

The background features a light beige wavy shape containing the text. Surrounding this shape are various decorative elements: yellow and teal swirls in the top left, teal swirls in the top right, a cluster of orange and red confetti-like dots on the left, and a teal wavy line at the bottom right. In the bottom left corner, there are three stylized hands of different skin tones (dark brown, medium brown, and light skin) with colorful paint splashes on their palms and fingers.

Multilingual Learners Program

Libertyville District 70

The D70 ML Team



Becca Block

Adler K-5

Copeland 2-4



Jamie Haley

Highland 6-8



Suzy Lee

Butterfield K-5

EC (Consult)



Katie Nyland

Rockland K-5

Copeland K-1

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Identification Process for MLs



The Path to ML



HLS

Home Language
Surveys are reviewed



Screener Administered

WIDA screener is
given



Begin Services

ML groups begin



HLS Verification Letter

Parents are notified
that their child will
receive screening for
potential ML needs



Notify Parents Record ML status

Parents must be notified
within 30 days

Info entered into
PowerSchool/ cum file



How are ML students identified?



Home Language Survey

- Completed by parents during registration
- If YES to either question- must be screened
- Answers not always truly indicative of language needs

WIDA Screener

Team Screening Sweep

Previously Identified

Some students are previously identified as ML in another district before coming to D70. They are automatically enrolled in the ML program until exit criteria is met.



Example of Home Language Survey on PowerSchool

*If a parent answers YES to either of the 2 questions, the student is put on our screening list.

The Illinois School Code and the Emergency Immigration Act, Title VI of the Education Amendments of 1984 (P.L. 98-511), states that each school district shall administer a home language survey to each and every student entering the district's schools for the first time. You are required to provide us with this information.

NOTE:

If you wish to read questions 1 and 2 in your native language, please click the following link to the [Illinois State Board of Education English Learners Forms and Notifications page](#).

If the answer to either of the following two questions is "Yes," the law requires the school to assess your child's English language proficiency.

Other Language Spoken in Home

Is a language other than English spoken in the home? YES

If "Yes" select language from the list Spanish

Student Speak Language Other than English

Does the student speak a language other than English? (Native language) YES

If "Yes" select language from the list Spanish

Is this language used in your home daily/frequently YES

Which language does your child use most often when speaking with parents Spanish

Which language does your child use most often when speaking with Caregivers Spanish

Which language does your child use most often when speaking with siblings Spanish

Which language does your child use most often when speaking with friends Spanish



November 2024

Student Name: _____

Dear Parent/ Guardian,

When you registered your child for school, you marked **YES** for one or both of the questions on the Home Language Survey:

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

Based on your answers to these questions, I am required to screen your child for the ML (Multilingual Learners) program within the next week. If your child qualifies for ML, I will be working with your child on developing their English language skills in our ML program. Additionally, your child will be required to take the Illinois state mandated ACCESS test every year, until they obtain a certain score set by the state of Illinois, to show proficiency in their English language skills.

If you feel that your answers on the Home Language Survey that you filled out during registration are not accurate, please let me know by _____ via email or by filling out the bottom part of this letter.

Sincerely,

ML Teachers:

Adler School: Becca Block, email: bblock@d70schools.org

Butterfield School: Suzy Lee, email: slee@d70schools.org

Copeland School (K-1) Katie Nyland, email: knyland@d70schools.org

Copeland School (2-5): Becca Block, email: bblock@d70schools.org

Rockland School: Katie Nyland, email: knyland@d70schools.org

Highland Middle School: Jamie Haley, email: jhaley@d70schools.org

- NO, the answers on the Home Language Survey are **NOT** correct. I do not want my child to be screened for ML services. I give permission for D70 to change my Home Language Survey answers to **NO** for both questions.
- YES, the answers on the Home Language Survey are correct. Please complete the mandated ML screening for my child.

