

Harlem School District 122

Corrective Action Plan

July 31, 2013

Michelle Erb, Director of Curriculum

Walter James, Principal of TBE Program

1. IDENTIFICATION OF ELIGIBLE STUDENTS AND EQUAL OPPORTUNITES FOR ALL STUDENTS.

Findings:

The Harlem School District was not consistently administering the Home Language Survey to all students who were entering the District the first time.

Corrective Action:

This question was part of the student profile sheet filled out at District registration each year. To eliminate this issue, the Harlem School District created a Home Language Survey (Appendix A.). The documents attached are in English and Spanish, however the other 22 languages will be translated and available upon request. This survey has been distributed to all parents and guardians of students Pre-K through 12 and collected during the fall registration process. From that point forward, the forms will only be filled out by students new to the District.

2. STUDENT ASSESSMENTS

Findings:

The Harlem School District was cited for not annually assessing all students identified as LEP in kindergarten through 12th grade for English language proficiency.

Corrective Action:

To eliminate oversights that have occurred, the Informational Systems Specialist, who works with SIS, and the secretary entering data for ELL will meet monthly. This year, due to turn over in personnel, there were several individuals who tried to assist in entering the data. During that time, some data were inaccurately entered. The data have been corrected; however this occurred after it had been pulled into SIS for ACCESS testing. Five of the students not tested did not qualify for ELL services, but were identified in our student informational system as LEP students. We have worked with Keith Goeckner from ISBE to correct the information in SIS.

At the monthly meetings indicated above, the Information System Specialist will pull reports from SIS and SkyWard, the informational system used by Harlem. Reports will be reviewed and analyzed and any errors detected will be corrected. The secretary entering ELL data will also keep a list of students whose parents refuse services and students with Individual Education Plans (IEPs) beginning with the 2013-2014 school year to ensure that every ELL student is tested annually for English language proficiency. The superintendent has recommended to the Board of Education that a Bilingual Coordinator and a part-time bilingual secretary be hired by January 2014 to oversee the

ELL program. The coordinator's job description (Appendix B) and the secretary's job description (Appendix C) address many of the issues found in the audit report.

The District has also created an ELL Program Process Chart (Appendix E) indicating who is tested, which test they are given and when they exit the program. We know that the ELL Program Process Chart will need to be updated as of January 1, 2014 to indicate the updated proficiency levels.

3. ASSESSING AND PROVIDING SERVICES TO ALL ELIGIBLE STUDENTS

Findings:

The Harlem School District was cited for exiting students from the TBE/TPI program prior to achieving a "proficient" level of English on the ACCESS for ELLs. The District was also cited for not providing consistent language acquisition services to students who were exited from TBE/TPI programs after receiving three years of consecutive service, but prior to achieving at least a "proficient" level of English on the ACCESS for ELLs.

Corrective Action:

Five years ago the district moved from having a teacher/ELL Director position to an administrator/ELL Director position overseeing the ELL program. Since that change, the district has not exited students prior to meeting proficiency. This practice will continue.

As a result of this audit process, the District discovered that we were allowing students to remain in the program until meeting the levels of proficiency, even if it took longer than three years and we were not asking for parent permission for students to remain in the program. The District will use the Parent Guardian Consent for Continued Placement form (Appendix D). The documents attached are in English and Spanish, however the other 22 languages will be translated and available upon request. The one student exited prior to proficiency was due to parent refusal and parents wanting to take legal action if their student was tested. An end date was entered for the student and missed being tested. With new staff in place, not testing this student was an oversight and will not happen in the future. The District will follow the ELL Program Process Chart (Appendix E) to make sure that students are not exited prior to being in the program three years and meeting the set guidelines. The District is aware that the State has changed proficiency from 4.8 to 5.0 overall with all subareas achieving at least 4.2 beginning January 1, 2014.

Findings:

The Harlem School District could not show evidence that students who have exited the TBE/TPI program are monitored for two years after they transition into the general education program.

Corrective Action:

The District worked with Vazquez Educational Consulting to develop the Harlem Consolidated School District 122 ELL Programs and Services Strategic Program Report (Appendix F). The District committed to monitoring ELL students for three years after exiting the program. This is one more year than the State of Illinois requires. The ELL teachers also worked collaboratively to create an ELL Monitoring Tool (Appendix G), which will be filled in quarterly and added to each student ELL file. Teachers had been monitoring students after exiting the program; however there was no consistency in that process. All ELL teachers will have SkyWard access, enabling them to view student test grades, homework, attendance, etc. Teachers will also have access to the District's data warehouse. This will allow ELL teachers to see the local and State test data on their whole case load, which includes those they are monitoring.

Findings:

A qualified bilingual specialist or bilingual teacher has not consistently participated on the IEP teams of ELL students being evaluated for special education services in order to assist the other participants in understanding the child's language or cultural factors as they related to the child's instructional needs. Prior to the 2013-2014 school year, the district only had three bilingual teachers. Teachers with ESL endorsements have had to be in the initial meetings. Beginning the 2013-2014 school year, the district will have 8 bilingual teachers and 1 bilingual administrator who can attend these meetings. The Director of Student Support Services is providing training for all diagnostic teams to review all special education requirements. One item that she will discuss is the expectation for a bilingual teacher to be at all meetings that determine eligibility. A safeguard has been embedded into the IEP requirement process to ensure that if a student is ELL and being considered for special education services that a bilingual teacher or administrator must be in attendance (Appendix H). The Director of ELL has already met with all ELL teachers making sure they are aware of the expectations. Principals of all buildings and all other LEAs have also been made aware. This process will be reviewed quarterly.

4. ESTABLISHMENT OF PROGRAMS, COMPONENTS, AND PLACEMENT

Findings:

The District was cited for placing students into part-time TBE programs without consideration of students' proficiency in the home language, prior performance in English coursework, current academic performance, and other factors. The part-time program did not incorporate all of the required components in accordance to the administrative code.

Corrective Action:

In July 2013, the District set guidelines for part-time versus full-time TBE. The Director of ELL met with all ELL teachers and discussed placement of students. There has been a cut-off created for full-time, however it has been discussed that each student is different and will have different levels of service. Monthly meetings have been established to continue communication regarding placement of students. Teachers have worked on unpacking the Illinois English Language Proficiency Standards. This has created a better understanding of each standard. Instruction in English as a second language will be aligned to the Illinois English Language Proficiency Standards and indicated on lesson plans.

Findings:

The District was also cited for not incorporating all of the required components of a full-time TBE program. The components missing include: instruction in English and the home language of the students for all core subjects; language Arts in the student's home language, instruction in English as a second language, which must be aligned to the Illinois English Language Proficiency Standards, and instruction in the history and culture of the native land of the student or their parents and of the United States.

Corrective Action:

The school district hired five additional bilingual Spanish teachers to ensure that instruction will be taught in English as well as their home language. Although three of them will be classroom teachers, they will all assist in supporting our TBE programs. In the spring, two Teacher's Institute days were devoted to unpacking standards. ELL teachers unpacked the Illinois Language Proficiency Standards to better understand the expectations of the standards. These standards will be found on their lesson plans. The District took three summer work days to discuss the findings of the audit with teachers. During this time, teachers and administration focused on the components of a TBE program. All are aware of expectations. Monthly meetings will be scheduled to ensure findings in the audit are corrected. Evidence will include daily teacher schedules which will show increased student contact. These schedules will be created in collaboration

with the ELL teacher, Principal(s), and ELL Director. Included in these schedules will be subject matter and language of instruction.

Since 2011-12, the District has also hired eight teachers who hold their bilingual Spanish endorsements. Two of those teachers were hired in 2011-2012, one who had several years of bilingual program experience. During the 2012-2013 school year, the District hired an additional teacher who holds a bilingual Spanish endorsement, who also had previous bilingual program experience. For the 2013-2014 school year, the District has hired four additional bilingual Spanish teachers, four of them have bilingual program experience, and one just completed her ESL/Bilingual endorsement through NIU's Project Dreams program.

5. PROGRAM COMPONENTS – STANDARDS ALIGNED CURRICULUM

Findings:

The District was cited for not having the program curriculum aligned to the New Illinois Learning Standards Incorporating the Common Core. Instruction in Spanish Language Arts is not aligned to the WIDA Spanish Language Arts Standards, and the program of instruction did not incorporate approaches and methodologies based on scientific research that are designed to meet the instructional needs of ELL students.

Corrective Action:

The District has spent the past three years aligning their math curriculum to the New Illinois Learning Standards Incorporating the Common Core. The District has also spent the past two years aligning their English Language Arts curriculum to the New Illinois Learning Standards Incorporating the Common Core. ELL teachers were asked to participate in the creation of the curriculum guides. Two bilingual Spanish teachers assisted in the process. Teachers have begun to align the Spanish Language Arts standards that are appropriate to the ages or grade levels of the students served. Additional days of release time will be provided beginning the 2013-2014 school year to continue the alignment of these standards. The District also sent two ELL teachers to Train the Trainer Workshops on the English Language Development Standards Framework in Springfield this July. They will assist in providing professional development in the area of English language development. The methods of instruction will be evident in their lesson plans. The experience of the teachers which the District hired will ensure that scientifically-based research and best practices are incorporated.

Findings:

The District was cited for not consistently providing sufficient native language and ESL instructional materials to meet the needs of ELL students.

Corrective Action:

The District spent over \$37,000 during the 2012-2013 school year on native language and instructional materials to meet the needs of ELL students. See appendix I for a list of items purchased. An additional \$8000 has been set aside to purchase additional native language and ESL instructional materials for the 2013-2014 school year.

Findings:

The District was cited for not implementing an effective means of outreach to parents of ELL students to inform them how they can be involved in the education of their children and be active participants in assisting their children to learn English and to achieve at high levels. The District does not hold regular meeting for the purpose of formulating and responding to recommendations from parents of ELL students.

Corrective Action:

For the past two years the District shared information regarding family literacy nights at the library throughout the year. The District had their first Bilingual Parent Advisory Committee (BPAC) meeting on February 5, 2013. This committee also met on April 9, 2013 and June 20, 2013. Daycare was provided for BPAC meetings. The officers met on April 17, 2013 and had a table set up at Know Your Neighbor, which was a community event sponsored by the District. There were pamphlets and brochures, made available in Spanish, explaining to parents how they could help their students. The BPAC also shared food from their respective countries as well as introduced themselves as a resource to ELL families and to promote bilingualism.

In May 2013 the District had five BPAC parents attend the Bilingual Parent Summit in Oak Brook along with four administrators. At that summit, parents came away with the collective understanding of how important it is that ELL parents be actively involved in the education of their children. In order to implement what they learned, the BPAC members volunteered during our entire District registration process to inform the ELL community of the importance of their involvement in their child's education and to promote bilingualism. Our vice-president has applied for a State BPAC position and is waiting to hear back. Our BPAC parents also assisted in professional development opportunities for our staff. The BPAC President and Vice-President, along with our Principal and ESL teacher, taught our certified teachers Spanish language and about the Hispanic cultures. The BPAC has seen the District's ELL strategic plan and has had the opportunity to voice their questions and concerns regarding programming. The budget was shared with the BPAC and approved on June 20, 2013.

The BPAC had a table at District registration where they shared the dates and times of the BPAC meetings for the 2013-2014 school year. The meeting dates have been set for

September 17, 2013, November 13, 2013, March 4, 2014, and June 24, 2014. At the last meeting the committee said that they would like to spend time focusing on ways to increase parent involvement and family activities and promoting bilingualism.

6. PARENT'S RIGHTS/NOTICE TO PARENTS

Findings:

The District was cited for not sending the written notice of enrollment to parents of ELL students in English and in all the ELL students' home languages and for the notice of enrollment not including all of the components required by school code.

Corrective Action:

The District will adopt the ISBE sample Parent Notification letters and program descriptor templates to inform parents of enrollment and placement. Parents will receive these in both English and their home language. Please see appendices J, K, L. The attached documents are in English and Spanish, however the other 22 languages will be translated and available upon request.

7. STUDENTS' PARTICIPATION; REPORT CARDS; AND RECORDS

Findings:

The District was cited for progress reports being written in English, but not in all the ELL students' home languages. Additionally, written agreements from students' parents to waive this requirement were not obtained by the District. Also, the progress reports did not indicate the progress in the TBE/TPI program.

Corrective Action:

Currently the District's report cards are in English and/or Spanish. The District will send the Report Card Waiver Form (Appendix M) to parents at the beginning of the school year to waive their rights to receive these reports in the languages we currently do not have. The District will also use the Program Progress Forms (Appendix N) to indicate how each student is progressing in his/her TBE/TPI program. The documents attached are in English and Spanish, however the other 22 languages will be translated and available upon request.

8. PROFESSIONAL DEVELOPMENT

Findings:

The District was cited because training sessions related to the implementation of Spanish Language Arts standards were not provided at least once a year.

Corrective Action:

Professional Development in Spanish Languages arts was provided to our two TBE teachers on March 20, 2013 via a webinar through IRC. The District will enroll all TBE teachers in at least one Spanish Language Arts professional development opportunity annually. The District is currently waiting for the IRC's Fall 2013-Summer 2014 workshops to be listed.

Findings:

The District was cited for not providing classroom teachers, principals, and administrators high quality professional develop that is designed to improve the instruction and assessment of ELL students.

Corrective Action:

This process has started to develop. The District sent one principal to the State Bilingual Conference in Oak Brook last December. They also sent several administrators to the ASCD conference in Chicago in March 2013. There the Director of Curriculum and a building principal attended sessions focused on improved ELL instruction and assessment. The Director of Curriculum and the building principal began to provide professional development to teachers at a staff meeting. This will continue with the assistance of the Bilingual teacher. Four building principals attended the BPAC summit in May. These administrators shared what they learned with staff as well. This past spring, the District offered Spanish Language and Culture courses for teachers. The response was so positive that we opened a session for elementary teachers as well as secondary teachers.

The District plans to continue to offer the Spanish Language and Culture professional development. This year there were be two levels offered. The District also plans to send principals and administrators to the WIDA conference held in October. Best practices in instruction will be offered monthly at all staff meetings. Best practice for ELL students is solid tier I instruction for all students. The District will work with the IRC to provide professional development for teachers.



English

Home Language Survey

The state requires the district to collect a Home Language Survey for every new student. This information is used to count the students whose families speak a language other than English at home. It also helps to identify the students who need to be assessed for English language proficiency. Please answer the questions below and return this survey to your child's school.

Student's Name: _____

1. Is a language other than English spoken in your home?
Yes _____ No _____
What language? _____

2. Does your child speak a language other than English?
Yes _____ No _____
What language? _____

If the answer to either question is yes, the law requires the school to assess your child's English language proficiency.

Parent/Legal Guardian Signature Date



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SpanishEspañol

Encuesta del Idioma en el Hogar

El estado requiere que el distrito recoja información en una Encuesta del Idioma que se Habla en el Hogar (*Home Language Survey* o HLS por sus siglas en inglés) para cada estudiante nuevo. Esta información se usa para contar a los estudiantes cuyas familias hablan en el hogar un idioma que no es el inglés. También ayuda a identificar a los estudiantes que necesitan ser evaluados para la fluidez en el idioma inglés. Por favor, conteste las preguntas a continuación y devuelva esta encuesta a la escuela de su niño.

Nombre del estudiante: _____

1. ¿Se habla en su casa otro idioma que no es el inglés?

Sí _____ No _____
¿Cuál? _____

2. ¿Habla su niño(a) un idioma que no es el inglés?

Sí _____ No _____
¿Cuál? _____

Si la respuesta a cualquiera de las preguntas es "Sí", la ley requiere que la escuela evalúe la fluidez de su niño en el idioma inglés.

Firma del Padre/Madre/Encargado/Tutor Legal

Fecha



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**HARLEM CONSOLIDATED SCHOOL DISTRICT
#122**

Job Description

BILINGUAL AND ESL PROGRAM COORDINATOR

Supervisor: Assistant Superintendent for Curriculum and Instruction

FLSA Status: Exempt **Employee Group:** Administrative

Qualifications:

1. Valid Illinois Teaching Certificate
2. Must possess or be eligible for Bilingual Director Certification Type 29
3. Master's Degree in Education and Administrative Certification
4. At least three years of successful teaching experience
5. Experience in Dual Language, Bilingual and ESL programming
6. Proven administrative experience and Spanish communication skills are required
7. Ability to work with all stakeholders in a respectful and dignified manner

Terms of Employment:

- Stipend Position

Duties and Responsibilities:

1. Work in collaboration with the Director of Curriculum to plan and implement the bilingual budget.
2. Collaborate with the Director of Curriculum, the Director of Student Support Services, the Assistant Superintendent for Instruction, and the Superintendent in implementing this programming.
3. Serve as the District contact for Bilingual and ESL programming.
4. Implement procedures to identify bilingual students at all grade levels. Include appropriate reviews of student data and testing of students.
5. Oversee bilingual curriculum according to state standards and Common Core concepts.
6. Collaborate with Building Principals to supervise Bilingual and ESL teachers in order to provide the best curriculum and learning opportunities for students to be successful.
7. Develop, arrange for, and lead staff development sessions to continually provide for the critical alterations to enhance maximum learning for our students.
8. Continually evaluate and update Bilingual and ESL programs to optimize student success.
9. Ensure teachers have the best possible program materials and resources available.
10. Consult with parents, teachers, counselors, administrators and community agencies to enhance opportunities and improve our program.
11. Plan and conduct parent meetings with staff.
12. Oversees testing logistics and analyzes data regarding English Language Learners.
13. Explore appropriate certification opportunities/scholarships and grants for teachers.
14. Keep current with best practices as they relate to job assignment.
15. Perform such other job related duties and assume such other professional responsibilities as your supervisor may from time to time assign or delegate.

16. Represent the Harlem Consolidated School District in a professional manner.
17. Utilize an appropriate range of instructional strategies and curriculum resources encompassing all forms of diversity while promoting equity and inclusion.

HARLEM CONSOLIDATED SCHOOL DISTRICT #122

Job Description

Bilingual/ESL Program Secretary

Supervisor: Bilingual/ESL Program Coordinator

FLSA Status: Non-Exempt **Employee Group:** Secretarial

Qualifications:

1. High School diploma or equivalent
2. Knowledge of Microsoft Office including Publisher and Excel
3. Knowledge of common office software and equipment use
4. Experience within educational and/or grants environments preferred
5. Must be fluent in Spanish

Terms of Employment:

- Twelve (12) Month Contract
- Eight (8) hours per day

Duties and Responsibilities:

1. Communicate effectively by phone and in person with parents, staff, and community members in a friendly and professional manner.
2. Type and file a variety of correspondence and reports.
3. Register and process student English Language Learner files.
4. Enter all components of student data into the tracking system.
5. Generate reports and input data in accordance with state and federal guidelines.
6. Aid individual schools in the maintenance and storage of English Language Learner files.
7. Translate required program documents and internal and external communications as needed.
8. Serve as a translator at meetings and other district activities for District staff and parents.
8. Keep in contact with parochial/private schools to ensure appropriate services.
9. Assist with fall registration days.
10. Maintains consistent communication with the office of the Director of Curriculum.
10. Keep current with best practices and requirements as they relate to your job assignment.
11. Perform such other job related duties and assume such other professional responsibilities as your supervisor may from time to time assign or delegate.
12. Represent the Harlem Consolidated School District in a professional manner.
13. Utilize an appropriate range of instructional strategies and curriculum resources encompassing all forms of diversity while promoting equity and inclusion.



