



Merrimack School District

English for Speakers of Other Languages

Program Guide and
Lau Compliance Plan
October 2022

Table of Contents

Introduction	Page 3
Legal Foundation for Providing Services	Page 3
English Learner Identification	Page 4
Development of Individualized Language Acquisition Programs	Page 6
Meaningful and Equitable Access to Academic and Extracurricular Programs	Page 6
Equitable Personnel, Facilities, and Materials	Page 6
Annual English Language Proficiency Test Administration	Page 7
Exiting and Monitoring	Page 7
Ongoing Program Evaluation	Page 8
Meaningful Communication with Parents/Guardians	Page 9

Appendices

Home Language Survey	A
Sample Parent Notification Letter – Qualifies for Services	B
Sample Parent Notification Letter – Does Not Qualify for Services	C
Parent Permission Form	D
Sample PREP Form	E
Monitored Status Form	F
Sample Parent Notification Letter – ACCESS Testing Results	G
Sample Parent Notification Letter – Exit from Program	H

Introduction

To comply with federal mandates and state guidelines for providing adequate and effective services to non-English language background students (see Appendix A), the Merrimack School District (MSD) has developed a program for students who are speakers of other languages. This program seeks to address the needs of English Language Learners (ELL/EL) students who, without the benefit of English language instruction, English for Speakers of Other Languages (ESOL) services, would be unable to function in the classroom at a linguistic proficiency level equal or comparable to their peers.

Legal Foundation for Providing Effective Educational Services to English Learners

The MSD program is guided by the precedents established by federal legislation and Supreme Court decisions that establish the legal requirements for providing ELs with effective language and content acquisition programming. This includes the 2015 Every Student Succeeds Act, Title VI of the Civil Rights Act of 1964, and Equal Education Opportunities Act of 1974, as well as decisions in *Lau vs. Nichols* (1974), *Plyler vs. Doe* (1981), and *Castañeda vs. Pickard* (1981).

Federal Legislation

- Every Student Succeeds Act (2015) provides for strong accountability for the education of all children and for certain provisions specific to limited English proficient students, especially under Titles I and III of the Act. NCLB also provides funds to states and local schools and universities to carry out the intent of the Act.
 - <https://www2.ed.gov/policy/elsec/leg/essa/index.html> (U.S. Department of Education's official ESSA website)
- The Equal Education Opportunities Act of 1974 requires schools to "take appropriate steps" to assure equal access as stipulated in the *Lau* opinion below.
 - <http://www.law.cornell.edu/topics/education.html>
- Title VI of the Civil Rights Act of 1964 prohibits discrimination based on national origin (and other civil rights).
 - <https://www.dol.gov/agencies/oasam/regulatory/statutes/title-vi-civil-rights-act-of-1964>

Supreme Court Decisions

- *Lau vs. Nichols* (1974) ruled that providing the same access to curriculum, instruction, and materials for students of limited English proficiency as is provided to English dominant students is not in effect equitable.
 - http://www.law.cornell.edu/supct/html/historics/USSC_CR_0414_0563_ZS.html

- Plyer vs. Doe (1981) ruled that all students in public schools must be appropriately served, including any students who may not be documented as legal immigrants.
 - http://www.law.cornell.edu/supct/html/historics/USSC_CR_0457_0202_ZO.html
- Castañeda vs. Pickard (1981) case precedent requires schools to use a three-pronged approach to assure that they are following the spirit of the above decisions vis-à-vis: a practice grounded in sound educational theory; effective implementation of an appropriate program; assurance that the program is working through an evaluation and subsequent program modification to meet this requirement.
 - <https://web.stanford.edu/~hakuta/www/LAU/IAPolicy/IA1bCastanedaFullText.htm>

English Learner Identification and Assessment

The following program goals and objectives are the foundation for the Merrimack School District's ESOL services. It is noted that the MSD follows the state uniform procedures as defined in the NH Consolidated Plan.

