISTRICT

# Home Language Survey

ENGLISH AS A SECOND LANGUAGE PROGRAM

The Shippensburg School District Home Language Survey is completed online as part of the initial online registration process.

The following questions are completed by the parent:

1. What is/was the student's first language (If not English)? \_\_\_\_\_
2. Was the student enrolled in an English as a second language program in another school? \_\_\_\_\_
3. Does the student speak a language (s) other than English? (Do not include languages learned in school). \_\_\_\_\_
4. What language(s) is/are spoken in your home? \_\_\_\_\_
5. Has the student attended any United States school in any 3 years during his/her lifetime? \_\_\_\_\_ If so provide the name of the school, the state, and the dates attended:  
  
School \_\_\_\_\_  
State \_\_\_\_\_  
Dates attended \_\_\_\_\_
6. First date enrolled in a US School. \_\_\_\_\_

If the parent indicates any language spoken other than English, the registration secretary initiates a **PHLOTE** form. The form is sent to one of the ESL teachers to initiate the screening process. Once all screening is complete, a PHLOTE form is finalized. A copy is placed in the student's cumulative file by the ESL teacher and an electronic copy sent to the ESL coordinator.



## CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, with support English language learners can:

Language Domain	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
<b>Listening</b>	<ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures, or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast functions or relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions or infer from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections between ideas based on oral discourse</li> </ul>	
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer wh- (who, what, when) or choice questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask wh- or choice questions</li> <li>Describe pictures, events, objects, people</li> <li>Restate facts or statements</li> </ul>	<ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> <li>Retell stories or events</li> </ul>	<ul style="list-style-type: none"> <li>Discuss stories, issues, concepts</li> <li>Give speeches, oral reports</li> <li>Offer creative solutions to issues, problems</li> </ul>	<ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples, and justify responses</li> <li>Express and defend points of view</li> </ul>	
<b>Reading</b>	<ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases, or environmental print</li> <li>Identify concepts about print and text features</li> </ul>	<ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns associated with facts</li> </ul>	<ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families, figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Glean information from multiple sources</li> <li>Draw conclusions or infer from explicit and implicit text</li> </ul>	
<b>Writing</b>	<ul style="list-style-type: none"> <li>Draw in response to oral directions</li> <li>Label objects, pictures, diagrams</li> <li>Produce icons, symbols, words, to convey messages</li> </ul>	<ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul>	<ul style="list-style-type: none"> <li>Produce bare-bones expository or narrative texts</li> <li>Compare/contrast information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul>	<ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms of writing</li> </ul>	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences, and diagnosed learning disabilities (if applicable), are to be considered in using this information.

The CAN DO Descriptors are available by grade level cluster (PreK-K, 1-2, 3-5, 6-8, 9-12) at [www.wida.us](http://www.wida.us).

April 2014



# SHIPPENSBURG AREA SCHOOL DISTRICT

## ESL MODIFICATION/ACCOMMODATIONS LIST

### ENGLISH AS A SECOND LANGUAGE PROGRAM

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ School Year \_\_\_\_\_

#### CURRICULUM

Modification/Accommodation	Mark Indicates Recommended for Student
Shorter assignments	
Reduce amount of material to be learned	
Focus on 2-3 key concepts of a lesson	
Alternate assignments	
Additional time to complete assignments	
Use leveled materials which parallel theme/unit/topic	
Grade assignments/assessments for content not grammar/spelling	
Modify grading system	

#### INSTRUCTION

Read material orally	
Use tape recorded text	
Highlight/underline words and phrases	
Individual assistance	
Peer teaching	
Simplify/reword/restate written and/or verbal direction	
Color code directions	
Manipulatives	
Tactile materials	
Visual aids/maps/graphic organizers	
Concrete examples/experiences to share information	
Photocopy textbook sections so student can make notes and translate	
"Chunk" into smaller segments	
Pre-teach (front load)	
Re-teach	
Flexible small group/cooperative learning	
Study buddy/parent volunteer	
Test specific study guides/outlines	
Copy of teacher's or buddy's notes	
Define/rephrase unknown words; paraphrase information	

Focus on 2-3 key concepts of a lesson	
Give student more wait time	
Comprehension checks using "show me" techniques	
Show book page numbers to find answers	

## **ASSIGNMENTS**

Reduce/simplify homework tasks	
Assistance on projects/homework during school day	
Additional time	
Students pre-record oral reports/presentations	
Use of translation dictionary	
Grade assignments for content not grammar/spelling	
Show book page numbers to find answers	

## **ASSESSMENT**

Individual Assessment	
Read tests orally	
Student responds orally to questions	
Student "shows" knowledge (points, circles, matches)	
Draw picture to illustrate concept	
Adult assistance during tests	
Reword test questions	
Define unknown words	
Re-test	
Grade assessments for content not grammar/spelling	
Word bank	
Reduced choices on multiple choice test	
"Chunk" material into sections	
Open book tests (show page numbers)	
Graphic organizers in place of essay	
Highlight key words in True/False questions	
Student answers essays using key points/bullets to replace paragraphs	
Student completes cloze paragraph instead of writing essay	
Abbreviated tests with key terms/concepts	
Student pre-record oral reports/presentations	
Additional time given	
Separate testing environment	
Use of translation dictionary	
Periodic breaks during testing process	
Flexible scheduling (ESL support during tests)	
Use alternative assessment (cumulative project, portfolio, learning logs, dialogue journals)	