English

Parent Guardian Consent for Continued Placement
For School Year

- | | |
|---|--|
| <input type="checkbox"/> Transitional Bilingual Education | <input type="checkbox"/> Transitional Program of Instruction |
| <input type="checkbox"/> Dual Language/Two-Way Immersion | <input type="checkbox"/> Developmental Bilingual Education |

Check one:

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

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

Parent Signature

Date



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Aviso de muestra de Inscripción/Colocación en el Programa por Tres (3) Años o más (105 ILCS 5/Art. 14C)

Fecha _____

Estimado(a) _____

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

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

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

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

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

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

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

Como padre o madre, usted tiene el derecho a:

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

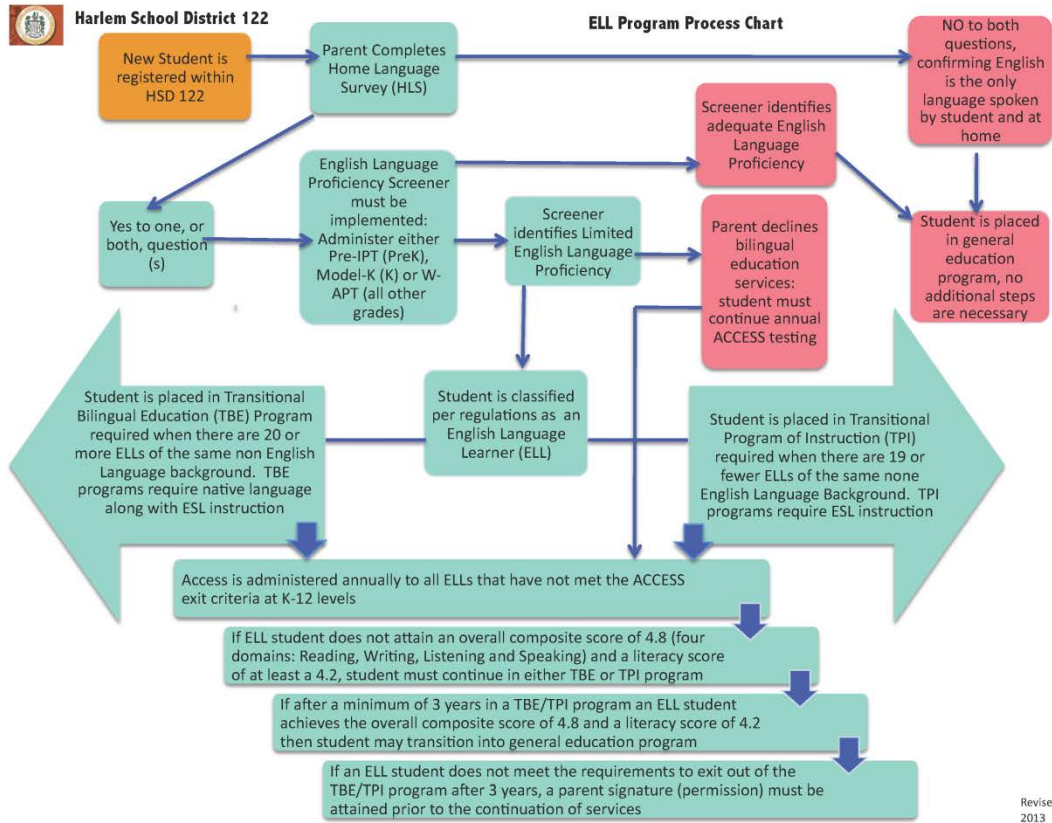
 Administrador de la Escuela



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Appendix E.



Harlem Consolidated School District 122

ELL Programs and Services Strategic Program Report

L. Vazquez, VEC, January 2013

Final Draft



English Language Learners Program

Bilingual Education Strategic Program Report

**Harlem Administration Center
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Report Prepared by:

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Bilingual Education Consultant
&
HSD 122, 2012-2013**

Revised: January 2013

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Introduction

Harlem Consolidated School District 122 is a community of diverse learners situated in the vibrant community of Machesney Park, within the Northern Stateline region of Illinois. Harlem Consolidated School District 122 serves over 7,000 students with one early learning center, eight elementary schools, one middle school, one 9th grade campus, and one high school. This Bilingual Education Strategic Program Report (2012-2013) has been established as an essential resource for addressing the needs of an ever-changing English Language Learner student population within the School District. Furthermore, in alignment with State and Federal Statutes (Article 14C, Illinois School Code, Title 23 Illinois Administrative Code 228) this report serves as a guide for: 1) implementing appropriate bilingual education services and 2) identifying future steps and directions for Harlem Consolidated School District's Bilingual Education Program and Services.

Harlem Consolidated School District Beliefs:

1. We believe each individual has unlimited potential to reach his or her goals and ambitions.
2. We believe that the Harlem Consolidated School District respects and accepts diversity of culture, ethnicity, belief, thought and learning.
3. We believe that every student has an equal right to a quality education that builds on his or her individual strengths and needs.
4. We believe in fostering individual academic, social and character growth and development of the learner.
5. We believe the Harlem Consolidated School District, its families, and the Community as a whole, are equally vital partners in the pursuit of lifelong learning.
6. We believe every person has the right to learn and work in a safe, non-threatening environment.
7. We believe in effective and responsible use of our resources.

This report was formulated in alignment with the Harlem School District Long-Range Plan Strategy 1: *The District will develop high quality comprehensive academic programs that support diverse learners in college and career readiness.*

Goal: *By December 2012, the District will develop a comprehensive District-wide model for ELL instruction, including a timeline for program implementation and related professional development.*



ELL Program Philosophy

Philosophy

The philosophy of Harlem School District is for all of our students to develop high levels of English proficiency, while maintaining, and whenever possible enhancing, their linguistic diversity. We will support our students to maintain their first language as they develop skills in English. We will develop a comprehensive model to address the short and long term academic programming goals of our English Language Learners.

1. Bilingual Education Program Definitions

Illinois State Board of Education State Regulations

Within the state of Illinois, Bilingual Education Programs that serve English Language Learners are regulated by Article 14C, Illinois School Code, 23 Illinois Administrative Code 228. Within Harlem Consolidated School District 122, Bilingual Education programs provide standards-based instruction and educational reinforcement to all students that are working towards the acquirement of English language proficiency. In conjunction with developing skills within the varying content areas, all students that are participating in a bilingual education program should receive academic programming aligned to the Illinois Learning Standards and the World Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards. The main goal for ELLs is to attain English language proficiency and simultaneously experience academic success in general education programs. Harlem Consolidated School District 122 offers two programs for ELLs: Transitional Bilingual Education (TBE) Program and Transitional Program of Instruction (TPI).

Transitional Bilingual Education (TBE) Program

Per Illinois State Board of Education regulations, any school with an enrollment of 20 or more ELLs that share a common native home language (L1) background from Kindergarten to 12th grade (Pre-K students are not counted in this figure) must implement a Transitional Bilingual Education Program. In addition, when there are 20 or more ELLs that share a common native home language (L1) background in a Pre-Kindergarten program, the school must establish a Pre-K TBE program regardless of the number of ELLs at the K-12 levels. ELLs in TBE programs are required to receive content-area instruction in their native language by a certified teacher fluent in the target language. In addition English as a Second Language (ESL) instruction, and a designated amount of content area instruction in English should also be provided to ELLs in TBE programs. The amount of time distributed between content area instruction in the native language and English language instruction will vary pending Harlem Consolidated School District's Language Allocation Plan, student's English language proficiency screener and demonstrated academic progress.

English as a Second Language (ESL) instruction shall include a program of instruction focused on skills development in listening, speaking, reading and writing in English with incremental increases in academic instruction in English (L2) as students' demonstrate an increase in English language proficiency.

Transitional Program of Instruction (TPI)

Per Illinois State Board of Education (ISBE) regulations, any school with an enrollment of 19 or fewer ELLs that share a common native home language (L1) background must implement a Transitional Program of Instruction (TPI). ELLs in the TPI program must be provided with English as a Second Language (ESL) instruction from a certified teacher with appropriate ESL endorsement per ISBE. Within a TPI program, ELLs may be part of the general education program of instruction. In addition, ELLs of different native home languages (L1s) may receive instruction together as long as age and English language proficiency are taken into account for such grouping. If the school has the staff capacity to provide services in students' L1, then instruction in students' home language is highly encouraged whenever this is possible. English as a Second Language (ESL) instruction shall include a program of instruction focused on skills development in listening, speaking, reading and writing in English.

Dual Language Education

Due to the drastic changes in student demographics and emerging evidence and research regarding bilingualism and additive bilingual program models, Harlem Consolidated School District 122 may consider the possibility of establishing a Dual Language Education program beneficial to native and non-native English speakers and the greater education community in the future.

2. Student Identification, Program Enrollment and Program Exit

Illinois State Board of Education's rules and regulations on bilingual education cite specific steps for identifying ELLs for program services. In addition to properly placing students in bilingual education programs, ISBE provides guidelines for monitoring, measuring progress and transitioning ELLs through the appropriate programs of instruction.

Home Language Survey

The Illinois School Code 23 Illinois Administrative Code 228 requires the administration of a Home Language Survey (HLS) to all the parents/legal guardians of all students enrolling into any given school district. The purpose of this survey is to identify if students possess a language background other than English upon district enrollment. Students from Pre-K-12th grade should be provided with the HLS. The HLS serves as an indicator of eligibility of bilingual education services (TBE/TPI) based on the minimum of one affirmative (yes) response to either of the following (two) questions:

1. Is a language other than English spoken in your home?
2. Does the student speak a language other than English?

A response of 'YES' to either question requires that the student's designated school, within the district, administer the appropriate English language proficiency screener in order to assess a student's English language proficiency. In order to maintain compliance, program eligibility must be determined within 30 days of student's enrollment.

The HLS serves, as an important piece of documentation and the completed form, filled in with the appropriate signatures of the student's parent/legal guardian along with that of the designated school official, must be included in students' cumulative folders.

English Language Proficiency Screeners

As previously mentioned, the Illinois School Code 23 Illinois Administrative Code 228 requires the administration of the HLS and the consequent administration of an English language proficiency screener to any affirmative assertions (YES) to either question on the HLS. In addition, all Kindergarten students that fall under these guidelines should be screened using the MODEL K screener notwithstanding ELL status (if any) in Pre-K. The screeners outlined in the table 2.1 are used to assess student's eligibility and placement within the appropriate bilingual education program.

Only teachers that possess the proper certification to administer any of the listed English language proficiency screeners may preside over these assessments.

2. Student Identification, Program Enrollment and Program Exit

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A response of 'YES' to either question requires that the student's designated school, within the district, administer the appropriate English language proficiency screener in order to assess a student's English language proficiency. In order to maintain compliance, program eligibility must be determined within 30 days of student's enrollment.

The HLS serves, as an important piece of documentation and the completed form, filled in with the appropriate signatures of the student's parent/legal guardian along with that of the designated school official, must be included in students' cumulative folders.

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Only teachers that possess the proper certification to administer any of the listed English language proficiency screeners may preside over these assessments.

Table 2.1

English Language Proficiency Screeners by Grade Level	
Grade Level	Screener
Pre-Kindergarten	Pre-IPT
Kindergarten and 1st grade (1st Semester)	MODEL K
1st grade (2nd Semester) through 12th grade	W APT

Parent Notification

Article 14C of the Illinois School Code, in conjunction with the No Child Left Behind (NCLB) Act 2001, stipulate that all schools must notify parents/legal guardians of student’s placement in a designated bilingual education program (TBE/TPI) within 30 calendar days of enrollment at the beginning of the school year and 14 days thereafter.

Parent Notification Letters (PNL) must be available in the student’s native home language (L1) and English (L2). Federal and statutes by the State of Illinois require that the following information be addressed within the PNLs:

1. Description of identification of ELLs
2. Assessment process
3. Results from designated English language proficiency screener
4. Latest English proficiency level identified for student
5. Bilingual education program placement and availability of programs at student’s designated school
6. Any change in ELL status (i.e. continuing, transitioning, etc).
7. Parent rights and options to continue or refuse services
8. Individualized Educational Plan (IEP), when applicable

Refusal of Services

An ELL’s parent/legal guardian has the right to refuse bilingual education program services by indicating that preference within a signed and dated PNL. When a parent/legal guardian declines bilingual education program services for their child they must be informed of the mandated annual testing of their student until he/she attains the English language proficiency score established by the State of Illinois.

Transition Criteria for ELLs

Annual assessments are required for determining whether ELLs are demonstrating gains in attaining English language proficiency and identifying whether an ELL proceeds in a bilingual education program of instruction or is exited out to the general education program of instruction. There are three criteria that must be met in order to transition an ELL into a general education program of instruction:

1. ELL student must attain an overall composite score of 4.8 or higher on the Tier C Access Test
2. ELL student must attain a literacy (reading and writing) composite score of 4.2 or higher on the Access test
3. ELL student must have participated in the bilingual education program for a minimum of three (3) years

Harlem Consolidated School District 122 will continue to monitor the academic progress of all ELL students that attain the appropriate criteria to exit their designated bilingual education program of instruction for 3 additional school years.

Parents of students that meet the exit criteria prior to their child's completion of three (3) years, possess the right to exit their child from the bilingual education program of instruction as long as the proper documentation has been completed.

Documentation & Recordkeeping for ELLs

In order to maintain readily available documentation and recordkeeping for ELL students, the following documents should be filed in a student's ELL folder (usually maintained within the student's cumulative folder):

- Completed, signed, and dated Home Language Survey (HLS)
- English Language Proficiency Screeners
- Parent Notification Letter(s) PNL(s)
- Annual Student Assessment Information: Access, ISAT, etc.
- Individual Bilingual Instructional Plan for students with IEPs
- Student Reclassification Request (Exiting Documentation)
- Documentation of Parent-Teacher Conferences
- Any communication pertinent to ELL related matters

3. Staffing and Certification

Staffing

HSD 122 will identify adequate staffing allocations for its ELL program pending TBE/TPI program identification at each school, total ELL students within the District, and if deemed necessary, ELL students' needs based on ACCESS scores.

Teacher Certification Requirements

According to the Illinois State Board of Education, all educators in bilingual education programs must hold the appropriate certification for working with ELL student populations. Teachers working in state-mandated bilingual education programs must hold a valid standard teaching certificate (Type 03, 04, 09 or 10) along with a Bilingual or ESL Approval/Endorsement. A Transitional Bilingual Certificate (Type 29) may also be used as long as a teacher that possesses such certification is simultaneously enrolled in an approved regionally accredited university program to obtain the Bilingual or ESL Approval/Endorsement. By July 2014 all Pre-K teachers must also possess appropriate certification for working with ELL students.

Qualifications to Teach in Native Language Bilingual Programs & Qualifications to Teach English as a Second Language (ESL) in Bilingual Programs (See Table 3.1)

Table 3.1

Certification Requirements for TBE/TPI Programs		
Program Type		
Grade Level	TBE/Bilingual	TPI/ESL
Pre-K	Type 04 with a bilingual approval in language of instruction	Type 04 with an ESL approval or endorsement
K	Either a Type 04, Type 03 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate	Either a Type 04, Type 03 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate
1st	Either a Type 04, Type 03 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate	Either a Type 04, Type 03 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate
2nd	Either a Type 04, Type 03 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate	Either a Type 04, Type 03 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate
3rd	Either a Type 04, Type 03 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate	Either a Type 04, Type 03 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate
4th	Either a Type 03 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate	Either a Type 03 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate
5th	Either a Type 03 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate	Either a Type 03 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate
6th	Either a Type 03, Type 09 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate and a Middle School Endorsement	Either a Type 03, Type 09 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate and a Middle School Endorsement
7th	Either a Type 03, Type 09 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate and a Middle School Endorsement	Either a Type 03, Type 09 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate and a Middle School Endorsement
8th	Either a Type 03, Type 09 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate and a Middle School Endorsement	Either a Type 03, Type 09 or Type 10 with either a <u>Bilingual or ESL approval</u> or a Type 29 Transitional Certificate and a Middle School Endorsement
9th	Either a Type 03, Type 09 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate	Either a Type 03, Type 09 or Type 10 with an <u>ESL approval</u> or a Type 29 Transitional Certificate
10th	Either a Type 09 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate	Either a Type 09 or Type 10 with an <u>ESL approval</u> or a Type 29 Transitional Certificate
11th	Either a Type 09 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate	Either a Type 09 or Type 10 with an <u>ESL approval</u> or a Type 29 Transitional Certificate
12th	Either a Type 09 or Type 10 with a bilingual approval in language of instruction or a Type 29 Transitional Certificate	Either a Type 09 or Type 10 with an <u>ESL approval</u> or a Type 29 Transitional Certificate



Bilingual Administrator

According to the Illinois State Board of Education, beginning on July 1, 2014 any person designated to administer either a TBE or TPI program with 200 or more students in a district must hold a valid administrative certificate or supervisory endorsement and must also meet the requirements for Bilingual Education Programs. In a district where the number of students eligible for Bilingual Education reaches 200 shall become subject to these requirements at the beginning of the fourth (4th) school year in which the eligible population exceeds 200 or more students, i.e. this administrator may continue to serve for the first three school years on credentials that qualified him or her to administer the program previously operated.

The district administrator responsible for directing a TBE or TPI program in a district with fewer than 200 students shall be exempt from meeting the requirements for Bilingual Education Programs provided that he/she annually completes a minimum of eight (8) hours of professional development specifically designed to address the needs ELL students.

Professional Development

The Illinois State Board of Education requires that all educators, including certified and non-certified personnel, in State mandated bilingual education programs should attend or participate in at least two (2) professional development activities addressing at least one of the following areas:

- Current research in Bilingual Education
- Content area and language proficiency assessment of ELL students
- Research based methods and techniques for teaching ELL students
- Research based methods and techniques for teaching EL students who also have disabilities
- The culture and history of the United States and of the country, territory or geographic area that is the native land of ELL students or of their parents

In addition, each district that operates either a TBE or TPI program for students of Spanish language background in any grades K-12 shall provide an annual training session related to the implementation of the Spanish Language Arts Standards for staff members providing instruction in the Spanish Language Arts.

4. Instruction

Illinois School Code, 23 Illinois Administrative Code 228 calls for schools to provide equitable facilities, staffing and programs along with instruction that is appropriate for addressing the specific language development and academic needs of English Language Learners. Policies for Bilingual Education Services have been designed to ensure that English Language Learners have equal access to a high quality education and that the program of instruction provides the tools to achieve and maintain academic success.

Program Facilities

Per regulations, State-mandated bilingual education programs must be located in district facilities comparable to those of the general program of instruction. In addition, bilingual education programs must be afforded comparable curricular materials and equipment to that of the general education program.

Class Placement

English Language Learners must be placed in classes with students of approximately the same age or grade level. When this is not possible and students of different age groups or educational levels are combined the school is responsible for ensuring that instruction given to each of these students is appropriate to his/her grade level. Moreover, though students from various language backgrounds may be grouped together or placed in the same background, the school is responsible for ensuring instruction in native language whenever possible. As previously mentioned, instructional materials and resources available for English Language Learners should be academically, and grade-level, appropriate.

Program Integration

In courses where language diversity is not a limitation, such as art, music, and physical education, English Language Learners shall fully participate with their general education, English-speaking colleagues and classmates.

Student Teacher Ratios

In accordance with the Illinois State Board of Education regulations, within a bilingual education classroom, the student-teacher ratio shall not exceed 90% of the average student-teacher ratio in general education classrooms, of the same grade levels.

Native Language Instruction

Effective bilingual education programs must have language and literacy development in an ELL student's native language. Additive strategies that build on a student's native language facilitate a continuation of linguistic and cognitive development appropriate for the student's academic level.

Spanish language arts shall be aligned to the standards that are appropriate to the ages or grade levels of the ELL students served as set forth by the World-Class Instructional Design and Assessment (WIDA) Spanish Language Arts Standards.

The state of Illinois mandates that for Transitional Bilingual Education (TBE) programs, the student's native language must be used as the medium of instruction for the development of academic English language proficiency. According to section 223.30 Subtitle A Subchapter F, of Title 23 Illinois Administrative Code 228, instruction in subjects required by law or by an ELL student's school district is to be given in the student's home language and English. In addition, core subjects such as math, science and social studies must be offered in the student's home language. Instruction in the language arts must be in a student's home language.

The amount of time allocated for instruction in English and a student's native language varies according to a number of factors including student's English Language proficiency level, bilingual program model, along with district resources and capacity. Harlem School District 122 has established the following to serve as a guideline for schools, educators and administrators in structuring the amount of time bilingual and ESL teachers shall provide instruction in the student's native language and in English for language arts and content area subjects. (See Table 4.1)

English Language Instruction

The State mandate for Bilingual Education provides for the development of English proficiency in order to develop the cognitive academic language proficiency required for attaining academic success in a general education classroom where English is the primary language of instruction. English language instruction includes English as a Second Language (ESL) instruction along with content area instruction in English.

Instruction in English as a Second Language must align to the "English Language Proficiency Standards for English Language Learners in Pre K- 12 Grade.