Identification of English Learners

- All families will complete the current New Hampshire Home Language Survey (Appendix A) at the time of the students' enrollment.
- The MSD will provide an interpreter if a parent or guardian requests one or if the need is obvious.
- A copy of the Home Language Survey, which indicates that a language other than English is spoken by the student or in the home, will be given to the ESOL teacher. The original survey will remain in the student's school file.
- The ESOL teacher completes an initial assessment of a students' English language proficiency skills using the MODEL assessment for kindergarten and first grade students and the WIDA Screener for all other students.
- The ESOL teacher scores the MODEL or WIDA Screener and determines if students are eligible for English language acquisition instructional services.
- The ESOL teacher will notify the parent/guardian of their student's eligibility status within 30 days of the student's enrollment in the MSD.
- The MSD will file the Home Language Surveys and assessment scores from the MODEL or WIDA Screener in students' school file. The ESOL teacher will keep a copy of each document for all eligible students in the EL working files.
- Data on eligible students must be entered in the State's ESOL Fall and/or Mid-Year Roster Report for the ESOL teacher or an administrator who is familiar with the local program for English learners.
- Any parent or Guardian has the right to decline direct ESOL services.

- In all instances, whether accepting or declining services, parents must be notified that their child will be assessed annually for language proficiency as is required by law.

The initial ELP screener provides an assessment of the student’s English proficiency, which gives schools more information to assist with EL determination and placement. When the ESOL teacher determines that a language other than English is spoken at home, districts must administer an ELP screener with the following exceptions:

- Students who transfer from another district within NH or another WIDA state and who did not qualify as ELs on ELP screening as administered in their former district; or
- Students who transferred from another district within NH or another WIDA state with ACCESS ELP results from within the last calendar year.

The chart that follows captures the ELP screeners that have been approved by the NH State Board of Education and used in the MSD.

Screener Options and Eligibility Determination:

WIDA Assessment	Grade	Required Domains	Scoring Threshold <i>Students at minimum or higher score to not qualify:</i>
MODEL for Kindergarten or WIDA Screener	Kindergarten 1 st semester	Listening & Speaking	Oral language proficiency score:4.5 or higher
	Kindergarten 2 nd semester, 1 st grade 1 st semester	Listening, Speaking, Reading, and Writing	
MODEL for Kindergarten or WIDA Screener	2 nd semester Kindergarten, 1 st grade (2 nd semester) -12th	Listening, Speaking, Reading, and Writing	Composite score 4.5 or higher (No domain minimum requirements)

Test Administrator Qualifications

Only educational professionals licensed in ESOL in NH (or another state which has a reciprocity agreement with NH) who have successfully completed the WIDA test administrator training certification are permitted to administer and score the WIDA suite of state approved ELP assessments to determine initial EL eligibility.

Once EL students are identified, they are entered into the Real Time ESOL Student Roster on i4see, where the state tracks their status and progress. ELs will remain on

this roster until they exit the program after a four-year monitoring phase, graduate, or move to a district outside of NH.

Development of Individualized Language Acquisition Programs

All English learners must have an individualized educational program to meet their English language acquisition and academic content learning needs. The MSD uses a program model that is effective, evidence-based, relative to each student's current level of English proficiency, native language proficiency, educational background, disability status, and other factors. Individualized programs are described on the student's PREP (Program Recommendations for English Proficiency) (Appendix E), which is updated annually according to the student's ACCESS scores and shared with mainstream teachers and other support staff who work with EL students in the school setting.

Meaningful and Equitable Access to Academic and Extracurricular Programs

In the MSD, English learners are entitled to equitable access to all academic and extracurricular programs that their schools offer, such as college preparatory classes, Advanced Placement, dual enrollment, Gifted and Talented, Career and Technical Education, pre-kindergarten, athletics, academic/career counseling, performing and visual arts, clubs, honor societies, and others.