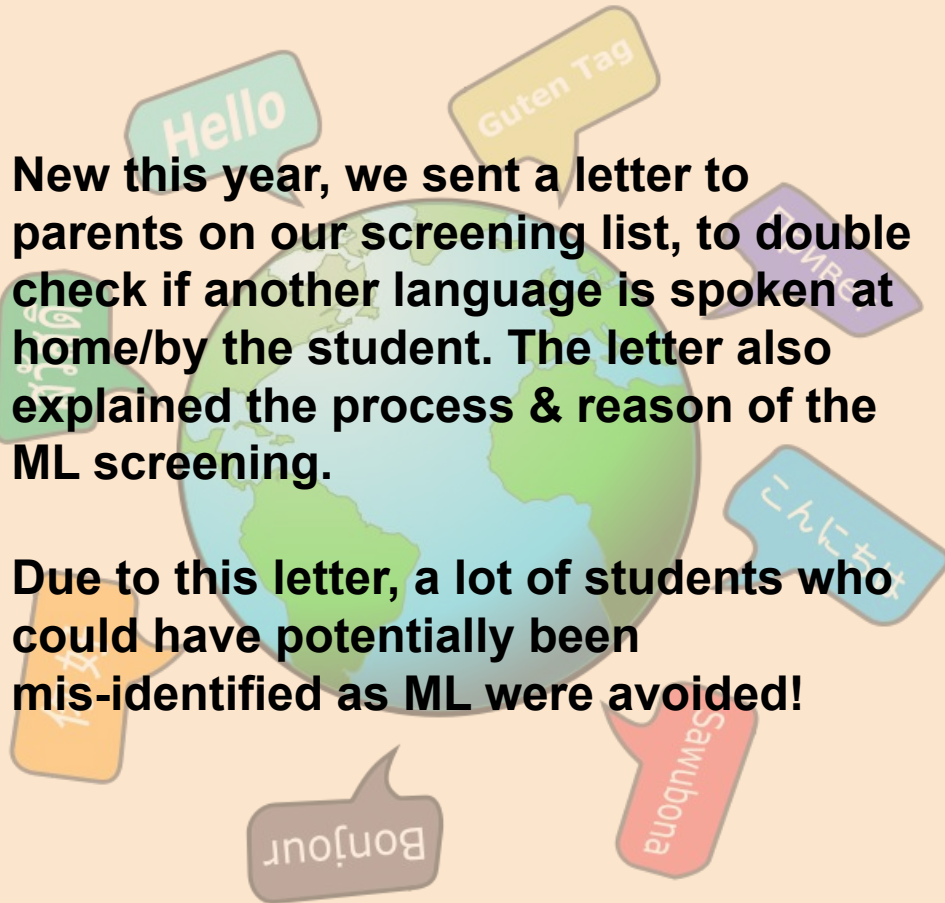
Student Name _____

Parent Name _____

Parent Signature & Date _____

New this year, we sent a letter to parents on our screening list, to double check if another language is spoken at home/by the student. The letter also explained the process & reason of the ML screening.

Due to this letter, a lot of students who could have potentially been mis-identified as ML were avoided!



Types of ML Programs in IL

Dual Language

- Goal: bilingualism & biliteracy
- Can be one way immersion or two way immersion
- Developing bilinguals and maintaining bilinguals together

Transitional Bilingual Education (TBE)

- Goal: Transition to instruction in English
- Initial instruction in L1, along with English development.
- Shift to English is gradual
- Can be full time or part time
- **Used when there are 20+ EIs with SAME language**

Transitional Program of Instruction (TPI)



- Goal: Transition to instruction in English
- Core academics are taught in English using core curriculum with modifications
- English Language instruction is provided



ML Services

We use a student's most recent ACCESS score or screener score to determine ML service frequency.



Illinois State Board of Education

TBE and TPI Programs

Required components vs. "minutes"

The only issue about "time" is related to grant allocation: state funding based on the number of ELs who receive at least moderate or high level of service:

- One level of funding for 5 or more periods per week
- Higher funding for 10 or more periods per week

D70 uses a TPI program

Students will be seen based on their Overall Composite Proficiency score from the current ACCESS test or screener.

Student's Composite Level	Periods serviced per week
Levels 1 & 2	4 to 5 (30 minute sessions)
Level 3	2 to 3 (30 minute sessions)
Level 4 & 5	1 to 2 (30 minute sessions)

D70 ML teachers created the following service level guidance rubric to ensure equity among buildings.

Parent Refusal

Parents must be notified of their student's ML services within 14-30 days.

Parents have the right to refuse ML services.

In D70 some common reasons for parent refusal include:

- Feel child not really multilingual
- Child very close to exit criteria and feel time better spent with peers in class
- Child receives many services and want more time with peers
- Other disabilities address language needs (Ex: DHH, non-verbal)



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What happens
in ML
instruction?