<http://www.wida.us/standards/elp.aspx>

Language Allocation Plan

As previously mentioned, the amount of time allocated for instruction in English and a student’s native language varies according to a number of factors including student’s English Language proficiency level, bilingual program model, along with district resources and capacity. Harlem School District 122 has established the following to serve as a guideline for schools, educators and administrators in structuring the amount of time bilingual and ESL teachers shall provide instruction in the student’s native language and in English for language arts and content area subjects. (See Table 4.1)

Table 4.1

Guideline for Instruction Based on ACCESS Scores Elementary School (K-8) TBE Programs HSD 122								
ACCESS Score	Entering 1.0-1.9		Beginning 2.0-2.9		Developing 3.0-3.9		Expanding 4.0-4.7	
Subject/ Content Area	Native Language Instruction (L1)	English Instruction (L2)	Native Language Instruction (L1)	English Instruction (L2)	Native Language Instruction (L1)	English Instruction (L2)	Native Language Instruction (L1)	English Instruction (L2)
Language Arts	Critical	Low/None	High	Medium	Medium	High	Low/None	Critical
English as a Second Language	None	High/Medium	None	High/Medium	None	High/Medium	None	High/Medium
Content areas: Math, Science, Social Studies	Critical	Medium	Critical/High	High/Medium	High/Medium	Critical/High	Medium	Critical
Specials: Art, P.E, Music, Library, Technology	None	High/Medium	None	High/Medium	None	High/Medium	None	High/Medium

Recommended ESL and Native Language Content at High School

Table 4.2

Guideline for Instruction Based on ACCESS Scores for High School (9-12) TBE Programs HSD 122								
ACCESS Score	Entering 1.0-1.9		Beginning 2.0-2.9		Developing 3.0-3.9		Expanding 4.0-4.7	
Subject/ Content Area	Native Language Instruction (L1)	English Instruction (L2)	Native Language Instruction (L1)	English Instruction (L2)	Native Language Instruction (L1)	English Instruction (L2)	Native Language Instruction (L1)	English Instruction (L2)
Language Arts	High		High			High		High
English as a Second Language		Medium		Medium		Low		Low
Content areas: Math, Science, Social Studies	High		Medium	Low	Low	Medium		High
Specials: Art, P.E Music, Library, Technology		High		High		High		High



ELL Enrichment and Support Opportunities

State-mandated bilingual education programs require that schools providing additional support to students in the general education program of instruction shall offer the same opportunities for English Language Learners including: all before and after school activities, academic tutoring, enrichment activities, extra-curricular and summer programs. In addition, tutoring programs should focus on strengthening ELL student academic achievement and the development of English.

Summer Bilingual Program

Harlem School District 122 may establish summer school programs for ELL students or join with other school districts to establish such programs. However, summer school programs shall not replace any, or a portion, of programs required during the regular academic school year.

Tutoring Services

Bilingual education programs may also include other services, modifications, or activities such as counseling, tutorial assistance, learning settings or special instructional resources that will support ELL students in meeting the Illinois Learning Standards.

5. Assessments and Accountability

Research has consistently demonstrated that as English Language Learners are acquiring English language proficiency, educators should have a clear distinction between a student's linguistic and academic growth. Since the establishment of the concepts known as Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) by Jim Cummins, bilingual education experts have continually emphasized the importance in adequately identifying the distinction and commonalities between linguistic achievement and academic achievement, or lack thereof.

Harlem School District 122 will use a variety of assessment practices in order to obtain a clear indication of an ELL student's academic and linguistic maturation. Resources should include formative classroom measures (individualized and differentiated as much as possible) often teacher created and available in a variety of formats, along with large scale summative assessments designed and required at the School, District, State and Federal levels.

Assessments should be strategically adapted, through native language versions and testing accommodations, in testing procedures of ELLs, ensuring that implemented assessments are accurately portraying areas of strength, and improvement, in order to minimize the likelihood of misconstruing academic growth/shortfall for linguistic growth/shortfall and vice versa.

Annual English Assessments

Federal and state mandates indicate that all ELLs in grades K-12 must be assessed annually for English Language Proficiency. Whether or not identified ELL students are receiving services, (i.e. parent refusal, program withdrawals) students must be assessed in the four domains for identifying English Language Proficiency: listening, speaking, reading and writing. Using the *Assessing Communication and Comprehension in English From State to State for ELLs (ACCESS)*, students will be given this assessment annually until attaining the adequate English Language Proficiency score.

Each year HSD 122 will prepare assessment rosters identifying the students who must have the ACCESS administered using the most updated school-based information to ensure student eligibility. **All K-12 ELL students who have not yet met the proficiency score in ACCESS, including ELLs in special education or ELLs whose parents have opted out of bilingual education services, must also be assessed regardless of this status. A student is no longer given the ACCESS assessment only upon attaining the English language proficiency standard.**

* ELL student must attain an overall composite score of 4.8 or higher on the Tier C Access Test

Transition Criteria for ELLs

As previously outlined, in *Section 2* of this report, there are three criteria that must be met in order to transition an ELL student into a general education program of instruction:

1. ELL student must attain an overall composite score of 4.8 or higher on the Tier C Access Test
2. ELL student must attain a literacy (reading and writing) composite score of 4.2 or higher on the Access test
3. ELL student must have participated in the bilingual education program for a minimum of three (3) years

Annual Measurable Achievement Objectives (AMAO)

In order to meet the stipulations of the federal mandated *No Child Left Behind (NCLB) Act*, the Illinois State Board of Education has established Annual Measurable Achievement Objectives (AMAO) specifying guidelines and targets for the annual English language proficiency assessment, ACCESS. In order to meet AMAO for Title III funding, the District must demonstrate that its cohort of ELL students has achieved all of the following:

1. **Progress:** at a minimum, LEAs/sub-grantees (HSD 122) must assure annual increases in the number or percentage of children making progress in learning English;
2. **Proficiency:** at a minimum, LEAs/sub-grantees (HSD 122) must assure annual increases in the number or percentage of children attaining English proficiency by the end of each school year; and
3. **AYP:** LEAs/sub-grantees (HSD 122) assure the ELL students are making adequate yearly progress (AYP) on the state's academic content assessments.

Required Assessments Table 5.1

HSD 122 Required Assessments for ELL Students		
Assessment	Grade Level	Objective
Prescribed Screeners: 1) Pre-IPT 2) Model K 3) W-APT	All newly enrolled students from Pre-K to 12th grades who have at least one "Yes" answer to the District administered Home Language Survey (HLS)	Each of the listed screeners is meant to measure the four domains of English Language Proficiency: listening, speaking, reading and writing. The screener determines program eligibility and level placement. Screener results must be documented and maintained with student records.
Assessing Communication and Comprehension in English from State to State for ELLs (ACCESS)	All K-12th grade ELLs, including those enrolled in special education services or whose parents have opted out of bilingual education services	As a required assessment of all ELLs per NCLB guidelines, this assessment determines English language proficiency in the four domains: listening, speaking, reading and writing. This assessment guides in determining student progress within a given ELL program.
Illinois Standards Achievement Test (ISAT)	3rd-8th grades: Reading & Math	NCLB required assessment to identify student progress in meeting ISBE learning standards and determining Adequate Yearly Progress (AYP) as a school district
	4th & 7th grades: Science	
	*Newly arrived ELLs, or those who have less than one year of attending a U.S. school are exempt from taking the reading assessment	
Prairie State Achievement Examination	11th grade *Newly arrived ELLs, or those who have less than one year of attending a U.S. school are exempt from taking the reading assessment	As a required assessment of NCLB, this assessment is used to determine whether students who are graduating high school meet the ISBE learning standards.

Grading and Report Cards

English Language Learners within HSD 122 must receive a grade in all subjects based on the language of instruction. The general education teacher(s), along with the bilingual/ESL teacher(s) and the school principal (if deemed necessary) will work collaboratively to make certain that the grades earned by an ELL student accurately reflect content knowledge, based on student work and classroom assessments, rather than English language proficiency. See Table 5.2

Table 5.2

Report Card Collaboration and Grade Assignment Based on ACCESS Scores				
Subject/ Content Area	Entering 1.0-1.9	Beginning 2.0-2.9	Developing 3.0-3.9	Expanding 4.0-4.7
Language Arts	Bilingual/ESL Teacher	Bilingual/ESL Teacher in Collaboration with the General Education Teacher	General Education Teacher in Collaboration with the Bilingual/ESL Teacher	General Education Teacher
Content areas: Math, Science, Social Studies	Bilingual/ESL Teacher in Collaboration with the General Education Teacher	Bilingual/ESL Teacher in Collaboration with the General Education Teacher	General Education Teacher in Collaboration with the Bilingual/ESL Teacher	General Education Teacher in Collaboration with the Bilingual/ESL Teacher
Specials: Art, P.E, Music, Library, Technology	Designated Specials Teacher	Designated Specials Teacher	Designated Specials Teacher	Designated Specials Teacher

ELL Promotion and Graduation

Within HSD 122, ELLs will not be retained from continuing onto the next grade level, or from high school graduation based upon their English Language Proficiency level or bilingual education program year.

6. Family and Community Participation

Bilingual Advisory Committee

Pursuant to Illinois Administrative Code 228.30 (Subtitle A, Subchapter F, Section 5) Harlem School District 122 shall establish and maintain a Bilingual Parent Advisory Committee. This committee should include membership consisting of parents, legal guardians, transitional bilingual education teachers, counselors and community leaders. The purpose of this committee is to participate in the planning, operation and evaluation of programs. Per state mandates, parents or legal guardians should make up the majority of this committee's membership. In addition, membership of this committee shall be representatives of the diversity of the languages served within HSD 122.

Moreover the Bilingual Parent Advisory Committee shall:

1. Meet a *minimum* of four (4) times per year
2. Maintain on file with the school district official minutes of the aforementioned meetings
3. Review HSD 122's annual program application to the Illinois State Superintendent of Education

In addition, HSD 122 shall ensure that training is provided on an annual basis to the members of its Bilingual Parent Advisory Committee. This training shall be conducted in language(s) crucial for parent understanding and should address topics that include, but are not limited to the following:

- Information related to instructional approaches and methods in bilingual education
- Provisions of State and federal law related to students' participation and parents' rights
- Accountability measures relevant to ELL students and bilingual education programs

7. Student Data

ELL Data Collection & Student Data Management

Within the current era of data driven decision-making, data pertaining to English Language Learners is imperative to accurate, effective, and efficient programmatic decisions, at both the District and the School level. HSD 122 will be responsible for maintaining and disbursing data gathered at the schools regarding the district's ELL student population.

HSD 122 must develop a plan for addressing data collection procedures specifically related, but not limited, to the following:

- ELL Student Status
- ELL Program Year History
- Student Proficiency Levels
- Entering PRE-IPT Screener Scores
- Entering MODEL K Screener Scores
- Entering MODEL 1 Screener Scores
- Entering W-APT Screener Scores
- Monitoring of ELL students upon program exit
- Parent Refusal Reports

The following questions should guide HSD 122 in formulating a cohesive system for data collection and data management related to its ELL students, programs and services:

- Who will be responsible for gathering data at the School level?
- Who will be responsible for compiling this data at the District level?
- Where will this data be entered?
 - Does the current District database have the capability of maintaining data for ELL programs and services?
- Who will have access to data related to ELL students, programs and services?
- Who will submit ELL program reports to the Illinois State Board of Education for:
 - Funding purposes?
 - Compliance purposes?

8. Roles and Responsibilities

Positions and Job Descriptions

In order to maintain an effective and efficient ELL program, HSD 122 must identify and establish adequate District ELL staffing requirements. In addition to establishing staffing requirements, HSD 122 will formulate job descriptions for all ELL program teachers, staff, and administrators. HSD 122 will determine and assign primary responsibilities of overall coordination, instructional programming, data collection, and information dissemination, accordingly.

9. Three Year Program Recommendations

Guidelines and Recommendations

Goals	Year 1	Year 2	Year 3
	2013-2014 School Year	2014-2015 School Year	2015-2016 School Year
Logistics within ELL Program Process	1) Consistently implement the following documentation and recordkeeping for all ELL Students: a) Home Language Survey b) Parent Notification Letters c) Refusal of services documentation d) English Language Proficiency Screeners	1) Consistently implement the following documentation and recordkeeping for all ELL Students: a) Home Language Survey b) Parent Notification Letters c) Refusal of services documentation d) English Language Proficiency Screeners	1) Consistently implement the following documentation and recordkeeping for all ELL Students: a) Home Language Survey b) Parent Notification Letters c) Refusal of services documentation d) English Language Proficiency Screeners
	2) Identify whether each school requires a TBE or TPI program based on student enrollment	2) Maintain or adjust TBE or TPI programs based on any changes in ELL student enrollment at designated school sites	2) Maintain or adjust TBE or TPI programs based on any changes in ELL student enrollment at designated school sites 2) Maintain or adjust TBE or TPI programs based on any changes in ELL student enrollment at designated school sites, in addition district may begin to consider centralizing bilingual education services to 1 or 2 schools in order to streamline and maximize program efficiency
	3) Consistently use district-established guidelines for instruction based on ELL students' ACCESS scores. (See Tables 4.1 and Tables 4.2 of this report)	3) Consistently use district-established guidelines for instruction based on ELL students' ACCESS scores. (See Tables 4.1 and Tables 4.2 of this report)	3) Consistently use district-established guidelines for instruction based on ELL students' ACCESS scores, (See Tables 4.1 and Tables 4.2 of this report) or begin shifting towards self-contained bilingual education classrooms
		4) Identify plan for monitoring ELL students that have exited out of bilingual program services	4) Solidify year 2 of implementing a formal process for monitoring ELL students that have exited out of bilingual program services

Guidelines and Recommendations

Goals	Year 1	Year 2	Year 3
	2013-2014 School Year	2014-2015 School Year	2015-2016 School Year
Staffing and professional capacity	1) All ELL teachers must possess the appropriate certification based on ISBE's certification requirements for TBE/TPI staff. 1b) HSD 122 will prioritize attaining ELL teachers that are bilingual in English and fluent in the native language prevalent amongst ELL students within the District.	1) All ELL teachers must possess the appropriate certification based on ISBE's certification requirements for TBE/TPI staff including all bilingual Pre-K teachers 1b) HSD 122 will prioritize attaining ELL teachers that are bilingual in English and fluent in the native language prevalent amongst ELL students within the District.	1) All ELL teachers must possess the appropriate certification based on ISBE's certification requirements for TBE/TPI staff including all bilingual Pre-K teachers. 1b) HSD 122 will prioritize attaining ELL teachers that are bilingual in English and fluent in the native language prevalent amongst ELL students within the District. 1c) HR must maintain account of program completion for any teachers hired under a Type-29, Transitional Certification, in previous years.
	2) All ELL teachers within the district will also attain the appropriate ACCESS certification required for administering this assessment	2) All ELL teachers, along with five (5) additional staff members (including paraprofessionals or general education teachers) within the district will attain the appropriate ACCESS certification required for administering this assessment	2) All ELL teachers, along with eight (8) additional (for a total of 13 in the last two years) staff members (including paraprofessionals or general education teachers) within the district will attain the appropriate ACCESS certification required for administering this assessment
		3) HSD 122 will have a bilingual certified district administrator as stipulated by ISBE by July 2014 overseeing the district's bilingual education program	3) HSD 122 will have a bilingual certified district administrator overseeing the district's bilingual education program (YR 2)
			4) HSD 122 will offer opportunities for ESL endorsement/approvals for all general education teachers

Guidelines and Recommendations

Goals	Year 1	Year 2	Year 3
	2013-2014 School Year	2014-2015 School Year	2015-2016 School Year
Professional Development	Professional Development for Bilingual Program Staff: minimum 2 sessions (1 Fall & 1 Spring)	Professional Development for Bilingual Program Staff: minimum 2 sessions (1 Fall & 1 Spring)	Professional Development for Bilingual Program Staff: minimum 3 sessions (1 Fall, 1 Winter & 1 Spring)
	General education teachers shall receive PD on working with ELLs	General education teachers shall receive PD on working with ELLs	General education teachers shall receive PD on working with ELLs
	1) One of the PD sessions required for the 2013-2014 school year should cover a topic related to the culture and history of the United States and of the countries represented by ELL student population (socio-historical overview of bilingual education, population migrations, etc).	1) One of the PD sessions required for the 2014-2015 school year should cover a topic related to research-based methods and techniques for teaching ELLs (BICS & CALP, additive frameworks movement, etc).	1) One of the PD sessions required for the 2015-2016 school year should cover a topic related to content-area and language proficiency assessment of ELLs continued (Literacy development, thematic units, Math and Science, Vocabulary Building, Classroom strategies, SIOP Sheltered Instruction Observation Protocol, etc).
	2) One of the PD sessions required for the 2013-2014 school year should cover a topic related to current research in bilingual education (cognitive, academic and societal benefits, multilingualism and second language acquisition trends, etc).	2) One of the PD sessions required for the 2014-2015 school year should cover a topic related to content-area and language proficiency assessment of ELLs (Literacy development, thematic units, Math and Science, Vocabulary Building, Classroom strategies, SIOP Sheltered Instruction Observation Protocol, etc).	2) One of the PD sessions required for the 2015-2016 school year should cover a topic related to research based methods and techniques for teaching ELLs with disabilities (ELLs and Special Education, District IEPs, etc). 3) One of the PD sessions required for the 2014-2015 school year should cover a topic related to research based methods and techniques for teaching ELLs (Biliteracy or Dual Language Instruction in a TBE program).

Guidelines and Recommendations

Goals	Year 1	Year 2	Year 3
	2013-2014 School Year	2014-2015 School Year	2015-2016 School Year
Instruction	1) Provide culturally relevant and culturally responsive curriculum to all ELL students	1) Provide culturally relevant and culturally responsive curriculum to all ELL students	1) Provide culturally relevant and culturally responsive curriculum to all ELL students
		2) Build stronger teaching and learning communities within and across schools, through facilitation and enhancement of teacher collaboration that leads to sustained improvement in instructional practice and in student achievement	2) Build stronger teaching and learning communities within and across schools, through facilitation and enhancement of teacher collaboration that leads to sustained improvement in instructional practice and in student achievement 3) Enhance collegial collaboration by four major groups, certificated teachers with Bilingual Education Endorsement, certificated teachers with English as a Second Language (ESL) Endorsement, certificated general education teachers and bilingual education paraprofessionals under the leadership of the bilingual program district administrator
Instructional Materials	1) Standardize minimal curricular resources and materials (to the extent possible within district means) in order to establish and enhance program consistency across district schools	1) Continue the standardization of curricular materials and resources available for ELL educators district-wide	1) Continue the standardization of curricular materials and resources available for ELL educators district-wide
		2) Provide books and reading materials in ELL students' native language(s) within: a) classroom libraries and b) school libraries	2) Provide books and reading materials in ELL students' native language(s) within: a) classroom libraries and b) school libraries
			3) Assess current and future needs of curricular materials based on HSD 122 future goals regarding bilingual education programming (i.e. TBE self contained, Late Exit, Dual Language Programming, etc)

Guidelines and Recommendations

Goals	Year 1	Year 2	Year 3
	2013-2014 School Year	2014-2015 School Year	2015-2016 School Year
Family and Community Participation	1) Identify site(s) for establishing district-wide BAC and recruit membership per ISBE guidelines and requirements.	1) The BAC established during year 1 will continue working in year 2 in order to maintain some coherence and consistency within this entity	1) Pending decisions from previous years, year 3 may require attaining a new membership for the BAC
	2) Newly established committee will meet a minimum of 4 times in its first year and maintain minutes of these meetings	2) BAC will identify an emphasis and establish goals that it will work towards during its meetings throughout this academic year. The BAC must meet a minimum of 4 times and maintain formal minutes of what took place within each of these meetings	2) Newly membership may: a) continue focus and goals of previous membership or b) identify new focus and goals to supplement or supplant previous works
	3) This committee will identify logistical procedures for future BACs including: extent of membership terms, BAC focus, time commitments, formal membership procedures, etc.	3) This committee will continue implementing previously established logistical procedures for this organization	3) This committee will continue implementing previously established logistical procedures for this organization
			4) With the support of HSD 122 the BAC will establish a service to the ELL Parent community, i.e. ESL classes, computer classes, Literacy classes, etc.
			5) HSD 122 will establish full partnerships with BAC, ELL Parents, and non ELL parents, along with the greater district community
Supplemental Services for ELLs/Extras	HSD 122 will set up either tutoring or summer school services for ELLs	HSD will continue with set up of either tutoring or summer school services for ELLs or both tutoring and summer school if possible	Identify and further explore the possibility of establishing a dual language program within HSD122



Program Evaluation

HSD 122 will evaluate its ELL programs and services during, or after, the 2015-2016 school year, designated as *Year 3* in the program recommendations section of this report. HSD 122 will evaluate the effectiveness of District-implemented Bilingual and ESL education programs relative to District goals and targets. HSD 122 will review current policies and accountability requirements for ELLs in the state of Illinois. In addition, HSD 122 will review critical features of pedagogically sound Bilingual/ESL programs and identify ways to use current evaluation findings to improve instruction for ELLs, guide program and professional development, inform District policy and overall strengthen its program.