MSD will place ELs in classrooms with their age peers, or in exceptional situations, within one year of their age peers.

At the middle and high school level, students will be placed in the appropriate level of content courses based on transcripts from previous schools and other supporting documentation.

At the high school level, students receiving ESOL services will have the option to enroll in an ESOL elective to earn credits toward graduation requirements.

In cases of suspected exceptionality, where Special Education or Gifted and Talented Services may be needed, students will be tested in accordance with the legal requirements, beginning with a Language Dominance test administered by the ESOL teacher and an interpreter.

Equitable Personnel, Facilities, and Materials

In the MSD English learners are supported by qualified ESOL teaching staff to meet their language learning and academic content acquisition needs. EL students have access to the same facilities as their Merrimack peers. Materials are either the same as

their peers or of comparable quality if alternatives are necessary based on students' needs.

Caseloads and schedules of MSD teachers serving ELs are monitored on an ongoing basis to ensure that they can effectively meet the needs of students.

ESOL teachers provide ongoing support and training provided to mainstream/content area teachers on strategies for meeting the individual needs of English learners in their classrooms.

Except for their pull-out ESOL services, EL students are fully integrated into their mainstream classroom communities. This includes academic instruction, unified arts, lunch and recess, after school activities, assemblies, field trips, clubs, and special events.

Annual English Language Proficiency Test Administration

All English learners in the MSD are annually administered the ACCESS Test for ELLs (or Alternate ACCESS, if applicable).

As required by the assessment schedule set by the New Hampshire Department of Education, ESOL teachers administer the ACCESS Test for ELLs to all eligible EL students. This includes students whose parents/guardians have declined direct ESOL services. It is noted that ELs who have been opted out of services must take the annual ELP assessment until they reach the state determined threshold for exit or reclassification.

Exit and Monitoring

In the MSD, when an English learner meets New Hampshire's definition of English language proficiency on the ACCESS Test for ELLs/Alternate ACCESS, which is currently an overall composite proficiency level of 4.5, or level P2 on Alternate ACCESS, the student is exited from English learner status. It is noted that no other criteria may substitute for a score of proficient on ACCESS for ELLs/Alternate ACCESS.

MSD ESOL teachers monitor the academic performance of all former English learners for four years to ensure that English language support services are no longer needed. Using the MSD's ESOL Monitored Status form, ESOL teachers compile and review student progress information on a quarterly basis. If educators suspect that a student is no longer proficient in English, the WIDA Screener Online may be re-administered to determine English learner status. A student who scores below an overall composite score of 4.5 must be reentered into English learner status, provided English language acquisition support services, and administered ACCESS for ELLs/Alternate ACCESS annually until exiting again.

Ongoing Program Evaluation

The MSD regularly evaluates the effectiveness of our programs for English learners and makes modifications if the desired outcomes, both academic and linguistic, are not being achieved.

Program Goals: The program goals for EL students enrolled in the Merrimack School District include:

- To identify potential EL students through the Home Language Survey or by referral.
- To assess students identified by the HLS or referral.
- To provide an instructional plan, Program Recommendation for English Proficiency (PREP), to develop the students' communicative and academic skills by providing sufficient and appropriate instruction and support so that they can be successful in their classroom and fulfill the MHS graduation requirements.
- To provide instructional and embedded activities to lead to successful integration into the mainstream, while respecting the student's home language and culture of origin.
- To provide appropriate learning experiences which lead to a command of the language as well as the academics and study skills necessary to access the mainstream curriculum in their classroom.
- To develop and implement a program process which incorporates:
 - Participation by and cooperation among ESOL, classroom teachers, specialists and administrators
 - ESL and classroom teacher professional development
 - A coordination team and plan
 - Parental/guardian engagement and involvement
- To monitor EL student progress after students exit the program to ensure continued academic success.

Program Evaluation

ESOL teachers annually analyze the ACCESS test results to assess the district's program effectiveness and identify areas of need. This includes synthesizing and summarizing the student data to reflect on the programs and services offered at the district, building, and individual level.