***\*A copy of this form must be given to the building test administrator, test proctor and placed in the student's cumulative folder.***

Student Name:

Grade:

School:

ESL Teacher:

**2015 PSSA/Keystone Testing Accommodations**  
**for English Language Learners**

ELLs in their first year in US school may be exempt (enrolled in a US school **after** April 11, 2014) from taking the PSSA Reading (grade 3-8), the PSSA Writing (grades 5 and 8). A student's enrollment in Puerto Rico is not considered enrollment in a US school. ALL ELLs are required to participate in the Mathematics PSSA (grade 3-8) and the Science PSSA (grades 4,8).\*

**Check all appropriate accommodations:**

***Accommodations must be those that are used in day-to-day instruction.***

***Accommodations must be reviewed and revised annually.***

Test Preparation:

- ☐ Read directions to the student (Reread as necessary).
- ☐ Quietly repeat directions to individual students.
- ☐ Have student explain directions to demonstrate understanding.
- ☐ Use visual cues and/or highlight key word or phrases when stating the directions.

Test Administration:

- ☐ Prompt the student to remain on task.
- ☐ Read words, phrase or questions on math or science test only, upon student's request.
- ☐ Check periodically to make sure that student is marking in the correct test section.
- ☐ Provide materials (colored stickers/highlighters) for student use as visual cues in assessment
- ☐ Allow students to make notes in test booklets (written or drawings), but answer in response booklet

Timing /Scheduling:

- ☐ Extend testing time upon student request.

Setting:

- ☐ Test in a separate room, one-on-one, or small group.

**Separate & Voluntary Accommodations:** (These accommodations are not mandatory. LEAs may decide which to apply)

- ☐ Word to word translation dictionaries, no pictures or definitions, on PSSA Math, Keystone Algebra I, PSSA Science, Keystone Biology and writing prompts of the ELA PSSA Writing.

\*Refer to the 2014-2015 Accommodations Guidelines for ELLs  
for more specific ELL test allowances and restrictions.

# Post-Exit ELL Monitoring Form (Elementary)

Pages 1 and 3 to be completed by the appropriate ESL/Bilingual Education Staff

<b>Student Name</b>			
<b>Grade in 1<sup>st</sup> year of monitoring</b>		<b>Academic Year</b>	
<b>Name of classroom teacher</b> (1 <sup>st</sup> year of monitoring)		<i>The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.</i>  <i>The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.</i>	
<b>Name of classroom teacher</b> (2 <sup>nd</sup> year of monitoring)			
<b>Name of ESL/Bilingual Ed teacher</b> (1 <sup>st</sup> year of monitoring)			
<b>Name of ESL/Bilingual Ed teacher</b> (2 <sup>nd</sup> year of monitoring)			
<b>ESL Coordinator</b> (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)			

## Exiting ACCESS for ELLs<sup>®</sup> Results:

Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

## PSSA Results (Below basic, Basic, Proficient, Advanced):

	Reading	Mathematics	Writing
1 <sup>st</sup> Year of monitoring			
2 <sup>nd</sup> year of monitoring			

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

## Report Card Results:

	1 <sup>st</sup> year of monitoring				2 <sup>nd</sup> year of monitoring			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
LA								
Math								
Science								
Social Studies								

# Post-Exit ELL Monitoring Form (Middle/Secondary)

Pages 1 and 4 to be completed by the appropriate ESL/Bilingual Education staff

<b>Student Name</b>				<b>Monitoring Year (circle):</b> <b>1<sup>st</sup> year   2<sup>nd</sup> year</b>	
<b>Grade</b>		<b>Academic Year</b>			
<b>Name of <u>Language Arts</u> teacher</b>				<i>The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.</i>	
<b>Name of <u>Mathematics</u> teacher</b>					
<b>Name of <u>Science</u> teacher</b>					
<b>Name of <u>Social Studies</u> teacher</b>					
<b>Name of ESL/Bilingual Ed teacher</b>				<i>The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.</i>	
<b>ESL Coordinator</b> (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)					

## Exiting ACCESS for ELLs® Results:

Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

## PSSA Results (Below basic, Basic, Proficient, Advanced):

Reading	Mathematics	Writing

## Is the student receiving any special services?

(any academic services/programs in addition to the standard academic program)

**NO**

**YES**

If so, describe the services:

## Report Card Results:

	1 <sup>st</sup>	Comments	2 <sup>nd</sup>	Comments	3 <sup>rd</sup>	Comments	4 <sup>th</sup>	Comments
<b>LA</b>								
<b>Math</b>								
<b>Science</b>								
<b>Social Studies</b>								

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

# 1<sup>st</sup> Year of Monitoring

Teacher's Initials: \_\_\_\_\_

1st

2nd

3rd

4th

Quarter

Rate the student's performance in each of the following areas

(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time. ....
2. The student communicates effectively with teacher. ....
3. The student participates effectively in class projects. ....
4. The student participates effectively in class discussions. ....
5. The student is able to work independently. ....
6. The student attends class regularly. ....
7. The student displays effort and enthusiasm in class. ....
8. The student requires additional assistance with assignments. ....
9. The student shows evidence of difficulty with language. ....
10. The student has discipline problems that interfere with his/her academic progress. ....