APPENDIX

English Language Learner (ELL) Required Documentation Checklist

The following documents must be filed in the student's ELL folder:

- _____ 1 Home Language Survey (HLS) completed, signed and dated
- _____ 2 English Language Proficiency Screeners
- _____ 3 Parent Notification Letter(s)
- _____ 4 Parent Refusal Form (if applicable)
- _____ 5 Annual Student Assessments information: ACCESS, ISAT, etc.
- _____ 6 Individual Bilingual Instructional Plan (for students with IEPs)
- _____ 7 Student grades/transcripts
- _____ 8 Student Reclassification Request
- _____ 9 Documentation of parent conferences
- _____ 10 Written communications regarding ELL related matters

Home Language Survey

The Illinois School Code, the Emergency Immigration Act, and Title VI of the Education Amendments of 1984 (PL 98-511) state that each school district shall administer a home language survey to every student entering the district at the initial time of enrollment.

Student's Name: _____ Birthdate: ____/____/____

School: _____ Year Entering District #122: _____

Home Address: _____ Phone: _____

Please answer the questions below and return this to your child's school.

1. Is a language other than English spoken in your home?

No _____ Yes _____ If yes, what language? _____

2. Does your child speak a language other than English?

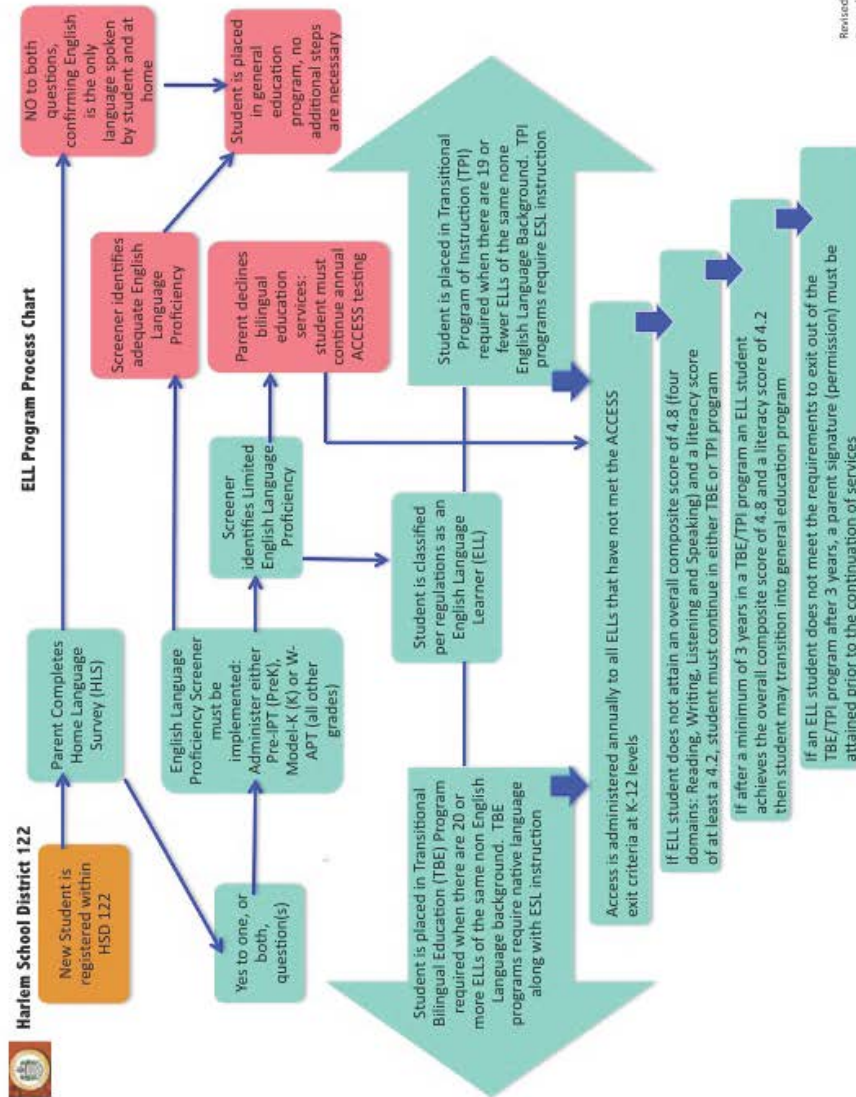
No _____ Yes _____ If yes, what language? _____

If the answer to either question is yes, the law requires the school to assess your child's English language proficiency.

 Parent/Legal Guardian Signature

 Date

Program Flow Chart



Revised December 2012

1. Bilingual Education Program Definitions

Illinois State Board of Education State Regulations

Within the state of Illinois, Bilingual Education Programs that serve English Language Learners are regulated by Article 14C, Illinois School Code, 23 Illinois Administrative Code 228. Within Harlem Consolidated School District 122, Bilingual Education programs provide standards-based instruction and educational reinforcement to all students that are working towards the acquirement of English language proficiency. In conjunction with developing skills within the varying content areas, all students that are participating in a bilingual education program should receive academic programming aligned to the Illinois Learning Standards and the World Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards. The main goal for ELLs is to attain English language proficiency and simultaneously experience academic success in general education programs. Harlem Consolidated School District 122 offers two programs for ELLs: Transitional Bilingual Education (TBE) Program and Transitional Program of Instruction (TPI).

Transitional Bilingual Education (TBE) Program

Per Illinois State Board of Education regulations, any school with an enrollment of 20 or more ELLs that share a common native home language (L1) background from Kindergarten to 12th grade (Pre-K students are not counted in this figure) must implement a Transitional Bilingual Education Program. In addition, when there are 20 or more ELLs that share a common native home language (L1) background in a Pre-Kindergarten program, the school must establish a Pre-K TBE program regardless of the number of ELLs at the K-12 levels. ELLs in TBE programs are required to receive content-area instruction in their native language by a certified teacher fluent in the target language. In addition English as a Second Language (ESL) instruction, and a designated amount of content area instruction in English should also be provided to ELLs in TBE programs. The amount of time distributed between content area instruction in the native language and English language instruction will vary pending Harlem Consolidated School District's Language Allocation Plan, student's English language proficiency screener and demonstrated academic progress.

English as a Second Language (ESL) instruction shall include a program of instruction focused on skills development in listening, speaking, reading and writing in English with incremental increases in academic instruction in English (L2) as students' demonstrate an increase in English language proficiency.

Appendix G.

Post-Exit ELL Monitoring Form									
<ul style="list-style-type: none"> Each academic quarter, the ELL / Bilingual teacher will communicate with the general education classroom teacher to review the ELL student's grades, available test scores, and attendance If there is a concern about academic performance, interventions should be implemented If there is a concern about the student's academic performance, classroom modifications, accommodations, ELL instructional strategies, tutoring, and/or re-screening for ELL services will be used in order to help the ELL student make academic progress 									
Student, Teacher, and Coordinator Information:									
Student Name:			Grade:		Academic Year:		Year of Monitoring (Circle One): Year 1 / Year 2 / Year 3		
General Education Classroom Teacher Name:			ELL / Bilingual Teacher Name:			ELL Program Coordinator Name:			
Exiting ACCESS Scores for ELL Student:									
<u>Composite</u>	<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Literacy</u>	<u>Comprehension</u>	<u>Oral Language</u>		
Report Card Results:									
<u>Date ELL /Bilingual Teacher Communicated with General Education Teacher</u>		<u>Reading Grade</u>		<u>Language Arts Grade</u>		<u>Math Grade</u>		<u>Science Grade</u>	<u>Social Studies Grade</u>
Quarter 1		/ /							
Quarter 2		/ /							
Quarter 3		/ /							
Quarter 4		/ /							
Please rate the student's performance in each of the following areas:									
<i>1 = Never</i>		<i>2 = Seldom</i>		<i>3 = Sometimes</i>		<i>4 = Often</i>		<i>5 = Always</i>	
Student Behaviors:				<u>1st Quarter</u>		<u>2nd Quarter</u>		<u>3rd Quarter</u>	<u>4th Quarter</u>
1. The student completes assignments on-time:									
2. The student communicates effectively with the 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:									

	Outcome:	
Date: _ / _ / _	Issue:	
	Intervention:	
	Outcome:	
Date: _ / _ / _	Issue:	
	Intervention:	
	Outcome:	

Possible accommodations and modifications for use as interventions:

<ul style="list-style-type: none"> ▪ Give tests orally ▪ Give instructions / directions in writing and orally ▪ Assign a peer tutor, same language or English-speaking ▪ Allow the use of a bilingual dictionary ▪ Provide summaries of text or study guides or particular chapters ▪ Shorten reading assignments ▪ Highlight key vocabulary ▪ Reduce amount of work required ▪ Assess comprehension through demonstration or other alternative means (gestures, drawings, retellings) 	<ul style="list-style-type: none"> ▪ Allow open book tests ▪ For each question, indicate page number in book where answer is found ▪ Rephrase questions, directions, and explanations ▪ Use group projects rather than individual work ▪ Reduce multiple choices to two ▪ Provide study guides, outlines, and/or word banks ▪ Provide video on subject ▪ Allow extended time for questions, assignments, tests and/or project completion ▪ Use books on tape / CD ▪ Use reduced text, so that print is not dense ▪ Adapt homework to reflect language proficiency ▪ Adapt homework to reflect home support 	<ul style="list-style-type: none"> ▪ Provide hands-on activities and explanations ▪ Accept participation at any level, even one word ▪ Use graphic organizers ▪ Use story retellings to assess text comprehension ▪ Use anecdotal records as form of assessment ▪ Keep a portfolio of student work as a form of assessment ▪ Use visuals and pictures throughout the unit, lesson, and/or assignment ▪ Other accommodation / modification used (Please specify): _____ ▪ Other accommodation / modification used (Please specify): _____ ▪ Other accommodation / modification used (Please specify): _____
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Appendix H.

HARLEM CONSOLIDATED SCHOOLS
Special Education Services

CASE STUDY CHECKLIST

Student Name: _____ Birthdate: _____
School Submitting Case Study: _____ Case Facilitator: _____

Please write the date the evaluation component was completed. Write review next to the date if the component was a review of prior information. Use 6 digit dates.

Date Completed	Date Turned In To Case Facilitator	
_____	_____	Referral (CS:1)
_____	_____	Referral Source & Parent Notified of Intent to Complete a Case Study
_____	_____	Parent Consent for Evaluation and Rights (34-57B p. 1 & 2)
_____	_____	<input checked="" type="checkbox"/> if only reviewed
_____	_____	Case Study Evaluation Components: (Delete item if not applicable)
_____	_____	a. interview with student form
_____	_____	b. consultation with parents documented in report
_____	_____	c. social development study with assessment of adaptive behavior & cultural background/report
_____	_____	d. medical history/current health status (if medical problem, check _____)
_____	_____	e. vision screening (if vision problem, check _____)
_____	_____	f. hearing screening (if hearing problem, check _____)
_____	_____	g. review of academic history and current educational functioning report
_____	_____	h. educational evaluation/achievement/learning processes/report
_____	_____	i. assessment of learning environment/observation
_____	_____	j. psychological evaluation/report
_____	_____	k. speech/language evaluation/report
_____	_____	l. other specialized evaluation
_____	_____	m. other specialized evaluation
_____	_____	n. bilingual teacher invited for initial evaluation to meeting for ELL students only
_____	_____	Parent Notification of Conference (34-57E)
_____	_____	IEP (37-44_)
_____	_____	Recommendation of Conference (34-57F)
_____	_____	Parental Consent for Placement (34-57G) or Change of Placement (34-57K)
Case Study Submitted : _____ Date: _____		
Review by Coordinator: _____ Date: _____		

FOR OFFICE USE ONLY:

Case Study Received: _____ Date: _____
Reviewed By: _____ Date: _____
Entered on Computer: _____ Date: _____

Appendix I.

180 pages of individual invoices are available upon request.



Notice of Enrollment/Program Placement 1-3 years (105 ILCS 5/Art. 14C)

Date _____

Dear _____

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

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

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

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

TEST: W-APT ACCESS for ELLs™

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

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

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

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

School Administrator



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Aviso de muestra de Inscripción/Colocación en el Programa de Uno (1) a Tres (3) Años (105 ILCS 5/Art. 14C)

Fecha _____

Estimado(a) _____

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

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

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

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

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

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

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

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

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

 Administrador de la Escuela



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Transitional Bilingual Education

Program Description

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student’s native language with transition into English. The program helps students to succeed in academic subjects and learn English. The classes count toward graduation requirements.

Instructional Goals: To meet academic achievement standards for grade promotion and to become proficient in English.

Program Components: You son/daughter will receive instruction in the areas checked:

- | | |
|--|--|
| <input type="checkbox"/> Reading and writing | <input type="checkbox"/> American history in English |
| <input type="checkbox"/> Reading and writing in native language | <input type="checkbox"/> American history in native language |
| <input type="checkbox"/> Specialized instruction in English (ESL) | <input type="checkbox"/> Consumer education in English |
| <input type="checkbox"/> Mathematics in English | <input type="checkbox"/> Consumer education in native language |
| <input type="checkbox"/> Mathematics in native language | <input type="checkbox"/> Health in English |
| <input type="checkbox"/> Science in English | <input type="checkbox"/> Health in native language |
| <input type="checkbox"/> Social Studies in English | <input type="checkbox"/> Driver’s Education in English |
| <input type="checkbox"/> Social Studies in native language | <input type="checkbox"/> Driver’s Education in native language |
| <input type="checkbox"/> History and culture of your country and the United States | |

Exit Procedures (Information in this section varies from district to district.)

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English. Our districts’ expected rate of transition into the mainstream is _____ % annually.

The expected rate of graduation for high school students in this program is _____.

Special Education Services

For disabled students requiring specialized services, language instruction meets the objectives of the student’s Individualized Education Program (IEP).

Other Programs Offered at the School

- Regular instruction for students who are fluent in English. Instruction is in English at all times. Native language is not used. No English as a Second language instruction is offered. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation. Information about any other program offered may be attached.



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Descripción de Muestra del Programa - TBE

Educación Bilingüe de Transición

Descripción del Programa

El programa de Educación Bilingüe de Transición es para los estudiantes que no son nativos en el inglés que tienen dificultad con el inglés escrito o hablado. El programa provee la instrucción en el idioma nativo del estudiante con la transición al inglés. El programa también ayuda a los estudiantes a tener éxito en las materias académicas y a aprender el inglés. Las clases cuentan para los requerimientos de graduación.

Metas de la instrucción: Para cumplir con las normas de logros académicos para la promoción de grados y para alcanzar la fluidez en el inglés.

Componentes del Programa: Su hijo o hija recibirán la instrucción en las áreas marcadas:

- | | |
|--|---|
| <input type="checkbox"/> Leyendo y escribiendo | <input type="checkbox"/> Historia americana en inglés |
| <input type="checkbox"/> Leyendo y escribiendo en el idioma nativo | <input type="checkbox"/> Historia americana en el idioma nativo |
| <input type="checkbox"/> Instrucción especializada en inglés (ESL) | <input type="checkbox"/> Educación del consumidor en inglés |
| <input type="checkbox"/> Matemáticas en inglés | <input type="checkbox"/> Educación del consumidor en el idioma nativo |
| <input type="checkbox"/> Matemáticas en el idioma nativo | <input type="checkbox"/> Salud en inglés |
| <input type="checkbox"/> Ciencias en inglés | <input type="checkbox"/> Salud en el idioma nativo |
| <input type="checkbox"/> Estudios Sociales en inglés | <input type="checkbox"/> Educación del Conductor en inglés |
| <input type="checkbox"/> Estudios Sociales en el idioma nativo | <input type="checkbox"/> Educación del Conductor en el idioma nativo |
| <input type="checkbox"/> Historia y cultura de su país y de los Estados Unidos | |

Procedimientos de Salida(La información en esta sección varía de distrito a distrito).

Los estudiantes permanecen en el programa de Educación Bilingüe de Transición por tres años o hasta que alcancen la fluidez en el inglés académico. El porcentaje de transición al torrente principal de educación esperado en nuestro distrito es de un ____ % anualmente.

El porcentaje de graduación para los estudiantes de escuela secundaria esperado en este programa es de ____.

Servicios de Educación Especial

Para los estudiantes incapacitados que requieren servicios especializados, la instrucción del idioma cumple con los objetivos del Programa de Educación Individualizado (IEP) del Estudiante.

Otros programas ofrecidos en la escuela

- La instrucción regular para los estudiantes que tienen fluidez en el inglés. La instrucción es en inglés en todo momento. No se usa el idioma nativo. No se ofrece instrucción del inglés como segundo idioma. La meta de instrucción es cumplir con las normas de logros académicos apropiados para la promoción del grado y la graduación. Puede adjuntarse la información de cualquier otro programa ofrecido.



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Transitional Program of Instruction

Program Description

The Transitional Program of Instruction is for non-native English speaking students who have difficulty with written or spoken English. The program provides support to help students succeed in academic subjects and learn English. The classes count toward graduation requirements.

Instructional Goals: To meet academic achievement standards for grade promotion and to become proficient in English.

Program Components: You son/daughter will receive instruction in the areas checked:

Classes or tutoring in English in:

- | | |
|---|---|
| <input type="checkbox"/> English as a Second Language | <input type="checkbox"/> American History |
| <input type="checkbox"/> Reading and writing | <input type="checkbox"/> Consumer Education |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Health |
| <input type="checkbox"/> Science | <input type="checkbox"/> Driver's Education |
| <input type="checkbox"/> Social studies | |

Classes or tutoring in your child's native language in:

- | | |
|--|---|
| <input type="checkbox"/> Reading and writing | <input type="checkbox"/> American History |
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Consumer Education |
| <input type="checkbox"/> Science | <input type="checkbox"/> Health |
| <input type="checkbox"/> Social studies | <input type="checkbox"/> Driver's Education |

Exit Procedures (Information in this section varies from district to district.)

Students remain in the Transitional Bilingual Education program for three years or until they reach proficiency in academic English. Our districts' expected rate of transition into the mainstream is _____% annually.

The expected rate of graduation for high school students in this program is _____.

Special Education Services

For disabled students requiring specialized services, language instruction meets the objectives of the student's Individualized Education Program (IEP).



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Descripción de Muestra del Programa – TPI

Programa de Instrucción para la Transición

Descripción del Programa

El programa de Programa de Instrucción para la Transición es para los estudiantes que no son nativos en el inglés que tienen dificultad con el inglés escrito o hablado. El programa también le da apoyo para ayudar a los estudiantes a tener éxito en las materias académicas y a aprender el inglés. Las clases cuentan para los requerimientos de graduación.

Metas de la instrucción: Para cumplir con las normas de logros académicos para la promoción de grados y para alcanzar la fluidez en el inglés.

Componentes del Programa: Su hijo o hija recibirán la instrucción en las áreas marcadas:

Las clases o tutorías en el inglés se dan en:

- | | |
|--|---|
| <input type="checkbox"/> Inglés como un segundo idioma | <input type="checkbox"/> Historia americana |
| <input type="checkbox"/> Leyendo y escribiendo | <input type="checkbox"/> Educación para el consumidor |
| <input type="checkbox"/> Matemáticas | <input type="checkbox"/> Salud |
| <input type="checkbox"/> Ciencias | <input type="checkbox"/> Educación del Conductor |
| <input type="checkbox"/> Estudios Sociales | |

Clases o tutorías en el idioma nativo de su niño en:

- | | |
|--|---|
| <input type="checkbox"/> Leyendo y escribiendo | <input type="checkbox"/> Historia americana |
| <input type="checkbox"/> Matemáticas | <input type="checkbox"/> Educación para el consumidor |
| <input type="checkbox"/> Ciencias | <input type="checkbox"/> Salud |
| <input type="checkbox"/> Estudios Sociales | <input type="checkbox"/> Educación del Conductor |

Procedimientos de Salida(La información en esta sección varía de distrito a distrito).