The MSD's ESOL teachers are licensed professionals who receive an annual summative evaluation from their building administration.

Meaningful Communication with Parents and Guardians

The MSD recognizes our obligation to ensure meaningful communication with parents/guardian with a primary/home language other than English in a language they can understand. Essential to meeting this goal is to adequately notify the parents/guardians of EL students about any program, service, or activity that the district offers to all families. This includes, but is not limited to, information regarding language assistance programs, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, gifted and talented programs, magnet and charter schools, and any other school and program choice options.

Using the HLS, ESOL teachers identify parents/guardians who may need translation/interpretation services. Additionally, the MSD provides these services to any parent/guardian presenting as needing these services. ESOL teachers work collaboratively with district faculty and staff to ensure families are offered translation/interpretation services whenever needed.

MSD School Board policy IHBBA provides guidance that informs our professional practice.

Appendix A
Home Language Survey

School:

District:

Date:

Student Information			
First name:	Last name:	Date of Birth:	Gender: <input type="checkbox"/> female <input type="checkbox"/> male
Country of Birth:		Date first enrolled in a U.S. school: Month: _____ Year: _____	Current grade:

Family Information	
Name of parent/legal guardian:	Phone number:
Address:	<input type="checkbox"/> Please translate school notices. Language _____

Questions for Parents/Guardians	Response
Please list all languages spoken in your home.	
Which language did your child first hear or speak?	
If English is the only language listed, stop here. If another	

language is listed, please answer the rest of the questions.	
Which language(s) do you speak to your child?	
Which language(s) does your child speak at home with adults?	
Which language(s) does your child speak at home with other children?	

For parents and guardians: If a language other than English is listed above, an ESOL teacher will test your child to find out if he or she can speak, understand, read, and write well in English. The results will be sent to you within 30 days. Based on the results of the test, your child may be eligible to enroll in an English language (ESOL) class at school. Parents/guardians may accept or decline ESOL program services for their child.

Instructions for survey administrator:

1. Please provide an interpreter when necessary.
2. If responses indicate a language other than English, please contact the ESOL teacher and provide her/him with a copy of this survey. Date of referral to ESOL teacher: _____
3. File original Home Language Survey in student's cumulative folder.

9/2014

Appendix B
English to Speakers of Other Languages Program
Merrimack School District
Merrimack, NH

Date: _____ School: _____

To the Parents of _____ Grade: _____
(Student's Name)

Subject: Parental Notification of Student Eligibility for Placement in the ESOL Program

Your child _____ has been assessed for English language proficiency.

(Student's Name)

Results of the assessments:

WIDA Screener Oral _____ WIDA Screener Listening _____

WIDA Screener Reading _____ WIDA Screener Writing _____

WIDA Screener Overall Score _____.

Based on these results, your child qualifies for the ESOL Program. Your child's English language level is

_____.

Identification for Eligibility for ESOL Services

Your child was given a language assessment because a language other than English was entered on his/her Home Language Survey when he/she registered for school. This practice is in

alignment with District policy and Federal law. Students who have an overall score of less than **4.5** on the WIDA Screener are eligible to receive ESOL services.

Description of the ESOL Program

The English to Speakers of Other Languages (ESOL) Program is an instructional program for students who are non- English language background students. The student's English language proficiency level determines his/her participation in the program. The goal of the program is to develop English communication and cognitive-academic language skills so that the students can achieve academic success and assimilate into the school community.

Delivery of ESOL Services

The Merrimack School District currently provides ESOL services in 3 elementary schools, 1 upper elementary school, 1 middle school and 1 high school. All the schools provide pullout and push in ESOL services for students who can succeed in the mainstream classroom with additional ESOL support/instruction. The goal of the program is to transition ESOL students out of the program so that they can successfully compete academically with their same grade peers in the mainstream classroom without ESOL support. Methods of instruction in the ESOL Program are research based and are taught by Highly Qualified, certified ESOL teachers.