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>

Have ESL strategies been implemented to respond to the language needs of the former ELL?

Do you recommend that this student be considered for reclassification as an ELL?

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

# 2<sup>nd</sup> Year of Monitoring

Teacher's Initials: \_\_\_\_\_

1st

2nd

3rd

4th

Quarter

Rate the student's performance in each of the following areas

(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time. ....
2. The student communicates effectively with teacher. ....
3. The student participates effectively in class projects. ....
4. The student participates effectively in class discussions. ....
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8. The student requires additional assistance with assignments. ....
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10. The student has discipline problems that interfere with his/her academic progress. ....

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>

Have ESL strategies been implemented to respond to the language needs of the former ELL?

Do you recommend that this student be considered for reclassification as an ELL?

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

**SHIPPENSBURG AREA SCHOOL DISTRICT**  
**Social Skills and Work Ethic**  
**ENGLISH AS A SECOND LANGUAGE PROGRAM**

Student Name \_\_\_\_\_ ESL Level \_\_\_\_\_ School Year \_\_\_\_\_ Marking Period \_\_\_\_\_

Subject \_\_\_\_\_ Teacher \_\_\_\_\_

Students in the district's ESL Program with minimal or no English proficiency can be challenging to grade in the traditional sense. The grading system proposed below is designed for ESL students who are functioning at a level 1 or level 2 on an English proficiency scale of 1 to 6. Your school's ESL teacher can share the specific English proficiency level for the student(s) in your class and advise you on how to use the rubric.

ESL students with minimal or no English proficiency generally are unable to participate in the academic content presented to other students. The rubric below is designed to allow the regular education teacher and the ESL teacher to collaboratively measure a student's level of engagement with specific social skills and general work ethic in order to provide an appropriate grade. **The use of modifications and accommodations should be noted on the report card.**

GRADE	A	B	C	D	F
<b>ATTENDANCE AND PUNCTUALITY</b> <b>10%</b> The student attends school on a regular basis and/or arrives to class on time.	Consistently	Mostly	Sometimes	Rarely	Never
<b>PREPAREDNESS</b> <b>10%</b> The student brings the proper materials for class such as a textbook, notebook, pencil or other necessary materials.	Consistently	Mostly	Sometimes	Rarely	Never
<b>ATTENTION</b> <b>10%</b> The student shows evidence that he/she is attending by making an attempt to follow directions or imitate the actions of other students.	Consistently	Mostly	Sometimes	Rarely	Never
<b>EFFORT</b> <b>10%</b> The student makes an effort to engage in classroom work at a basic level such as copying from the board or working with another student.	Consistently	Mostly	Sometimes	Rarely	Never
<b>INDEPENDENCE</b> <b>10%</b> The student moves from relying on the teacher and other students to functioning somewhat independently in the class.	Substantial	Considerable	Satisfactory	Minimal	No Evidence
<b>PROGRESS / PERFORMANCE</b> <b>50%</b> The student shows evidence of progress from the time they entered the class until the present.	Substantial	Considerable	Satisfactory	Minimal	No Evidence

Grade \_\_\_\_\_ Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_



## ESL Services Exit Notification Form

### **Shippensburg Area School District**

**Superintendent of Schools**  
Beth Bender

**Assistant Superintendent**  
Matthew Strine

**Supervisor of Special Education**  
Kay Gillet

**Supervisor of Elementary  
Curriculum/Federal Programs**  
Denise Sharp

**Business Administrator**  
Cristy Lentz

**Human Resources**  
Joshua Lovejoy

**Director of Operations &  
Maintenance**  
Joseph Wachter

**Director of Transportation &  
Athletics**  
Michael Montedoro

**Technology Coordinator**  
Dr. Troy Stevens

Based on his/her demonstrated proficiency in the English language abilities of listening, speaking, reading and writing, we are notifying you that \_\_\_\_\_ has been exited from ESL services provided by the Capital Area Intermediate Unit.

Exit criteria met: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_’s academic progress will be monitored twice yearly for the next two (2) academic years. ESL services will be reinstated during that time if \_\_\_\_\_’s English proficiencies require it.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
ESL Teacher

\_\_\_\_\_  
Date

317 N. Morris Street  
Shippensburg, PA 17257  
PHONE: 717.530.2700  
FAX: 717.530.2724  
[www.shipk12.org](http://www.shipk12.org)

Copies: Permanent folder, ESL folder, Parent