Los estudiantes permanecen en el programa de Educación Bilingüe de Transición por tres años o hasta que alcancen la fluidez en el inglés académico. El porcentaje de transición al torrente principal de educación esperado en nuestro distrito es de un ____ % anualmente. El porcentaje de graduación para los estudiantes de escuela secundaria esperado en este programa es de ____.

Servicios de Educación Especial

Para los estudiantes incapacitados que requieren servicios especializados, la instrucción del idioma cumple con los objetivos del Programa de Educación Individualizado (IEP) del Estudiante.

Otros programas ofrecidos en la escuela

- La instrucción regular para los estudiantes que tienen fluidez en el inglés. La instrucción es en inglés en todo momento. No se usa el idioma nativo. No se ofrece instrucción del inglés como segundo idioma. La meta de instrucción es cumplir con las normas de logros académicos apropiados para la promoción del grado y la graduación. Puede adjuntarse la información de cualquier otro programa ofrecido.



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Report Card Waiver

Dear Parent/Guardian:

You will be receiving your child's Report of Student Achievement (report card) four times this year. The report card will be in your home language, if available, unless you waive your right and prefer to receive it in English only. Currently, the available language is Spanish.

We request that you complete the section below and return it to your child's school as soon as possible. Thank you for your support and involvement in your child's education.

Sincerely,

Principal

Student's Name: _____ Grade/Room: _____

Teacher's Name: _____

Please indicate your choice:

_____ I would like to receive my child's report card in our home language, which is Spanish.

_____ I would like to receive my child's report card in English and our home language, which is Spanish.

_____ I waive my right to receive my child's report card in our home language and choose to receive it in English only.

Parent Signature: _____ Date: _____



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La dispensa de la boleta de calificaciones

Estimados padres/tutores:

Ustedes recibirán un informe del progreso académico de su hijo/a (la boleta de calificaciones) cuatro veces este año. Esta boleta estará en su lengua principal, si es posible, a menos que renuncie a su derecho y prefiera recibir la boleta de calificaciones solo en Inglés. En este momento, el reporte se ofrece en español.

Por favor complete la sección abajo y devuélvala a la escuela de su hijo/a tan pronto como sea posible. Gracias por su apoyo y su participación en la educación de su hijo/a.

Sinceramente,

Director/a

Nombre del estudiante: _____ Grado/Clase: _____

Nombre del maestro/a: _____

Por favor, indique su elección:

_____ Me gustaría recibir la boleta de calificaciones de mi hijo/a en mi lengua principal, que es español.

_____ Me gustaría recibir la boleta de calificaciones de mi hijo/a en Inglés y en mi lengua principal, que es español.

_____ Renuncio a mi derecho a recibir la boleta de calificaciones de mi hijo/a en mi lengua principal y elijo recibir la boleta de calificaciones solo en Inglés.

Firma del padre o tutor: _____ Fecha: _____



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Harlem School District 122 ELL Program Progress Report Kindergarten							
Student, Teacher, and Coordinator Information							
Student Name:				Grade:	Academic Year & School:	Academic Quarter (Circle One): 1 st / 2 nd / 3 rd / 4 th	
General Education Classroom Teacher Name:				ELL / Bilingual Teacher Name:		ELL Program Coordinator Name:	
Date:							
WIDA Model-K Scores for ELL Student							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language
<p align="center">Classroom Involvement Quarterly Rating</p> <p align="center"><i>Please use the following ratings key to indicate the student's current academic performance. If appropriate, a + or - may follow each numerical rating.</i></p>							
<p>4: Total classroom involvement</p> <ul style="list-style-type: none"> Academic expectations and performance are the same as for native English speakers 		<p>3: Acceptable classroom involvement</p> <ul style="list-style-type: none"> The student works well in this area when accommodations and modifications are used 		<p>2: Partial classroom involvement</p> <ul style="list-style-type: none"> The student makes an effort to participate in classroom activities when accommodations and modifications are used. However, the student is unable to comprehend much of the instruction. 		<p>1: Minimal classroom involvement</p> <ul style="list-style-type: none"> The student is unable to understand material and assignments, even when accommodations and modifications are used 	
Reading		Language Arts		Math		Science	
Social Studies							

Academic Behaviors Quarterly Rating

Please use the following ratings key to indicate the student's current academic behaviors

5: Always occurs	4: Often occurs	3: Sometimes occurs	2: Seldom occurs	1: Never occurs			
Student Behaviors			Rating				
			Reading	Language Arts	Math	Science	Social Studies
1. The student completes assignments on-time:							
2. The student communicates effectively with the 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 has discipline problems that interfere with his/her academic progress:							
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 attends school regularly:							

Student Language Proficiency Rating

Please use the following rubric to indicate the student's approximate language proficiency level based on teacher observations and student work samples

	Level 1	Level 2	Level 3	Level 4	Level 5
Listening Level (Social Language) Level: _____	Begins to understand everyday words and phrases, simple directions and basic social conversation	Understands simplified interpersonal conversations when spoken to slowly and with frequent repetitions	Understands most interpersonal conversations with some need for clarification	Understands nearly all age appropriate extended conversations with minimal need for clarification	Understands all age appropriate extended conversations with no need for clarification
Listening Level (Academic Language) Level: _____	Begins to understand simple academic information	Understands simple academic vocabulary and classroom discussions with frequent need for clarification	Understands most academic vocabulary and classroom discussions with some need for clarification	Understands nearly all academic vocabulary and extended classroom discussions with minimal need for clarification	Understands all academic vocabulary and extended classroom discussions with no need for clarification
Speaking Level Level: _____	Speaks using single words Repeats simple grammar patterns Can name common objects and activities	Speaks in commonly used phrases and sentences Uses basic grammar pattern conventions for simple phrases and sentences Gives short responses to simple questions Uses basic vocabulary	Begins to speak in complex sentences with frequent errors Has enough vocabulary to participate in discussions in the ELL classroom Has adequate vocabulary for limited discussion in their mainstream classroom	Speaks using mostly grade-level appropriate words, phrases, sentences, and expressions Speaks in complex sentences with few errors Developing content vocabulary for grade level discussion	Speaks fluent English, using age appropriate grammar Participates in grade level discussions Uses vocabulary and idioms like a native speaker of the same age
Reading Level (Comprehension) Level: _____	Uses picture cues to understand when reading or listening to a text	Begins to use words to understand when reading or listening to a text	Uses pictures and some words to talk about text when reading or listening to a text	Uses pictures and words to talk about text when reading or listening to a text	Retells main events of a text without picture cues

Student Language Proficiency Rating

Please use the following rubric to indicate the student's approximate language proficiency level based on teacher observations and student work samples

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Level 5</u>
Reading Level (Skills and Strategies) Level: _____	Recognizes some capital letters No demonstrated proficiency of letter sounds No demonstrated proficiency of sight words No demonstrated proficiency of rhyming Repeats written words and phrases	Recognizes and names some capital and lower case letters Begins to identify and produce sounds of letters Begins to identify and produce sounds of letters Begins to read familiar words by sight Participates in rhyming activities Begins to read some patterned, predictable words and phrases	Recognizes and names most upper case and lower case letters Identifies and produces the sounds of some letters Reads some familiar words by sight Recognizes limited rhyming words Reads some patterned predictable words and phrases	Recognizes and names all upper case and some lower case letters Identifies and produces the sounds of many letters Reads familiar words by sight Recognizes rhyming words Reads some patterned predictable sentences and begins to read patterned text	Recognizes and names all upper case and most lower case letters Identifies and produces the sounds of most letters Reads and comprehends familiar words by sight Recognizes and produces many rhyming words Reads some patterned predictable text
Writing (Mechanics) Level: _____	Copies or traces letters and words Uses letters to make words	Copies own name Begins to write letters and words Begins to use beginning sounds when writing	Begins to write in phrases Begins to use beginning and ending sounds when writing	Writes in phrases and begins to write simple sentences Begins to use knowledge of letter sounds when writing	Writes simple sentences Correctly uses knowledge of letter sounds when writing
Writing (Process) Level: _____	Draws a picture to convey meaning	Draws a picture and dictates words or phrases about it	Draws a picture and labels the picture with words	Draws a picture and writes words, phrases, and simple sentences	Draws a picture and writes one or more sentences about it

Possible ELL accommodations and modifications:		
<ol style="list-style-type: none"> 1. Give tests orally 2. Give instructions / directions in writing and orally 3. Assign a peer tutor, same language or English-speaking 4. Allow the use of a bilingual dictionary 5. Provide summaries of text or study guides or particular chapters 6. Shorten reading assignments 7. Highlight key vocabulary 8. Reduce amount of work required 9. Assess comprehension through demonstration or other alternative means (gestures, drawings, retellings) 10. Allow open book tests 11. For each question, indicate page number in book where answer is found 12. Rephrase questions, directions, and explanations 13. Use group projects rather than individual work 	<ol style="list-style-type: none"> 14. Provide hands-on activities and explanations 15. Accept participation at any level, even one word 16. Use graphic organizers 17. Use story retellings to assess text comprehension 18. Reduce multiple choices to two 19. Provide study guides, outlines, and/or word banks 20. Provide video on subject 21. Allow extended time for questions, assignments, tests and/or project completion 22. Use books on tape / CD 23. Use reduced text, so that print is not dense 24. Adapt homework to reflect language proficiency 25. Adapt homework to reflect home support 	<ol style="list-style-type: none"> 26. Use anecdotal records as form of assessment 27. Keep a portfolio of student work as a form of assessment 28. Use visuals and pictures throughout the unit, lesson, and/or assignment 29. Other accommodation / modification used (Please specify): _____ 30. Other accommodation / modification used (Please specify): _____ 31. Other accommodation / modification used (Please specify): _____ 32. Other accommodation / modification used (Please specify): _____ 33. Other accommodation / modification used (Please specify): _____
General Education Teacher's Comments:		ELL Teacher's Comments:
<i>Please reflect on the student's academic performance, as well as what ELL accommodations/modifications have been used to support the student this quarter</i>		<i>Please reflect on the student's academic performance, as well as what ELL accommodations/modifications have been used to support the student this quarter</i>

	Lectura	Artes y Letras	Matemáticas	Ciencias	Social Estudios
1. El estudiante completa las tareas a tiempo.					
2. El estudiante se comunica en forma efectiva con el maestro.					
3. El estudiante participa activamente en proyectos de clase.					
4. El estudiante participa activamente en las discusiones en clase.					
5. El estudiante es capaz de trabajar de forma independiente.					
6. El estudiante tiene problemas de disciplina que interfieren con el progreso académico del estudiante.					
7. El estudiante muestra esfuerzo y entusiasmo en la clase.					
8. El estudiante requiere ayuda adicional con las tareas.					
9. El estudiante muestra evidencia de dificultad con el lenguaje.					
10. El estudiante asiste a la escuela con regularidad.					

Evaluación de la competencia lingüística del estudiante

Utilice la siguiente escala de evaluación con el fin de indicar la competencia lingüística del estudiante en base a observaciones de los maestros y ejemplos del trabajo del estudiante

	Nivel 1	Nivel 2	Nivel 3	Nivel 4	Nivel 5
Nivel de Escuchar	Comienza a entender	Entiende las	Entiende	Entiende casi todas las	Entiende todas las

Evaluación de la competencia lingüística del estudiante

Utilice la siguiente escala de evaluación con el fin de indicar la competencia lingüística del estudiante en base a observaciones de los maestros y ejemplos del trabajo del estudiante

(Lenguaje Social) Nivel: _____	palabras y frases cotidianas, direcciones básicas y conversaciones sociales básicos	conversaciones interpersonales simplificados cuando se les habla lentamente y con repeticiones frecuentes	conversaciones interpersonales con alguna necesidad de aclarar	conversaciones extensas que son apropiadas para la edad, con una mínima necesidad de aclaraciones	conversaciones que son apropiadas para la edad, sin necesidad de aclaraciones
Nivel de Escuchar (Lenguaje Académico) Nivel: _____	Empieza a entender la información académica básica	Entiende el vocabulario académico básico y discusiones en clase con frecuente necesidad de aclaración	Entiende la mayoría del vocabulario académico y discusiones en clase con alguna necesidad de aclaración	Entiende casi todo el vocabulario académico y discusiones en clase con poca necesidad de aclarar	Entiende todo el vocabulario académico y discusiones en clase, sin necesidad de aclaraciones
Nivel de Hablar Nivel: _____	Haba con palabras simples Repite patrones gramaticales básicas Puede nombrar objetos comunes y actividades	Habla en frases y oraciones básicas Utiliza patrones gramaticales básicas de expresiones y frases simples Da respuestas cortas a las preguntas básicas Utiliza vocabulario básico	Empieza a hablar en oraciones complejas con errores frecuentes Tiene suficiente vocabulario para participar en la clase de ELL Tiene suficiente vocabulario para participación limitada en la clase de educación general	Habla con palabras, frases, oraciones y expresiones que en su mayoría son apropiados para el nivel de grado Habla en oraciones complejas con pocos errores Está desarrollando vocabulario del contenido para las discusiones a nivel de grado	Habla con fluidez en Inglés y utiliza la gramática que es apropiada para la edad Participa en las discusiones a nivel de grado Utiliza vocabulario y expresiones idiomáticas como un hablante nativo de la misma edad
Nivel de Leer (Comprensión) Nivel: _____	Al leer o escuchar un texto, utiliza imágenes o fotos para ayudar a comprender	Al leer o escuchar un texto, comienza a usar las palabras para comprender	Al leer o escuchar un texto, utiliza imágenes y algunas palabras para hablar sobre el texto	Al leer o escuchar un texto, utiliza imágenes y palabras para hablar sobre el texto	Relata los eventos principales de un texto sin el uso de imágenes del texto

Evaluación de la competencia lingüística del estudiante

Utilice la siguiente escala de evaluación con el fin de indicar la competencia lingüística del estudiante en base a observaciones de los maestros y ejemplos del trabajo del estudiante

	Nivel 1	Nivel 2	Nivel 3	Nivel 4	Nivel 5
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Evaluación de la competencia lingüística del estudiante

Utilice la siguiente escala de evaluación con el fin de indicar la competencia lingüística del estudiante en base a observaciones de los maestros y ejemplos del trabajo del estudiante

Nivel de Leer (Habilidades y estrategias) Nivel: _____	Reconoce algunas letras mayúsculas No aptitud demostrada de sonidos de las letras No aptitud demostrada de palabras de uso frecuente No aptitud demostrada de rimas Repite palabras y frases escritas	Reconoce e identifica algunas letras mayúsculas y minúsculas Comienza a identificar y producir sonidos de las letras Empieza a leer palabras de uso frecuente Participa en actividades que riman Empieza a leer algunos palabras y frases predecibles y/o estampados	Reconoce e identifica la mayoría de las letras mayúsculas y minúsculas Identifica y produce los sonidos de algunas letras Lee algunas palabras de uso frecuente Reconoce una cantidad limitada de palabras que riman Lee algunas palabras y frases predecibles y/o estampados	Reconoce e identifica todas las letras mayúsculas y algunas letras minúsculas Identifica y produce los sonidos de muchas letras Lee palabras de uso frecuente Reconoce palabras que riman Lee algunas frases que son predecibles y/o estampados y comienza a leer textos estampados	Reconoce e identifica todas las letras mayúsculas y la mayoría de las letras minúsculas Identifica y produce los sonidos de la mayoría de las letras Lee y entiende palabras de uso frecuente Reconoce y produce palabras que riman Lee textos estampados y predecibles
Nivel de Escribir (Mecánica) Nivel: _____	Puede copiar o trazar letras y palabras Usa letras para formar palabras	Puede copiar su propio nombre Empieza a escribir letras y palabras Empieza a usar sonidos iniciales cuando escribe	Comienza a escribir en frases Empieza a usar los sonidos iniciales y finales cuando escribe	Escribe en frases y comienza a escribir en oraciones simples Empieza a usar el conocimiento de sonidos de las letras cuando escribe	Escribe oraciones simples Utiliza correctamente el conocimiento de sonidos de las letras al escribir
Nivel de Escribir (Proceso) Nivel: _____	Hace un dibujo para transmitir el significado	Hace un dibujo y dicta las palabras o frases sobre el dibujo	Hace un dibujo y añade palabras para etiquetar la imagen	Hace un dibujo y escribe palabras, frases y oraciones simples	Hace un dibujo y escribe una o más frases sobre el dibujo

Adaptaciones y modificaciones posibles para el estudiante ELL:

1. Dar pruebas de forma oral 2. Dar instrucciones y direcciones por escrito y	14. Proporcionar actividades prácticas y explicaciones	26. Utilizar registros anecdóticos como forma de evaluación
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<p>oralmente</p> <ol style="list-style-type: none"> 3. Asignar un compañero tutor, uno que habla el mismo idioma o que habla Inglés 4. Permitir el uso de un diccionario bilingüe 5. Proporcionar resúmenes de texto y / o guías de estudio de capítulos particulares 6. Reducir las tareas de lectura 7. Resaltar el vocabulario importante 8. Reducir la cantidad de trabajo requerido 9. Evaluar comprensión a través de la demostración o de otros medios alternativos (gestos, dibujos, narraciones) 10. Permitir el uso de libros durante las pruebas 11. Para cada pregunta, indicar el número de la página del libro donde se encuentra la respuesta 12. Reformular preguntas, instrucciones y explicaciones 13. Usar proyectos de grupo en lugar de trabajo individual 	<ol style="list-style-type: none"> 15. Acepten la participación en cualquier nivel, incluso una palabra 16. Utilizar organizadores gráficos 17. Usar narraciones de cuentos para evaluar la comprensión de textos 18. Reducir las preguntas del examen que tienen varias opciones a sólo dos opciones 19. Proporcionar guías de estudio, resúmenes, y/o listas de palabras 20. Proporcionar un video sobre el tema 21. Permitir tiempo adicional para preguntas, tareas, exámenes y / o proyectos 22. Usar los libros en casetes / CD 23. Usar el texto reducido, por lo que el texto no es difícil de leer 24. Adaptar la tarea para reflejar conocimiento del idioma 25. Adaptar la tarea para reflejar apoyo en casa 	<ol style="list-style-type: none"> 27. Mantener una cartera de trabajo del estudiante como una forma de evaluación 28. Utilizar gráficos e imágenes en toda la unidad, lección y/o tarea 29. Otro tipo de adaptación / modificación (especifique): _____ 30. Otro tipo de adaptación / modificación (especifique): _____ 31. Otro tipo de adaptación / modificación (especifique): _____ 32. Otro tipo de adaptación / modificación (especifique): _____ 33. Otro tipo de adaptación / modificación (especifique): _____
<p style="text-align: center;">Comentarios del Maestro/a de Educación General :</p> <p style="text-align: center;"><i>Por favor, reflexione sobre el rendimiento académico del estudiante y que adaptaciones / modificaciones han sido utilizados para apoyar al estudiante este trimestre</i></p>		<p style="text-align: center;">Comentarios del Maestro/a de ELL / Bilingüe:</p> <p style="text-align: center;"><i>Por favor, reflexione sobre el rendimiento académico del estudiante y que adaptaciones / modificaciones han sido utilizados para apoyar al estudiante este trimestre</i></p>



**El distrito escolar de Harlem 122
Programa de ELL
Informe de Progreso
Kindergarten**

Información del Estudiante, Maestro/a y Coordinador/a

Nombre del estudiante:	Grado:	Año escolar & Escuela:	Trimestre académico (marque con un círculo): 1ª / 2ª / 3ª / 4ª
Nombre del maestro/a de educación general:	Nombre del maestro/a ELL/Bilingüe:	Nombre del Coordinador/a del Programa de ELL :	

Resultados de la WIDA MODEL-K del estudiante:

Compuesto	Escuchar	Hablar	Leer	Escribir	Alfabetización	Comprensión	Idioma oral
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Evaluación trimestral de la participación en clase del estudiante

*Por favor, utilice el siguiente clave de evaluación para indicar el rendimiento académico actual del estudiante
Si es apropiado, use un signo + o - después de cada número*