Time Frame for Delivery of Services

Generally, it is expected that students who arrive as non-English speakers will need at least three years direct services by a certified ESOL specialist and two years of monitored status. Most students who are consistently in the United States for at least five years can succeed academically, particularly if they arrive in the first or second grade.

Meeting the Needs of Your Child

This school year your child will develop these English language skills:

Your child will receive direct language instruction in the areas of listening, speaking, reading and writing. The ESOL Curriculum is closely aligned to the mainstream curriculum. The goal of the Merrimack School ESOL Program is to increase the student's English language proficiency to a

level sufficient to be successful in the mainstream classroom where they can be successful with ESOL Pullout Support.

This year your child will develop these skills in the content areas:

Your child will participate in the mainstream curriculum while receiving support from the ESOL Program in his/her building. He/She will also have complete access to all programs in the school and work on the same skills as all mainstream students. Language development will be supported as content area work is instructed.

Exit from ESOL Program Criteria

Your child will qualify for the ESOL Program until he/she meets the State of New Hampshire exit criteria in English proficiency on the ACCESS test. The ACCESS test is a language proficiency assessment that measures listening, speaking, reading and writing skills of non-English background learners. The ACCESS test assigns scores based on a 1 – 6 scoring scale. Students need to attain an overall score of 4.5 to exit the program.

All information regarding your child's progress in attaining English language proficiency will be a part of his/her ESOL records and may be accessed through his/her ESOL teacher.

Expected Rate of Graduation

School districts in New Hampshire expect all students, including ESOLs, to graduate within 4 years of entering the 9th grade. However, federal provisions provide that students may graduate within five or six years, if needed.

ESOL Students with Disabilities

If your child is a student with a disability and requires an Individualized Education Plan (IEP) or a 504 Plan, the language instruction program will be utilized in coordination with your child's existing plan.

Parental Rights

It is your parental right to: A) decline to enroll your child in the language instruction program; B) enroll or remove your child from the language instruction program at any time during the school year; or C) choose other program options for your child with the assistance of your child's school.

ESOL Teacher's Signature: _____

Phone Number:

Email Address:

Principal's Signature: _____ (for elementary)

Original: Parent

Copy: Student's ESOL Folder or Cumulative Folder if services are declined

Appendix C

English to Speakers of Other Languages Program

Merrimack School District

Merrimack, NH

Date: _____

To the Parents of _____ Grade: _____

(Student's Name)

School:

Subject: Parental Notification of Student Eligibility for Placement in the ESOL Program

Your child _____ has been assessed for English language proficiency.

(Student's Name)

Results of the assessments:

WIDA Screener Oral _____; WIDA Screener Listening _____

WIDA Screener Reading _____; WIDA Screener Writing _____

WIDA Screener Overall Score _____.

Based on these results, your child meets the minimum required criteria for English language proficiency and does not qualify for the ESOL instructional services.

Identification for Eligibility for ESOL Services

Your child was given a language assessment because a language other than English was entered on his/her Home Language Survey when he/she registered for school. This practice is in alignment with District policy and Federal law. Students who have an overall score of less than **4.5** on the WIDA Screener are eligible to receive ESOL services.

Description of the ESOL Program

The English to Speakers of Other Languages (ESOL) Program is an instructional program for students who are non- English language background students. The student’s English language proficiency level determines his/her participation in the program. The goal of the program is to develop English communication and cognitive-academic language skills so that the students can achieve academic success and assimilate into the school community.

ESOL Teacher’s Signature: _____

Phone Number:

Email Address:

Principal’s Signature: _____ (for elementary)

Appendix D
MERRIMACK ESOL PROGRAM
Permission Slip

SCHOOL:

Date: _____

Dear Parents:

Your child _____ can be in the ESOL (English for Speakers of other Languages) Program if you would like.