4: Participación total en la clase <ul style="list-style-type: none"> Las expectativas académicas y el rendimiento son las mismas que para los hablantes nativos de inglés 	3: Participación aceptable en la clase <ul style="list-style-type: none"> El estudiante trabaja bien en esta área cuando las adaptaciones y modificaciones se utilizan 	2: Participación parcial en la clase <ul style="list-style-type: none"> El estudiante trata de participar en la clase cuando se utilizan adaptaciones y modificaciones. Sin embargo, el estudiante no puede entender la mayoría de la enseñanza en la clase. 	1: Mínima participación en la clase <ul style="list-style-type: none"> El estudiante no puede entender el contenido y las tareas, incluso cuando adaptaciones y modificaciones se utilizan
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Lectura	Artes y Letras	Matemáticas	Ciencias	Estudios Sociales
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Evaluación Trimestral de Conductas Académicas

Por favor, utilice el siguiente clave de evaluación para indicar las conductas académicas del estudiante

5: Siempre ocurre	4: Muchas veces ocurre	3: A veces ocurre	2: Casi nunca ocurre	1: Nunca ocurre
Conductas del estudiante			Evaluación	



Harlem School District 122 ELL Program Progress Report 1 st and 2 nd Grades							
Student, Teacher, and Coordinator Information							
Student Name:				Grade:	Academic Year & School:	Academic Quarter (Circle One): 1 st / 2 nd / 3 rd / 4 th	
General Education Classroom Teacher Name:		ELL / Bilingual Teacher Name:			ELL Program Coordinator Name:		
W-APT or ACCESS Scores for ELL Student:							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language
Classroom Involvement Quarterly Rating							
Please use the following ratings key to indicate the student's current academic performance. If appropriate, a + or - may follow each numerical rating.							
4: Total classroom involvement <ul style="list-style-type: none"> ▪ Academic expectations and performance are the same as for native English speakers 		3: Acceptable classroom involvement <ul style="list-style-type: none"> ▪ The student works well in this area when accommodations and modifications are used 		2: Partial classroom involvement <ul style="list-style-type: none"> ▪ The student makes an effort to participate in classroom activities when accommodations and modifications are used. However, the student is unable to comprehend much of the instruction. 		1: Minimal classroom involvement <ul style="list-style-type: none"> ▪ The student is unable to understand material and assignments, even when accommodations and modifications are used 	
Reading	Language Arts		Math	Science		Social Studies	

Academic Behaviors Quarterly Rating

Please use the following ratings key to indicate the student's current academic behaviors

5: Always occurs	4: Often occurs	3: Sometimes occurs	2: Seldom occurs	1: Never occurs			
Student Behaviors			Rating				
			Reading	Language Arts	Math	Science	Social Studies
1. The student completes assignments on-time:							
2. The student communicates effectively with the 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 has discipline problems that interfere with his/her academic progress:							
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 attends school regularly:							

Student Language Proficiency Rating

Please use the following rubric to indicate the student's approximate language proficiency level based on teacher observations and student work samples

	Level 1	Level 2	Level 3	Level 4	Level 5
Listening Level (Social Language) Level: _____	Begins to understand everyday words and phrases, simple directions and basic social conversations	Understands simplified interpersonal conversations when spoken to slowly and with frequent repetitions	Understands most interpersonal conversations with some need for clarification	Understands nearly all age appropriate extended conversations with minimal need for clarification	Understands all age appropriate extended conversations with no need for clarification
Listening Level (Academic Language) Level: _____	Begins to understand simple academic information	Understands simple academic vocabulary and classroom discussions with frequent need for clarification	Understands most academic vocabulary and classroom discussions with some need for clarification	Understands nearly all academic vocabulary and extended classroom discussions with minimal need for clarification	Understands all academic vocabulary and extended classroom discussions with no need for clarification
Speaking Level Level: _____	Speaks using single words Repeats simple grammar patterns Can name common objects and activities	Speaks in commonly used phrases and sentences Uses basic grammar pattern conventions for simple phrases and sentences Gives short responses to simple questions Uses basic vocabulary	Begins to speak in complex sentences with frequent errors Actively participates in discussions in the ELL classroom Has adequate vocabulary for limited discussion in their mainstream classroom	Speaks using mostly grade-level appropriate words, phrases, sentences, and expressions Speaks in complex sentences with few errors Developing content vocabulary for grade level discussion	Speaks fluent English using age-appropriate grammar Participates in grade level discussions Uses vocabulary and idioms like a native speaker of the same age
Reading Level (Comprehension) Level: _____	Begins to understand main idea when listening to a story and uses picture cues to increase comprehension	Uses pictures and begins to use words to understand when reading a text	Retells main events of a text without picture cues Begins to use early comprehension strategies (previewing, predicting, retelling, making connections) with teacher support	Begins to use early comprehension strategies independently Begins to use more advanced strategies (inferring, summarizing) with teacher support	Uses early comprehension strategies independently Uses more advanced strategies with teacher support

Student Language Proficiency Rating

Please use the following rubric to indicate the student's approximate language proficiency level based on teacher observations and student work samples

	Level 1	Level 2	Level 3	Level 4	Level 5
Reading Level (Skills and Strategies) Level: _____	Recognizes the names of many letters and sounds Uses picture cues to gain meaning Recognizes simple written words and phrases	Begins to use letter/sound knowledge to read familiar words Begins to decode unknown words Begins to read high frequency words by sight Begins to use pictures and text to gain meaning Begins to read some patterned, predictable words and phrases	Uses letter/sound knowledge to read familiar words and begins to decode unknown words Reads and recognizes sight words Reads patterned texts and begins to read varied texts	Decodes some unknown words using letter/sound knowledge and word patterns Comprehends sight words and begins to use context to determine word meanings Begins to read with phrasing and fluency	Decodes unknown words using letter/sound knowledge and word patterns Uses context to determine the meaning of unfamiliar words Reads fluently with phrasing and expression
Writing (Mechanics) Level: _____	Prints letters of the alphabet; copies name and basic words Copies words, phrases and/or patterned sentences	Uses letter/sound knowledge to write basic words and phrases Begins to write letters and words Begins to use punctuation	Begins to write and create simple original sentences Begins to use punctuation and capitalization	Spells some frequently used, grade level sight words correctly Begins to write simple sentences with some grammatical errors Uses capitalization and punctuation Writes multiple simple sentences	Spells most frequently used, grade level sight words correctly Usually writes simple sentences with correct grammar and punctuation and capitalization Writes multiple sentences with increasing complexity with some grammatical errors
Writing (Process) Level: _____	Draws a picture and labels the picture with words	Draws a picture and writes words, phrases, and simple sentences	Draws a picture and writes one or more sentences about it Organizes ideas using pictures or graphic organizers	Produces multiple sentences about a topic Begins to write with a beginning, middle, and end Writes for different purposes with teacher support	Reviews and edits with support Adds varied vocabulary words and academic vocabulary words with some support Writes for different purposes without support

Evaluación de la competencia lingüística del estudiante

Utilice la siguiente escala de evaluación con el fin de indicar la competencia lingüística del estudiante en base a observaciones de los maestros y ejemplos del trabajo del estudiante

		imágenes y el texto para entender el significado Comienza a leer algunas palabras y frases que son predecibles y que siguen un patrón	comienza a leer textos variados	Empieza a leer con expresión y fluidez	
Nivel de Escribir (Mecánica) Nivel: _____	Escribe las letras del alfabeto; puede copiar su nombre y palabras básicas Puede copiar palabras, frases y / u oraciones con un patrón	Utiliza el conocimiento de las letras y los sonidos para escribir palabras y frases básicas Comienza a escribir letras y palabras Empieza a usar puntuación	Empieza a escribir y crear oraciones originales básicos Empieza a usar puntuación y el uso de mayúsculas	Deletrea correctamente algunas palabras de uso frecuente del nivel de grado Comienza a escribir oraciones simples con algunos errores gramaticales Usa las mayúsculas y la puntuación Escribe varias oraciones simples	Deletrea correctamente palabras de uso frecuente del nivel de grado Por lo general, escribe oraciones simples con la gramática, la puntuación y la capitalización correcta Escribe varias oraciones con el aumento de la complejidad con algunos errores gramaticales
Nivel de Escribir (Proceso) Nivel: _____	Hace un dibujo y etiqueta el dibujo con palabras	Hace un dibujo y escribe palabras, frases y oraciones simples	Hace un dibujo y escribe uno o más oraciones sobre del dibujo Organiza ideas usando imágenes u organizadores gráficos	Produce varias oraciones sobre un tema Comienza a escribir con un principio, medio y final Escribe para diferentes propósitos, con el apoyo del maestro/a	Examina y corrige con el apoyo Añade vocabulario variado y palabras de vocabulario académico con algún apoyo Escribe para diferentes propósitos sin el apoyo

Adaptaciones y modificaciones posibles para el estudiante ELL:

1. Dar pruebas de forma oral 2. Dar instrucciones y direcciones por escrito y oralmente	14. Proporcionar actividades prácticas y explicaciones 15. Acepten la participación en cualquier nivel.	26. Utilizar registros anecdóticos como forma de evaluación 27. Mantener una cartera de trabajo del
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<ol style="list-style-type: none"> 3. Asignar un compañero tutor, uno que habla el mismo idioma o que habla Inglés 4. Permitir el uso de un diccionario bilingüe 5. Proporcionar resúmenes de texto y / o guías de estudio de capítulos particulares 6. Reducir las tareas de lectura 7. Resaltar el vocabulario importante 8. Reducir la cantidad de trabajo requerido 9. Evaluar comprensión a través de la demostración o de otros medios alternativos (gestos, dibujos, narraciones) 10. Permitir el uso de libros durante las pruebas 11. Para cada pregunta, indicar el número de la página del libro donde se encuentra la respuesta 12. Reformular preguntas, instrucciones y explicaciones 13. Usar proyectos de grupo en lugar de trabajo individual 	<p>incluso una palabra</p> <ol style="list-style-type: none"> 16. Utilizar organizadores gráficos 17. Usar narraciones de cuentos para evaluar la comprensión de textos 18. Reducir las preguntas del examen que tienen varias opciones a sólo dos opciones 19. Proporcionar guías de estudio, resúmenes, y/o listas de palabras 20. Proporcionar un video sobre el tema 21. Permitir tiempo adicional para preguntas, tareas, exámenes y / o proyectos 22. Usar los libros en casetes / CD 23. Usar el texto reducido, por lo que el texto no es difícil de leer 24. Adaptar la tarea para reflejar conocimiento del idioma 25. Adaptar la tarea para reflejar apoyo en casa 	<p>estudiante como una forma de evaluación</p> <ol style="list-style-type: none"> 28. Utilizar gráficos e imágenes en toda la unidad, lección y/o tarea 29. Otro tipo de adaptación / modificación (especifique): _____ 30. Otro tipo de adaptación / modificación (especifique): _____ 31. Otro tipo de adaptación / modificación (especifique): _____ 32. Otro tipo de adaptación / modificación (especifique): _____ 33. Otro tipo de adaptación / modificación (especifique): _____
<p style="text-align: center;">Comentarios del Maestro/a de Educación General :</p> <p style="text-align: center;"><i>Por favor, reflexione sobre el rendimiento académico del estudiante y que adaptaciones / modificaciones han sido utilizados para apoyar al estudiante este trimestre</i></p>	<p style="text-align: center;">Comentarios del Maestro/a de ELL/ Bilingüe:</p> <p style="text-align: center;"><i>Por favor, reflexione sobre el rendimiento académico del estudiante y que adaptaciones / modificaciones han sido utilizados para apoyar al estudiante este trimestre</i></p>	



El distrito escolar de Harlem 122							
Programa de ELL							
Informe de Progreso							
1 y 2 Grados							
Información del Estudiante, Maestro/a y Coordinador/a							
Nombre del estudiante:				Grado:	Año escolar & Escuela:		Trimestre académico (marque con un círculo): 1 ^a / 2 ^a / 3 ^a / 4 ^a
Nombre del maestro/a de educación general:				Nombre del maestro/a ELL/Bilingüe:		Nombre del Coordinador/a del Programa de ELL:	
Resultados de la WIDA MODEL-K, W-APT, o ACCESS del estudiante ELL:							
Compuesto	Escuchar	Hablar	Leer	Escribir	Alfabetización	Comprensión	Lenguaje Oral
Evaluación trimestral de la participación en clase del estudiante							
<p>Por favor, utilice el siguiente clave de evaluación para indicar el rendimiento académico actual del estudiante Si es apropiado, use un signo + o - después de cada número</p>							
4: Participación total en la clase <ul style="list-style-type: none"> Las expectativas académicas y el rendimiento son las mismas que para los hablantes nativos de inglés 		3: Participación aceptable en la clase <ul style="list-style-type: none"> El estudiante trabaja bien en esta área cuando las adaptaciones y modificaciones se utilizan 		2: Participación parcial en la clase <ul style="list-style-type: none"> El estudiante trata de participar en la clase cuando se utilizan adaptaciones y modificaciones. Sin embargo, el estudiante no puede entender la mayoría de la enseñanza en la clase. 		1: Mínima participación en la clase <ul style="list-style-type: none"> El estudiante no puede entender el contenido y las tareas, incluso cuando adaptaciones y modificaciones se utilizan 	
Lectura	Artes y Letras		Matemáticas	Ciencias		Estudios Sociales	
Evaluación Trimestral de Conductas Académicas							
<p>Por favor, utilice el siguiente clave de evaluación para indicar las conductas académicas del estudiante</p>							
5: Siempre ocurre		4: Muchas veces ocurre		3: A veces ocurre		2: Casi nunca ocurre	
Conductas del estudiante				Evaluación			

	Lectura	Artes y Letras	Matemáticas	Ciencias	Social Estudios
1. El estudiante completa las tareas a tiempo:					
2. El estudiante se comunica en forma efectiva con el maestro:					
3. El estudiante participa activamente en proyectos de clase:					
4. El estudiante participa activamente en las discusiones en clase:					
5. El estudiante es capaz de trabajar de forma independiente:					
6. El estudiante tiene problemas de disciplina que interfieren con el progreso académico del estudiante:					
7. El estudiante muestra esfuerzo y entusiasmo en la clase:					
8. El estudiante requiere ayuda adicional con las tareas:					
9. El estudiante muestra evidencia de dificultad con el lenguaje:					
10. El estudiante asiste a la escuela con regularidad:					

Evaluación de la competencia lingüística del estudiante

Utilice la siguiente escala de evaluación con el fin de indicar la competencia lingüística del estudiante en base a observaciones de los maestros y ejemplos del trabajo del estudiante

	Nivel 1	Nivel 2	Nivel 3	Nivel 4	Nivel 5
Nivel de escuchar (Lenguaje Social) Nivel: _____	Comienza a entender palabras y frases cotidianas, direcciones básicas y conversaciones sociales básicos	Entiende las conversaciones interpersonales simplificados cuando se les habla lentamente y con repeticiones frecuentes	Entiende conversaciones interpersonales con alguna necesidad de aclarar	Entiende casi todas las conversaciones extensas que son apropiadas para la edad, con una mínima necesidad de aclaraciones	Entiende todas las conversaciones que son apropiadas para la edad, sin necesidad de aclaraciones
Nivel de escuchar (Lenguaje Académico) Nivel: _____	Empieza a entender la información académica básica	Entiende el vocabulario académico básico y discusiones en clase con frecuente necesidad de aclaración	Entiende la mayoría del vocabulario académico y discusiones en clase con alguna necesidad de aclaración	Entiende casi todo el vocabulario académico y discusiones en clase con poca necesidad de aclarar	Entiende todo el vocabulario académico y discusiones en clase, sin necesidad de aclaraciones
Nivel hablar Nivel: _____	Habla con palabras simples Repite patrones gramaticales básicas Puede nombrar objetos comunes y actividades	Habla en frases y oraciones básicas Utiliza patrones gramaticales básicas de expresiones y frases simples Da respuestas cortas a las preguntas básicas Utiliza vocabulario básico	Empieza a hablar en oraciones complejas con errores frecuentes Tiene suficiente vocabulario para participar en la clase de ELL Tiene suficiente vocabulario para participación limitada en la clase de educación general	Habla con palabras, frases, oraciones y expresiones que en su mayoría son apropiados para el nivel de grado Habla en oraciones complejas con pocos errores Está desarrollando vocabulario del contenido para las discusiones a nivel de	Habla con fluidez en Inglés y utiliza la gramática que es apropiada para la edad Participa en las discusiones a nivel de grado Utiliza vocabulario y expresiones idiomáticas como un hablante nativo de la misma edad

Evaluación de la competencia lingüística del estudiante

Utilice la siguiente escala de evaluación con el fin de indicar la competencia lingüística del estudiante en base a observaciones de los maestros y ejemplos del trabajo del estudiante

				grado	
Nivel de leer (Comprensión) Nivel: _____	Empieza a entender la idea principal cuando escucha un cuento y utiliza imágenes para aumentar la comprensión	Al leer un texto, utiliza imágenes y comienza a usar las palabras para entender	Puede volver a contar los eventos principales de un texto sin el uso de imágenes como una referencia Empieza a usar estrategias tempranas de comprensión (examinar el texto antes de leer, predecir, volver a contar, hacer las conexiones) con el apoyo del maestro/a	Empieza a usar estrategias tempranas de comprensión sin el apoyo del maestro/a Empieza a usar estrategias más avanzadas (inferir, resumir) con el apoyo del maestro/a	Usa estrategias de comprensión tempranas sin el apoyo del maestro/a Usa estrategias más avanzadas (inferir, resumir) con el apoyo del maestro/a

Evaluación de la competencia lingüística del estudiante

Utilice la siguiente escala de evaluación con el fin de indicar la competencia lingüística del estudiante en base a observaciones de los maestros y ejemplos del trabajo del estudiante

	Nivel 1	Nivel 2	Nivel 3	Nivel 4	Nivel 5
Nivel de leer (Habilidades y estrategias) Nivel: _____	Reconoce los nombres de muchas letras y sonidos Utiliza las imágenes para obtener significado Reconoce palabras y frases escritas básicas	Comienza a usar su conocimiento de las letras y los sonidos para leer palabras conocidas Empieza a decodificar palabras desconocidas Empieza a leer palabras de uso frecuente Comienza a usar las	Utiliza su conocimiento de las letras y los sonidos para leer palabras conocidas y comienza a decodificar palabras desconocidas Lee y reconoce palabras de uso frecuente Lee los textos que siguen un patrón y	Descodifica algunas palabras desconocidas usando su conocimiento de las letras, los sonidos y patrones de palabras Entiende palabras de uso frecuente y comienza a usar el contexto para determinar el significado de palabras	Descodifica palabras desconocidas usando su conocimiento de las letras, los sonidos y patrones de palabras Usa el contexto para determinar el significado de palabras Lee con expresión y fluidez

Possible ELL accommodations and modifications:		
<ol style="list-style-type: none"> 1. Give tests orally 2. Give instructions / directions in writing and orally 3. Assign a peer tutor, same language or English-speaking 4. Allow the use of a bilingual dictionary 5. Provide summaries of text or study guides or particular chapters 6. Shorten reading assignments 7. Highlight key vocabulary 8. Reduce amount of work required 9. Assess comprehension through demonstration or other alternative means (gestures, drawings, retellings) 10. Allow open book tests 11. For each question, indicate page number in book where answer is found 12. Rephrase questions, directions, and explanations 13. Use group projects rather than individual work 	<ol style="list-style-type: none"> 14. Provide hands-on activities and explanations 15. Accept participation at any level, even one word 16. Use graphic organizers 17. Use story retellings to assess text comprehension 18. Reduce multiple choices to two 19. Provide study guides, outlines, and/or word banks 20. Provide video on subject 21. Allow extended time for questions, assignments, tests and/or project completion 22. Use books on tape / CD 23. Use reduced text, so that print is not dense 24. Adapt homework to reflect language proficiency 25. Adapt homework to reflect home support 	<ol style="list-style-type: none"> 26. Use anecdotal records as form of assessment 27. Keep a portfolio of student work as a form of assessment 28. Use visuals and pictures throughout the unit, lesson, and/or assignment 29. Other accommodation / modification used (Please specify): _____ 30. Other accommodation / modification used (Please specify): _____ 31. Other accommodation / modification used (Please specify): _____ 32. Other accommodation / modification used (Please specify): _____ 33. Other accommodation / modification used (Please specify): _____
General Education Teacher's Comments:		ELL Teacher's Comments:
<i>Please reflect on the student's academic performance, as well as what ELL accommodations/modifications have been used to support the student this quarter</i>		<i>Please reflect on the student's academic performance, as well as what ELL accommodations/modifications have been used to support the student this quarter</i>



Harlem School District 122 ELL Program Progress Report 3 rd through 6 th Grades							
Student, Teacher, and Coordinator Information							
Student Name:				Grade:	Academic Year & School:	Academic Quarter (Circle One): 1 st / 2 nd / 3 rd / 4 th	
General Education Classroom Teacher Name:		ELL / Bilingual Teacher Name:		ELL Program Coordinator Name:			
W-APT or ACCESS Scores for ELL Student:							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language
Classroom Involvement Quarterly Rating							
<i>Please use the following ratings key to indicate the student's current academic performance If appropriate, a + or - may follow each numerical rating</i>							
4: Total classroom involvement Academic expectations and performance are the same as for native English speakers		3: Acceptable classroom involvement The student works well in this area when accommodations and modifications are used		2: Partial classroom involvement The student makes an effort to participate in classroom activities when accommodations and modifications are used. However, the student is unable to comprehend much of the instruction.		1: Minimal classroom involvement The student is unable to understand material and assignments, even when accommodations and modifications are used	
<u>Reading</u>	<u>Language Arts</u>		<u>Math</u>	<u>Science</u>		<u>Social Studies</u>	

Academic Behaviors Quarterly Rating

Please use the following ratings key to indicate the student's current academic behaviors

5: Always occurs	4: Often occurs	3: Sometimes occurs	2: Seldom occurs	1: Never occurs			
Student Behaviors			Rating				
			Reading	Language Arts	Math	Science	Social Studies
1. The student completes assignments on-time:							
2. The student communicates effectively with the 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 has discipline problems that interference with his/her academic progress:							
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 attends school regularly:							

Student Language Proficiency Rating

Please use the following rubric to indicate the student's approximate language proficiency level based on teacher observations and student work samples

	Level 1	Level 2	Level 3	Level 4	Level 5
Listening Level (Social Language) Level: _____	Begins to understand everyday words and phrases, simple directions and basic social conversations	Understands simplified interpersonal conversations when spoken to slowly and with frequent repetitions	Understands most interpersonal conversations with some need for clarification	Understands nearly all age appropriate extended conversations with minimal need for clarification	Understands all age appropriate extended conversations with no need for clarification
Listening Level (Academic Language) Level: _____	Begins to understand simple academic information	Understands simple academic vocabulary and classroom discussions with frequent need for clarification	Understands most academic vocabulary and classroom discussions with some need for clarification	Understands nearly all academic vocabulary and extended classroom discussions with minimal need for clarification	Understands all academic vocabulary and extended classroom discussions with no need for clarification
Speaking Level Level: _____	Speaks using single words Repeats simple grammar patterns Can name common objects and activities	Speaks in commonly used phrases and sentences Uses basic grammar pattern conventions for simple phrases and sentences Gives short responses to simple questions Uses basic vocabulary	Begins to speak in complex sentences with frequent errors Has enough vocabulary to participate in discussions in the ELL classroom Has adequate vocabulary for limited discussions in the mainstream classroom	Speaks using mostly grade-level appropriate words, phrases, sentences, and expressions Speaks in complex sentences with few errors Developing content vocabulary for grade level discussion	Speaks fluent English, using age appropriate grammar Participates in grade level discussions Uses vocabulary and idioms like a native speaker of the same age
Reading Level (Comprehension) Level: _____	Understands main idea when listening to a story	Understands the main idea Answers simple questions about the text without support	Retells main events of a text without picture cues Begins to use early comprehension strategies (previewing, predicting, retelling, making connections) with teacher support	Uses early comprehension strategies (previewing, predicting, retelling, making connections) with more independence Begins to use more advanced strategies (inferring, summarizing)	Comprehends fiction and non-fiction grade-level text Uses multiple comprehension strategies (previewing, predicting, retelling, making connections, inferring, summarizing) independently

Student Language Proficiency Rating

Please use the following rubric to indicate the student's approximate language proficiency level based on teacher observations and student work samples

	Level 1	Level 2	Level 3	Level 4	Level 5
Reading Level (Skills and Strategies) Level: _____	Recognizes the names of most letters and sounds Uses picture cues to gain meaning Recognizes simple written words and phrases	Uses letter/sound knowledge to read simple words Begins to decode unknown words Begins to read high frequency words Uses pictures and text to gain meaning Reads patterned texts and begins to read varied text	Begins to decode unknown words using letter/sound knowledge and word patterns Reads and understands high frequency words by sight Reads patterned text and varied text Recognizes some high-frequency academic language of the content area	Decodes most unknown words using letter/sound knowledge and word patterns Recognizes some high-frequency academic language of the content area Reads varied text Begins to read with phrasing and expression	Decodes unknown words using letter/sound knowledge and word patterns Uses context to determine meaning of words Reads grade level text Reads fluently with phrasing and expression
Writing (Mechanics) Level: _____	Prints letters of the alphabet Copies name and basic words Copies words, phrases and/or patterned sentences	Uses letter/sound knowledge to write basic words and phrases Begins to create simple sentences Begins to use capitalization and punctuation	Spells frequently used sight words correctly Usually writes simple sentences with correct grammar and punctuation Uses capitalization and punctuation	Writes complex sentences with some grammatical errors Reviews and edits with support	Uses strategies to learn and spell grade level vocabulary Writes complex sentences with few grammatical errors
Writing (Process) Level: _____	Draws a picture and writes basic words about it	Draws a picture and writes a sentence or sentences about it Writes patterned sentences Organizes ideas using pictures or graphic organizers with teacher support	Writes short and simple sentences with limited detail and basic grammar Begins to write with a beginning, middle, and end Organizes ideas using pictures or graphic organizers with minimal teacher support	Writes simple paragraphs with some varied sentence complexity Selects vocabulary words that add variety and detail Writes for different purpose in the grade level classroom with support	Writes with increasing length and complexity Organizes writing into multiple paragraphs Expresses thoughts in writing easily and fluently Writes effectively for different purposes in the grade level classroom with no support

Possible ELL accommodations and modifications:

<ol style="list-style-type: none"> 1. Give tests orally 2. Give instructions / directions in writing and orally 3. Assign a peer tutor, same language or English-speaking 4. Allow the use of a bilingual dictionary 5. Provide summaries of text or study guides or particular chapters 6. Shorten reading assignments 7. Highlight key vocabulary 8. Reduce amount of work required 9. Assess comprehension through demonstration or other alternative means (gestures, drawings, retellings) 10. Allow open book tests 11. For each question, indicate page number in book where answer is found 12. Rephrase questions, directions, and explanations 13. Use group projects rather than individual work 	<ol style="list-style-type: none"> 14. Provide hands-on activities and explanations 15. Accept participation at any level, even one word 16. Use graphic organizers 17. Use story retellings to assess text comprehension 18. Reduce multiple choices to two 19. Provide study guides, outlines, and/or word banks 20. Provide video on subject 21. Allow extended time for questions, assignments, tests and/or project completion 22. Use books on tape / CD 23. Use reduced text, so that print is not dense 24. Adapt homework to reflect language proficiency 25. Adapt homework to reflect home support 	<ol style="list-style-type: none"> 26. Use anecdotal records as form of assessment 27. Keep a portfolio of student work as a form of assessment 28. Use visuals and pictures throughout the unit, lesson, and/or assignment 29. Other accommodation / modification used (Please specify): _____ 30. Other accommodation / modification used (Please specify): _____ 31. Other accommodation / modification used (Please specify): _____ 32. Other accommodation / modification used (Please specify): _____ 33. Other accommodation / modification used (Please specify): _____
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General Education Teacher's Comments:

Please reflect on the student's academic performance, as well as what ELL accommodations/modifications have been used to support the student this quarter

ELL Teacher's Comments:

Please reflect on the student's academic performance, as well as what ELL accommodations/modifications have been used to support the student this quarter

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Evaluación de la competencia lingüística del estudiante

Utilice la siguiente escala de evaluación con el fin de indicar la competencia lingüística del estudiante en base a observaciones de los maestros y ejemplos del trabajo del estudiante

<p>Nivel: _____</p>	<p>simples</p> <p>Repite patrones gramaticales básicas</p> <p>Puede nombrar objetos comunes y actividades</p>	<p>oraciones básicas</p> <p>Utiliza patrones gramaticales básicas de expresiones y frases simples</p> <p>Da respuestas cortas a las preguntas básicas</p> <p>Utiliza vocabulario básico</p>	<p>oraciones complejas con errores frecuentes</p> <p>Tiene suficiente vocabulario para participar en la clase de ELL</p> <p>Tiene suficiente vocabulario para participación limitada en la clase de educación general</p>	<p>frases, oraciones y expresiones que en su mayoría son apropiados para el nivel de grado</p> <p>Habla en oraciones complejas con pocos errores</p> <p>Está desarrollando vocabulario del contenido para las discusiones a nivel de grado</p>	<p>Inglés y utiliza la gramática que es apropiada para la edad</p> <p>Participa en las discusiones a nivel de grado</p> <p>Utiliza vocabulario y expresiones idiomáticas como un hablante nativo de la misma edad</p>
<p>Nivel de leer (Comprensión)</p> <p>Nivel: _____</p>	<p>Al escuchar un cuento, entiende la idea principal</p>	<p>Entiende la idea principal</p> <p>Puede contestar preguntas simples sobre el texto sin apoyo</p>	<p>Puede volver a contar los eventos principales de un texto sin el uso de imágenes como o una referencia</p> <p>Empieza a usar estrategias tempranas de comprensión (examinar el texto antes de leer, predecir, volver a contar, hacer las conexiones) con el apoyo del maestro</p>	<p>Empieza a usar estrategias de comprensión tempranas sin el apoyo del maestro/a</p> <p>Empieza a usar estrategias más avanzadas (inferir, resumir) con el apoyo del maestro/a</p>	<p>Entiende textos de ficción y de información a nivel de grado</p> <p>Utiliza estrategias múltiples de comprensión (examinar el texto antes de leer, predecir, volver a contar, hacer las conexiones, inferir, resumir) sin la ayuda del maestro/a</p>

Evaluación de la competencia lingüística del estudiante

Utilice la siguiente escala de evaluación con el fin de indicar la competencia lingüística del estudiante en base a observaciones de los maestros y ejemplos del trabajo del estudiante

	Nivel 1	Nivel 2	Nivel 3	Nivel 4	Nivel 5
Nivel de leer (Habilidades y estrategias) Nivel: _____	Reconoce los nombres de muchas letras y sonidos Utiliza las imágenes para obtener significado Reconoce palabras y frases escritas básicas	Utiliza su conocimiento de las letras y los sonidos para leer palabras simples Empieza a decodificar palabras desconocidas Empieza a leer palabras de uso frecuente Utiliza las imágenes y el texto para entender el significado Lee textos que tienen un patrón y comienza a leer el texto variada	Empieza a decodificar palabras desconocidas usando el conocimiento de las letras, los sonidos y patrones de palabras Lee y entiende palabras de uso frecuente Lee textos que tienen un patrón y el texto variada Reconoce cierto lenguaje académico de uso frecuente de las áreas de contenido	Decodifica la mayoría de las palabras desconocidas usando el conocimiento de las letras, los sonidos y patrones de palabras Reconoce cierto lenguaje académico de uso frecuente de las áreas de contenido Lee textos variados Empieza a leer con fraseo y la expresión	Decodifica las palabras desconocidas usando el conocimiento de las letras, los sonidos y patrones de palabras Utiliza el contexto para determinar el significado de las palabras Lee texto del nivel de grado Lee con fluidez y fraseo y la expresión
Nivel de Escribir (Mecánica) Nivel: _____	Escribe las letras del alfabeto Puede copiar su nombre y palabras básicas Puede copiar palabras,	Utiliza el conocimiento de las letras y los sonidos para escribir palabras y frases básicas Empieza a crear	Puede deletrear palabras básicas de uso frecuente correctamente Por lo general, escribe oraciones simples con la gramática y puntuación	Escribe oraciones complejas con algunos errores gramaticales Examina y corrige con el apoyo	Utiliza estrategias para aprender y escribir el vocabulario de nivel de grado Escribe oraciones complejas con pocos



Evaluación de la competencia lingüística del estudiante

Utilice la siguiente escala de evaluación con el fin de indicar la competencia lingüística del estudiante en base a observaciones de los maestros y ejemplos del trabajo del estudiante

	frases y / o frases estampadas	oraciones simples	correcta		errores gramaticales
Nivel de Escribir (Proceso) Nivel: _____	Hace un dibujo y escribe palabras básicas sobre el dibujo	Hace un dibujo y escribe una frase o frases sobre el dibujo Escribe oraciones que siguen patrones Organiza ideas usando imágenes u organizadores gráficos con el apoyo del maestro/a	Usa las mayúsculas y la puntuación Escribe oraciones cortas y simples con detalles limitados y con la gramática básica Comienza a escribir con un principio, un medio y un fin Organiza ideas usando imágenes u organizadores gráficos con el apoyo mínimo del maestro/a	Escribe párrafos simples con oraciones que tienen cierta complejidad variada Selecciona las palabras del vocabulario que añaden variedad y detalles Con apoyo, escribe para diferentes propósitos en la clase de nivel de grado	Escribe con más detalles y la complejidad Organiza la escritura en varios párrafos Expresa pensamientos por escrito con facilidad y fluidez Escribe efectivamente para diferentes propósitos en el clase de nivel de grado sin apoyo

Adaptaciones y modificaciones posibles para el estudiante ELL:

1. Dar pruebas de forma oral	14. Proporcionar actividades prácticas y explicaciones	26. Utilizar registros anecdóticos como forma de evaluación
2. Dar instrucciones y direcciones por escrito y oralmente	15. Acepten la participación en cualquier nivel, incluso una palabra	27. Mantener una cartera de trabajo del estudiante como una forma de evaluación
3. Asignar un compañero tutor, uno que habla el mismo idioma o que habla inglés	16. Utilizar organizadores gráficos	28. Utilizar gráficos e imágenes en toda la unidad, lección y/o tarea
4. Permitir el uso de un diccionario bilingüe	17. Usar narraciones de cuentos para evaluar la comprensión de textos	29. Otro tipo de adaptación / modificación (especifique)
5. Proporcionar resúmenes de texto y / o guías de estudio de capítulos particulares	18. Reducir las preguntas del examen que	



<ul style="list-style-type: none"> 6. Reducir las tareas de lectura 7. Resaltar el vocabulario importante 8. Reducir la cantidad de trabajo requerido 9. Evaluar comprensión a través de la demostración o de otros medios alternativos (gestos, dibujos, narraciones) 10. Permitir el uso de libros durante las pruebas 11. Para cada pregunta, indicar el número de la página del libro donde se encuentra la respuesta 12. Reformular preguntas, instrucciones y explicaciones 13. Usar proyectos de grupo en lugar de trabajo individual 	<p>tienen varias opciones a sólo dos opciones</p> <ul style="list-style-type: none"> 19. Proporcionar guías de estudio, resúmenes, y/o listas de palabras 20. Proporcionar un video sobre el tema 21. Permitir tiempo adicional para preguntas, tareas, exámenes y / o proyectos 22. Usar los libros en casetes / CD 23. Usar el texto reducido, por lo que el texto no es difícil de leer 24. Adaptar la tarea para reflejar conocimiento del idioma 25. Adaptar la tarea para reflejar apoyo en casa 	<ul style="list-style-type: none"> 30. Otro tipo de adaptación / modificación (especifique): _____ 31. Otro tipo de adaptación / modificación (especifique): _____ 32. Otro tipo de adaptación / modificación (especifique): _____ 33. Otro tipo de adaptación / modificación (especifique): _____
<p style="text-align: center;">Comentarios del Maestro/a de Educación General : <i>Por favor, reflexione sobre el rendimiento académico del estudiante y que adaptaciones/ modificaciones han sido utilizados para apoyar al estudiante este trimestre</i></p>		<p style="text-align: center;">Comentarios del Maestro/a de ELL/ Bilingüe: <i>Por favor, reflexione sobre el rendimiento académico del estudiante y que adaptaciones/ modificaciones han sido utilizados para apoyar al estudiante este trimestre</i></p>
Empty space for general education teacher comments		Empty space for ELL/Bilingual teacher comments





**El distrito escolar de Harlem 122
Programa de ELL
Informe de Progreso
3 hasta 6 Grados**

Información del Estudiante, Maestro/a, y Coordinador/a

Nombre del estudiante:	Grado:	Año escolar & Escuela:	Trimestre académico (marque con un círculo): 1 ^a / 2 ^a / 3 ^a / 4 ^a Fecha:
Nombre del maestro/a de educación general:	Nombre del maestro/a ELL/Bilingüe:	Nombre del Coordinador/a del Programa de ELL:	

Resultados del W-APT o ACCESS del estudiante ELL:

Compuesto	Escuchar	Hablar	Leer	Escribir	Alfabetización	Comprensión	Idioma Oral
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Evaluación trimestral de la participación en clase del estudiante

*Por favor, utilice el siguiente clave de evaluación para indicar el rendimiento académico actual del estudiante
Si es apropiado, use un signo + o - después de cada número*

4: Participación total en la clase Las expectativas académicas y el rendimiento son las mismas que para los hablantes nativos de inglés	3: Participación aceptable en la clase El estudiante trabaja bien en esta área cuando las adaptaciones y modificaciones se utilizan	2: Participación parcial en la clase El estudiante trata de participar en la clase cuando se utilizan adaptaciones y modificaciones. Sin embargo, el estudiante no puede entender la mayoría de la enseñanza en la clase.	1: Mínima participación en la clase El estudiante no puede entender el contenido y las tareas, incluso cuando adaptaciones y modificaciones se utilizan
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Lectura	Artes y Letras	Matemáticas	Ciencias	Estudios Sociales
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Evaluación Trimestral de Conductas Académicas

Por favor, utilice el siguiente clave de evaluación para indicar las conductas académicas del estudiante

5: Siempre ocurre	4: Muchas veces ocurre	3: A veces ocurre	2: Casi nunca ocurre	1: Nunca ocurre
Conductas del estudiante			Evaluación	



	Lectura	Artes y Letras	Matemáticas	Ciencia	Social Estudios
1. El estudiante completa las tareas a tiempo.					
2. El estudiante se comunica en forma efectiva con el maestro.					
3. El estudiante participa activamente en proyectos de clase.					
4. El estudiante participa activamente en las discusiones en clase.					
5. El estudiante es capaz de trabajar de forma independiente.					
6. El estudiante tiene problemas de disciplina que interfieren con el progreso académico del estudiante.					
7. El estudiante muestra esfuerzo y entusiasmo en la clase.					
8. El estudiante requiere ayuda adicional con las asignaciones.					
9. El estudiante muestra evidencia de dificultad con el lenguaje.					
10. El estudiante asiste a la escuela con regularidad.					