The Program will help your child with Listening, Speaking, Reading and Writing in English.

Please indicate if you are interested in having your child in the ESOL Program by signing and returning this form by _____.

If you have any questions, please call or e-mail at: _____

Sincerely,

Teacher:

ESOL (English for Speakers of Other Languages) Teacher

School E-mail

Phone

Please return the signed form to your child's classroom teacher.

ESOL PROGRAM PERMISSION FORM

- Yes, I give permission for _____ to be in the ESOL Program.
- No, I do not give permission for _____ to be in the ESOL Program.

Parent's signature

Date

Appendix E

DEPARTMENT OF SPECIAL SERVICES

Merrimack School District

2 Brentwood Drive

Merrimack, New Hampshire 03054

Telephone (603) 424-6211

PREP

Program Recommendations for English Proficiency

SAMPLE PREP – THIS STUDENT DOES NOT EXIST

Student: Trang (pronounced “Jang”) Nguyen (pronounced “Win”)

Date: 11/10/22

Name: Trang Nguyen

Home Language: Vietnamese

Birth date: 08/02/03

Grade/Cluster:10

Effective Through: 6/23/23

Proficiency Level: 3.4

School: Merrimack High School

Classroom Teacher: N/A

ESOL Teacher: Jessica Kueblbeck

Evaluation:

ACCESS 2.0 Test for ELLs 2019, Tier B/C

Results*:

Listening: 3.1

Speaking: 3.3

Reading: 2.6

Writing: 3.9

Overall: 3.4

***Please see the attached WIDA “Can Do Descriptors” Rubric on pages 5 and to better understand what these test scores mean.**

Recommendations:

Goals:

Student will improve in all four language domains (listening, speaking, reading, and writing) in order to attain English proficiency as determined by the ACCESS 2.0 Test for ELLs.

Objectives:

Student’s English abilities in each of the four language domains (listening, speaking, reading, and writing) will progress through each level of proficiency in English as described on the WIDA “Can Do Descriptors” Rubric.

Weekly Services:

Student will receive one period of ESOL services per day and earn 0.5 credits per semester on a Pass/Fail basis. Student also has the right to seek help in the ESOL room during class periods while the ESOL teacher is in the building.

Listening Comprehension: Student will work toward reaching Level 4 (Expanding). Student will learn to distinguish between multiple meanings of oral words or phrases in social and academic contexts, analyze content-related tasks or assignments based on oral discourse, categorize examples of genres read aloud, compare traits based on visuals and oral descriptions using specific and some technical language.

Speaking: Student will work toward reaching Level 4 (Expanding). Student will learn to take a stance and use evidence to defend it, explain content-related issues and concepts, compare and contrast points of view, analyze and share pros and cons of choices, use and respond to gossip, slang, and idiomatic expressions, and use speaking strategies (e.g., circumlocution).

Reading: Student will work toward reaching Level 3 (Developing). Student will learn to apply multiple meanings of words/phrases to social and academic contexts, identify topic sentences or main ideas and details in paragraphs, answer questions about explicit information in texts, differentiate between fact and opinion in text, and order paragraphs or sequence information within paragraphs.

Writing: Student will work toward reaching a Level 4 (Expanding). Student will learn to summarize content-related notes from lectures or text, revise work based on narrative or oral feedback, compose narrative and expository texts for a variety of purposes, justify or defend ideas and opinions, and produce content-related reports.

Social Development: Student came to the U.S. with no English at the beginning of her 7th grade year and will continue to acclimate to the American school system and culture.