Evaluación de la competencia lingüística del estudiante

Utilice la siguiente escala de evaluación con el fin de indicar la competencia lingüística del estudiante en base a observaciones de los maestros y ejemplos del trabajo del estudiante

	Nivel 1	Nivel 2	Nivel 3	Nivel 4	Nivel 5
Nivel de escuchar (Lenguaje Social) Nivel: _____	Comienza a entender palabras y frases cotidianas, direcciones básicas y conversaciones sociales básicos	Entiende las conversaciones interpersonales simplificados cuando se les habla lentamente y con repeticiones frecuentes	Entiende conversaciones interpersonales con alguna necesidad de aclarar	Entiende casi todas las conversaciones extensas que son apropiadas para la edad, con una mínima necesidad de aclaraciones	Entiende todas las conversaciones que son apropiados para la edad, sin necesidad de aclaraciones
Nivel de escuchar (Lenguaje Académico) Nivel: _____	Empieza a entender la información académica básica	Entiende el vocabulario académico básico y discusiones en clase con frecuente necesidad de aclaración	Entiende la mayoría del vocabulario académico y discusiones en clase con alguna necesidad de aclaración	Entiende casi todo el vocabulario académico y discusiones en clase con poca necesidad de aclarar	Entiende todo el vocabulario académico y discusiones en clase, sin necesidad de aclaraciones
Nivel de hablar	Habla con palabras	Habla en frases y	Empieza a hablar en	Habla con palabras,	Habla con fluidez en



Harlem School District 122 ELL Program Progress Report Middle School and High School							
Student, Teacher, and Coordinator Information							
Student Name:				Grade:	Academic Year & School:	Academic Quarter (Circle One): 1 st / 2 nd / 3 rd / 4 th	
General Education Classroom Teacher Name:		ELL / Bilingual Teacher Name:			ELL Program Coordinator Name:		
W-APT or ACCESS Scores for ELL Student:							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language
Classroom Involvement Quarterly Rating							
<i>Please use the following ratings key to indicate the student's current academic performance if appropriate, a + or - may follow each numerical rating</i>							
4: Total classroom involvement <ul style="list-style-type: none"> ▪ Academic expectations and performance are the same as for native English speakers 		3: Acceptable classroom involvement <ul style="list-style-type: none"> ▪ The student works well in this area when accommodations and modifications are used 		2: Partial classroom involvement <ul style="list-style-type: none"> ▪ The student makes an effort to participate in classroom activities when accommodations and modifications are used. However, the student is unable to comprehend much of the instruction. 		1: Minimal classroom involvement <ul style="list-style-type: none"> ▪ The student is unable to understand material and assignments, even when accommodations and modifications are used 	
Reading	Language Arts		Math	Science		Social Studies	

Academic Behaviors Quarterly Rating

Please use the following ratings key to indicate the student's current academic behaviors

5: Always occurs	4: Often occurs	3: Sometimes occurs	2: Seldom occurs	1: Never occurs			
Student Behaviors			Rating				
			Reading	Language Arts	Math	Science	Social Studies
1. The student completes assignments on-time:							
2. The student communicates effectively with the 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 has discipline problems that interfere with his/her academic progress:							
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 attends school regularly:							

Student Language Proficiency Rating

Please use the following rubric to indicate the student's approximate language proficiency level based on teacher observations and student work samples

	Level 1	Level 2	Level 3	Level 4	Level 5
Listening Level (Social Language) Level: _____	Begins to understand everyday words and phrases, simple directions and basic social conversations	Understands simplified interpersonal conversations when spoken to slowly and with frequent repetitions	Understands most interpersonal conversations with some need for clarification	Understands nearly all age appropriate extended conversations with minimal need for clarification	Understands all age appropriate extended conversations with no need for clarification
Listening Level (Academic Language) Level: _____	Begins to understand simple academic information	Understands simple academic vocabulary and classroom discussions with frequent need for clarification	Understands most academic vocabulary and classroom discussions with some need for clarification	Understands nearly all academic vocabulary and extended classroom discussions with minimal need for clarification	Understands all academic vocabulary and extended classroom discussions with no need for clarification
Speaking Level Level: _____	Speaks using single words Repeats simple grammar patterns Can name common objects and activities	Speaks in commonly used phrases and sentences Uses basic grammar pattern conventions for simple phrases and sentences Gives short responses to simple questions Uses basic vocabulary	Begins to speak in complex sentences with frequent errors Has enough vocabulary to participate in discussions in the ELL classroom Has adequate vocabulary for limited discussions in the mainstream classroom	Speaks using mostly grade-level appropriate words, phrases, sentences, and expressions Speaks in complex sentences with few errors Developing content vocabulary for grade level discussion	Speaks fluent English, using age appropriate grammar Participates in grade level discussions Uses vocabulary and idioms like a native speaker of the same age
Reading Level (Comprehension) Level: _____	Understands main idea when listening to a story	Understands the main idea Answers simple questions about the text without support	Retells main events of a text without picture cues Begins to use early comprehension strategies (previewing, predicting, retelling, making connections) with teacher support	Uses early comprehension strategies (previewing, predicting, retelling, making connections) with more independence Begins to use more advanced strategies (inferring, summarizing)	Comprehends fiction and non-fiction grade-level text Uses multiple comprehension strategies (previewing, predicting, retelling, making connections, inferring, summarizing) independently

Student Language Proficiency Rating

Please use the following rubric to indicate the student's approximate language proficiency level based on teacher observations and student work samples

	Level 1	Level 2	Level 3	Level 4	Level 5
Reading Level (Skills and Strategies) Level: _____	Recognizes the names of most letters and sounds Uses picture cues to gain meaning Recognizes simple written words and phrases	Uses letter/sound knowledge to read simple words Begins to decode unknown words Begins to read high frequency words Uses pictures and text to gain meaning Reads patterned texts and begins to read varied text	Begins to decode unknown words using letter/sound knowledge and word patterns Reads and understands high frequency words by sight Reads patterned text and varied text Recognizes some high-frequency academic language of the content area	Decodes most unknown words using letter/sound knowledge and word patterns Recognizes some high-frequency academic language of the content area Reads varied text Begins to read with phrasing and expression	Decodes unknown words using letter/sound knowledge and word patterns Uses context to determine meaning of words Reads grade level text Reads fluently with phrasing and expression
Writing (Mechanics) Level: _____	Prints letters of the alphabet Copies name and basic words Copies words, phrases and/or patterned sentences	Uses letter/sound knowledge to write basic words and phrases Begins to create simple sentences Begins to use capitalization and punctuation	Spells frequently used sight words correctly Usually writes simple sentences with correct grammar and punctuation Uses capitalization and punctuation	Writes complex sentences with some grammatical errors Reviews and edits with support	Uses strategies to learn and spell grade level vocabulary Writes complex sentences with few grammatical errors
Writing (Process) Level: _____	Draws a picture and writes basic words about it	Draws a picture and writes a sentence or sentences about it Writes patterned sentences Organizes ideas using pictures or graphic organizers with teacher support	Writes short and simple sentences with limited detail and basic grammar Begins to write with a beginning, middle, and end Organizes ideas using pictures or graphic organizers with minimal teacher support	Writes simple paragraphs with some varied sentence complexity Selects vocabulary words that add variety and detail Writes for different purpose in the grade level classroom with support	Writes with increasing length and complexity Organizes writing into multiple paragraphs Expresses thoughts in writing easily and fluently Writes effectively for different purposes in the grade level classroom with no support

Possible ELL accommodations and modifications:

<ol style="list-style-type: none"> 1. Give tests orally 2. Give instructions / directions in writing and orally 3. Assign a peer tutor, same language or English-speaking 4. Allow the use of a bilingual dictionary 5. Provide summaries of text or study guides or particular chapters 6. Shorten reading assignments 7. Highlight key vocabulary 8. Reduce amount of work required 9. Assess comprehension through demonstration or other alternative means (gestures, drawings, retellings) 10. Allow open book tests 11. For each question, indicate page number in book where answer is found 12. Rephrase questions, directions, and explanations 13. Use group projects rather than individual work 	<ol style="list-style-type: none"> 14. Provide hands-on activities and explanations 15. Accept participation at any level, even one word 16. Use graphic organizers 17. Use story retellings to assess text comprehension 18. Reduce multiple choices to two 19. Provide study guides, outlines, and/or word banks 20. Provide video on subject 21. Allow extended time for questions, assignments, tests and/or project completion 22. Use books on tape / CD 23. Use reduced text, so that print is not dense 24. Adapt homework to reflect language proficiency 25. Adapt homework to reflect home support 	<ol style="list-style-type: none"> 26. Use anecdotal records as form of assessment 27. Keep a portfolio of student work as a form of assessment 28. Use visuals and pictures throughout the unit, lesson, and/or assignment 29. Other accommodation / modification used (Please specify): _____ 30. Other accommodation / modification used (Please specify): _____ 31. Other accommodation / modification used (Please specify): _____ 32. Other accommodation / modification used (Please specify): _____ 33. Other accommodation / modification used (Please specify): _____
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General Education Teacher's Comments:

Please reflect on the student's academic performance, as well as what ELL accommodations/modifications have been used to support the student this quarter

ELL Teacher's Comments:

Please reflect on the student's academic performance, as well as what ELL accommodations/modifications have been used to support the student this quarter

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	Nivel 1	Nivel 2	Nivel 3	Nivel 4	Nivel 5
Nivel de leer (Habilidades y estrategias) Nivel: _____	Reconoce los nombres de muchas letras y sonidos Utiliza las imágenes para obtener significado Reconoce palabras y frases escritas básicas	Utiliza su conocimiento de las letras y los sonidos para leer palabras simples Empieza a decodificar palabras desconocidas Empieza a leer palabras de uso frecuente Utiliza las imágenes y el texto para entender el significado Lee textos que tienen un patrón y comienza a leer el texto variada	Empieza a decodificar palabras desconocidas usando el conocimiento de las letras, los sonidos y patrones de palabras Lee y entiende palabras de uso frecuente Lee textos que tienen un patrón y el texto variada Reconoce cierto lenguaje académico de uso frecuente de las áreas de contenido	Decodifica la mayoría de las palabras desconocidas usando el conocimiento de las letras, los sonidos y patrones de palabras Reconoce cierto lenguaje académico de uso frecuente de las áreas de contenido Lee textos variados Empieza a leer con fraseo y la expresión	Decodifica las palabras desconocidas usando el conocimiento de las letras, los sonidos y patrones de palabras Utiliza el contexto para determinar el significado de las palabras Lee texto del nivel de grado Lee con fluidez y fraseo y la expresión
Nivel de Escribir (Mecánica) Nivel: _____	Escribe las letras del alfabeto Puede copiar su nombre y palabras básicas Puede copiar palabras,	Utiliza el conocimiento de las letras y los sonidos para escribir palabras y frases básicas Empieza a crear	Puede deletrear palabras básicas de uso frecuente correctamente Por lo general, escribe oraciones simples con la gramática y puntuación	Escribe oraciones complejas con algunos errores gramaticales Examina y corrige con el apoyo	Utiliza estrategias para aprender y escribir el vocabulario de nivel de grado Escribe oraciones complejas con pocos



Evaluación de la competencia lingüística del estudiante

Utilice la siguiente escala de evaluación con el fin de indicar la competencia lingüística del estudiante en base a observaciones de los maestros y ejemplos del trabajo del estudiante

	frases y / o frases estampadas	oraciones simples Comienza a usar las mayúsculas y puntuación	correcta Usa las mayúsculas y la puntuación		errores gramaticales
Nivel de Escribir (Proceso) Nivel: _____	Hace un dibujo y escribe palabras básicas sobre el dibujo	Hace un dibujo y escribe una frase o frases sobre el dibujo Escribe oraciones que siguen patrones Organiza ideas usando imágenes u organizadores gráficos con el apoyo del maestro/a	Escribe oraciones cortas y simples con detalles limitados y con la gramática básica Comienza a escribir con un principio, un medio y un fin Organiza ideas usando imágenes u organizadores gráficos con el apoyo mínimo del maestro/a	Escribe párrafos simples con oraciones que tienen cierta complejidad variada Selecciona las palabras del vocabulario que añaden variedad y detalles Con apoyo, escribe para diferentes propósitos en la clase de nivel de grado	Escribe con más detalles y la complejidad Organiza la escritura en varios párrafos Expresa pensamientos por escrito con facilidad y fluidez Escribe efectivamente para diferentes propósitos en el clase de nivel de grado sin apoyo

Adaptaciones y modificaciones posibles para el estudiante ELL:



<ol style="list-style-type: none"> 1. Dar pruebas de forma oral 2. Dar instrucciones y direcciones por escrito y oralmente 3. Asignar un compañero tutor, uno que habla el mismo idioma o que habla Inglés 4. Permitir el uso de un diccionario bilingüe 5. Proporcionar resúmenes de texto y / o guías de estudio de capítulos particulares 6. Reducir las tareas de lectura 7. Resaltar el vocabulario importante 8. Reducir la cantidad de trabajo requerido 9. Evaluar comprensión a través de la demostración o de otros medios alternativos (gestos, dibujos, narraciones) 10. Permitir el uso de libros durante las pruebas 11. Para cada pregunta, indicar el número de la página del libro donde se encuentra la respuesta 12. Reformular preguntas, instrucciones y explicaciones 13. Usar proyectos de grupo en lugar de trabajo individual 	<ol style="list-style-type: none"> 14. Proporcionar actividades prácticas y explicaciones 15. Acepten la participación en cualquier nivel, incluso una palabra 16. Utilizar organizadores gráficos 17. Usar narraciones de cuentos para evaluar la comprensión de textos 18. Reducir las preguntas del examen que tienen varias opciones a sólo dos opciones 19. Proporcionar guías de estudio, resúmenes, y/o listas de palabras 20. Proporcionar un video sobre el tema 21. Permitir tiempo adicional para preguntas, tareas, exámenes y / o proyectos 22. Usar los libros en casetes / CD 23. Usar el texto reducido, por lo que el texto no es difícil de leer 24. Adaptar la tarea para reflejar conocimiento del idioma 25. Adaptar la tarea para reflejar apoyo en casa 	<ol style="list-style-type: none"> 26. Utilizar registros anecdóticos como forma de evaluación 27. Mantener una cartera de trabajo del estudiante como una forma de evaluación 28. Utilizar gráficos e imágenes en toda la unidad, lección y/o tarea 29. Otro tipo de adaptación / modificación (especifique) _____ 30. Otro tipo de adaptación / modificación (especifique) _____ 31. Otro tipo de adaptación / modificación (especifique) _____ 32. Otro tipo de adaptación / modificación (especifique) _____ 33. Otro tipo de adaptación / modificación (especifique) _____
<p style="text-align: center;"><u>Comentarios del Maestro/a de Educación General :</u> <i>Por favor, reflexione sobre el rendimiento académico del estudiante y que adaptaciones / modificaciones han sido utilizados para apoyar al estudiante este trimestre</i></p>	<p style="text-align: center;"><u>Comentarios del Maestro/a de ELL/ Bilingüe:</u> <i>Por favor, reflexione sobre el rendimiento académico del estudiante y que adaptaciones / modificaciones han sido utilizados para apoyar al estudiante este trimestre</i></p>	



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El distrito escolar de Harlem 122
Programa de ELL
Informe de Progreso
Grados 7 hasta 12

Información del Estudiante, Maestro/a, y Coordinador/a

Nombre del estudiante:	Grado:	Año escolar & Escuela:	Trimestre académico (marque con un círculo): 1 ^a / 2 ^a / 3 ^a / 4 ^a
Nombre del maestro/a de educación general:	Nombre del maestro/a ELL/Bilingüe:	Nombre del Coordinador/a del Programa de ELL:	

Resultados del W-APT o ACCESS del estudiante ELL:

Compuesto	Escuchar	Hablar	Leer	Escribir	Alfabetización	Comprensión	Idioma Oral
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Evaluación trimestral de la participación en clase del estudiante

*Por favor, utilice el siguiente clave de evaluación para indicar el rendimiento académico actual del estudiante
 Si es apropiado, use un signo + o - después de cada número*

4: Participación total en la clase <ul style="list-style-type: none"> Las expectativas académicas y el rendimiento son las mismas que para los hablantes nativos de inglés 	3: Participación aceptable en la clase <ul style="list-style-type: none"> El estudiante trabaja bien en esta área cuando las adaptaciones y modificaciones se utilizan 	2: Participación parcial en la clase <ul style="list-style-type: none"> El estudiante trata de participar en la clase cuando se utilizan adaptaciones y modificaciones. Sin embargo, el estudiante no puede entender la mayoría de la enseñanza en la clase. 	1: Mínima participación en la clase <ul style="list-style-type: none"> El estudiante no puede entender el contenido y las tareas, incluso cuando adaptaciones y modificaciones se utilizan
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Lectura	Artes y Letras	Matemáticas	Ciencias	Estudios Sociales
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Evaluación Trimestral de Conductas Académicas

Por favor, utilice el siguiente clave de evaluación para indicar las conductas académicas del estudiante

5: Siempre ocurre	4: Muchas veces ocurre	3: A veces ocurre	2: Casi nunca ocurre	1: Nunca ocurre
Conductas del estudiante			Evaluación	



	Lectura	Artes y Letras	Matemáticas	Ciencia	Social Estudios
1. El estudiante completa las tareas a tiempo.					
2. El estudiante se comunica en forma efectiva con el maestro.					
3. El estudiante participa activamente en proyectos de clase.					
4. El estudiante participa activamente en las discusiones en clase.					
5. El estudiante es capaz de trabajar de forma independiente.					
6. El estudiante tiene problemas de disciplina que interfieren con el progreso académico del estudiante.					
7. El estudiante muestra esfuerzo y entusiasmo en la clase.					
8. El estudiante requiere ayuda adicional con las asignaciones.					
9. El estudiante muestra evidencia de dificultad con el lenguaje.					
10. El estudiante asiste a la escuela con regularidad.					

Evaluación de la competencia lingüística del estudiante

Utilice la siguiente escala de evaluación con el fin de indicar la competencia lingüística del estudiante en base a observaciones de los maestros y ejemplos del trabajo del estudiante

	Nivel 1	Nivel 2	Nivel 3	Nivel 4	Nivel 5
Nivel de escuchar (Lenguaje Social) Nivel: _____	Comienza a entender palabras y frases cotidianas, direcciones básicas y conversaciones sociales básicos	Entiende las conversaciones interpersonales simplificados cuando se les habla lentamente y con repeticiones frecuentes	Entiende conversaciones interpersonales con alguna necesidad de aclarar	Entiende casi todas las conversaciones extensas que son apropiadas para la edad, con una mínima necesidad de aclaraciones	Entiende todas las conversaciones que son apropiados para la edad, sin necesidad de aclaraciones
Nivel de escuchar (Lenguaje Académico) Nivel: _____	Empieza a entender la información académica básica	Entiende el vocabulario académico básico y discusiones en clase con frecuente necesidad de aclaración	Entiende la mayoría del vocabulario académico y discusiones en clase con alguna necesidad de aclaración	Entiende casi todo el vocabulario académico y discusiones en clase con poca necesidad de aclarar	Entiende todo el vocabulario académico y discusiones en clase, sin necesidad de aclaraciones
Nivel de hablar	Habla con palabras	Habla en frases y	Empieza a hablar en	Habla con palabras,	Habla con fluidez en



Evaluación de la competencia lingüística del estudiante

Utilice la siguiente escala de evaluación con el fin de indicar la competencia lingüística del estudiante en base a observaciones de los maestros y ejemplos del trabajo del estudiante

<p>Nivel: _____</p>	<p>simples</p> <p>Repite patrones gramaticales básicas</p> <p>Puede nombrar objetos comunes y actividades</p>	<p>oraciones básicas</p> <p>Utiliza patrones gramaticales básicas de expresiones y frases simples</p> <p>Da respuestas cortas a las preguntas básicas</p> <p>Utiliza vocabulario básico</p>	<p>oraciones complejas con errores frecuentes</p> <p>Tiene suficiente vocabulario para participar en la clase de ELL</p> <p>Tiene suficiente vocabulario para participación limitada en la clase de educación general</p>	<p>frases, oraciones y expresiones que en su mayoría son apropiados para el nivel de grado</p> <p>Habla en oraciones complejas con pocos errores</p> <p>Está desarrollando vocabulario del contenido para las discusiones a nivel de grado</p>	<p>Inglés y utiliza la gramática que es apropiada para la edad</p> <p>Participa en las discusiones a nivel de grado</p> <p>Utiliza vocabulario y expresiones idiomáticas como un hablante nativo de la misma edad</p>
<p>Nivel de leer (Comprensión)</p> <p>Nivel: _____</p>	<p>Al escuchar un cuento, entiende la idea principal</p>	<p>Entiende la idea principal</p> <p>Puede contestar preguntas simples sobre el texto sin apoyo</p>	<p>Puede volver a contar los eventos principales de un texto sin el uso de imágenes como una referencia</p> <p>Empieza a usar estrategias tempranas de comprensión (examinar el texto antes de leer, predecir, volver a contar, hacer las conexiones) con el apoyo del maestro</p>	<p>Empieza a usar estrategias de comprensión tempranas sin el apoyo del maestro/a</p> <p>Empieza a usar estrategias más avanzadas (inferir, resumir) con el apoyo del maestro/a</p>	<p>Entiende textos de ficción y de información a nivel de grado</p> <p>Utiliza estrategias múltiples de comprensión (examinar el texto antes de leer, predecir, volver a contar, hacer las conexiones, inferir, resumir) sin la ayuda del maestro/a</p>