Recommended Ways to Help English Learners in Your Classroom

- **Stay in touch with the ESOL teacher:**
- Notify the ESOL teacher of major assignments.
- Notify the ESOL teacher if the EL student is missing work.
- Notify the ESOL teacher if the EL student is struggling due to lack of understanding.
- Notify the ESOL teacher if the EL student demonstrates specific learning gaps in areas the ESOL teacher may address during service time.
- Ask the ESOL teacher to advise if culturally sensitive issues arise in class.
- Give the EL student clear deadlines for assignments, especially when granting an extension. Being flexible with due dates is not always beneficial to ELs, because missing work accumulates quickly. It is important for you to check with EL students often to make sure they are on track to finish assignments on time with their peers.
- Do not allow the EL student continuous use of a cell phone unless you are allowing it for all students. While ELs may require a phone for translation (only those with phones listed as

accommodation on their PREP forms), they should only be using these devices in class or on a test with specific permission from you. Allowing students to have phones and use them when they are not really needed may slow their language learning!

- Do not allow other students who speak the EL's language to translate for the EL. (In certain circumstances this may be permissible, but only under your direct instruction and supervision.) If you allow two students to sit together and speak a language you do not understand, there are no guarantees that they are discussing what you have assigned. Further, this may place excessive pressure on the translating student to teach the EL something the translating student is also trying to learn!

- For all classroom and homework assignments, individually ask the EL student to repeat the directions to ensure understanding of expectations.

- Provide written feedback on student assignments using print script, not cursive script.

- Provide preferential seating near the point of instruction.

- Provide extended/additional time on in-class responses, homework, quizzes, and tests - with clear and established deadlines.

- Provide a word bank for quizzes/tests or allow the use of a self-generated word bank.

- Do not penalize for spelling and grammatical errors on spontaneously written assignments.

- Allow the use of a bilingual or monolingual dictionary or translating device (when listed as an accommodation on the student's PREP).

- Provide visuals whenever possible.

- Use additional eye contact and body movement to convey meaning.

- Provide a reduced number of homework or assessment items.

- Do not require level 1-3 ELs to read aloud in class unless it is for a competency grade. If it is a required competency, give the student advance notice of the passage.

- Do not skip over ELs when asking questions or requiring other students to read aloud in class. Ask the EL privately at the beginning of class if she feels comfortable speaking in front of everyone. If the EL is not comfortable, allow her to answer questions or read aloud in private.

- In assignment/assessment questions:

- Include only questions that will demonstrate understanding of specific, competency-based course content that you have discussed in class.
- Remove “trick questions.”
- Remove, change, or verbally explain questions that require an understanding of American culture (for example, a math word problem that requires an understanding of the game of baseball), questions that reference specific American holidays or customs, and questions involving common sayings, idioms, or phrases with non-literal meaning (for example, “He bought the farm.”).
- Simplify wording of complex questions.
- Enumerate steps involved in multistep tasks.
- Stress quality of understanding demonstrated overuse of correct vocabulary (except in vocabulary assessment), grammar, or word choice.

Comments:

Trang came to the U.S. with no English at the start of her 7th grade year. Her parents have no English, and she spends her evenings helping them with their house cleaning business. Trang is a hard worker who wants to do well in her classes but is exceptionally shy. She will not tell you if she does not understand the material, but she often will procrastinate and hand assignments in late. Trang hopes to go to college and become an engineer. She can benefit from the use of a translation device for complex ideas. However, at this point, English is her stronger language for academics.

Signature: _____



Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally Match everyday oral information to pictures, diagrams, or photographs Group visuals by common traits named orally (e.g., "These are polygons.") Identify resources, places, products, figures from oral statements, and visuals 	<ul style="list-style-type: none"> Match or clarify oral descriptions to real-life experiences or visually-represented, content-related examples Sort oral language statements according to time frames Sequence visuals according to oral directions 	<ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 	<ul style="list-style-type: none"> Distinguish between multiple meanings of oral words or phrases in social and academic contexts Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on visuals and oral descriptions using specific and some technical language 	<ul style="list-style-type: none"> Interpret cause and effect scenarios from oral discourse Make inferences from oral discourse containing satire, sarcasm, or humor Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) Evaluate intent of speech and act accordingly 	
SPEAKING	<ul style="list-style-type: none"> Answer yes/no or choice questions within context of lessons or personal experiences Provide identifying information about self Name everyday objects and pre-taught vocabulary Repeat words, short phrases, memorized chunks of language 	<ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH- questions to clarify meaning Give features of content-based material (e.g., time periods) Characterize issues, situations, regions shown in illustrations 	<ul style="list-style-type: none"> Suggest ways to resolve issues or pose solutions Compare/contrast features, traits, characteristics using general and some specific language Sequence processes, cycles, procedures, or events Conduct interviews or gather information through oral interaction Estimate, make predictions or pose hypotheses from models 	<ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain content-related issues and concepts Compare and contrast points of view Analyze and share pros and cons of choices Use and respond to gossip, slang, and idiomatic expressions Use speaking strategies (e.g., circumlocution) 	<ul style="list-style-type: none"> Give multimedia oral presentations on grade-level material Engage in debates on content-related issues using technical language Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") Negotiate meaning in pairs or group discussions 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Match visual representations to words/phrases Read everyday signs, symbols, schedules, and school-related words/phrases Respond to WH- questions related to illustrated text Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences 	<ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic contexts Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in texts Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause to effect Evaluate usefulness of data or information supported visually or graphically 	<ul style="list-style-type: none"> Interpret grade-level literature Synthesize grade-level expository text Draw conclusions from different sources of informational text Infer significance of data or information in grade-level material Identify evidence of bias and credibility of source 	
WRITING	<ul style="list-style-type: none"> Label content-related diagrams, pictures from word/phrase banks Provide personal information on forms read orally Produce short answer responses to oral questions with visual support Supply missing words in short sentences 	<ul style="list-style-type: none"> Make content-related list of words, phrases, or expressions Take notes using graphic organizers or models Formulate yes/no, choice and WH- questions from models Correspond for social purposes (e.g., memos, e-mails, notes) 	<ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g., rubrics) 	<ul style="list-style-type: none"> Summarize content-related notes from lectures or text Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes Justify or defend ideas and opinions Produce content-related reports 	<ul style="list-style-type: none"> Produce research reports from multiple sources Create original pieces that represent the use of a variety of genres and discourses Critique, peer-edit and make recommendations on others' writing from rubrics Explain, with details, phenomena, processes, procedures 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Appendix F

Monitored Status

Documentation of Progress ▪ Return to ESOL Services

Name of School _____ District _____

Name of Student _____

Most recent ACCESS for ELLs® scores - school year _____

_____Listening _____Speaking _____Reading _____Writing

Monitored, Year One School year _____

Grades _____

Teacher comments _____

Monitored, Year Two School year _____

Grades _____

Teacher comments _____

Monitored, Year Three School year _____

Grades _____

Teacher comments _____

Monitored, Year Four School year _____

Grades _____

Teacher comments _____

Full Exit – Date _____

Return to LEP Services – This process can be done at any time during the two years of monitoring OR after full exit, if needed, to ensure the student’s success in the classroom.

Reason for return _____

Parent permission obtained ____ Date _____

Student re-enrolled in ESOL program ____ Date _____

ACCESS for ELLs test ordered ____

ESS student data updated in November ____

Appendix G

Dear Parent or Guardian:

Date:

Enclosed is a copy of your child's ACCESS test results. This test was administered in February and March, as required by the New Hampshire Department of Education. The test measures your child's skills in speaking, listening, reading and writing in English.

This year's scores indicate that your child is not yet proficient in English; he or she is eligible to receive ESOL services for the next academic year (2022 to 2023). The results of this test will help me plan instruction, so your child will be successful in school.

The results of the ACCESS Test for your child are as follows:

____ Listening ____ Speaking ____ Reading ____ Writing ____ Overall Score

If the Overall Score is below **4.5** your child qualifies for the ESOL Program and will continue receiving direct services.

If you have any questions concerning the test scores, please call me at: _____.

Sincerely,

Teacher of English to Speakers of Other Languages