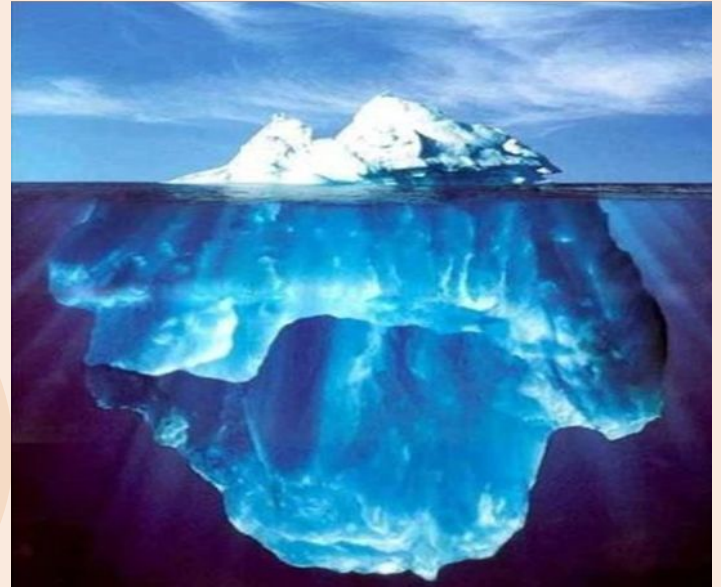
BICS & CALP

BICS: Basic Interpersonal Communication Skills

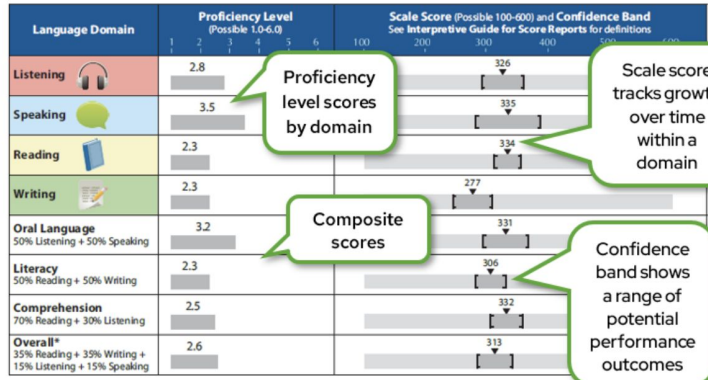
- Used in familiar contexts, a home, on the playground, talking with friends about the weekend, surface level, here and now
- 3-5 years to develop

CALPS: Cognitive Academic Language Proficiency Skills

- more abstract, decontextualized, low frequency vocabulary, used to summarize a reading selection, write an essay and explain.
- includes specific terminology
- Takes 5-7 years to develop



WIDA Levels



Proficiency level scores by domain

Scale score tracks growth over time within a domain

Composite scores

Confidence band shows a range of potential performance outcomes

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	2	<ul style="list-style-type: none"> understand oral language related to specific familiar topics in school and can participate in discussions Identify main topics in discussions Categorize or sequence information presented orally using pictures or objects Follow short oral directions Sort facts and objects
Speaking	3	<ul style="list-style-type: none"> communicate ideas and details orally in English using several connected sentences in conversations and discussions in school, for example: Relate stories or events Share ideas and provide details Describe events or processes Give opinions
Reading	2	<ul style="list-style-type: none"> understand written language related to specific familiar topics in school and can participate in discussions Identify main ideas in written information Identify main actors and events, in stories and simple texts with pictures or graphs Sequence pictures, events or steps in processes Distinguish between claim and evidence statements with pictures or graphs
Writing	2	<ul style="list-style-type: none"> communicate in writing in English using language related to familiar topics in school, for example: Describe ideas or concepts using phrases or short sentences Label illustrations describing what, when, or where something happened State steps in processes or procedures Express opinions about specific topics or situations

Proficiency level descriptors specific to each language domain score the student earned



	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process requires by</p> <ul style="list-style-type: none"> Mimicking gestures or movement associated with oral commands Matching key words or expressions in songs, chants, and poems to illustrations 	<p>Process requires by</p> <ul style="list-style-type: none"> Acting out real statements using manipulatives or real life objects Pointing to objects, characters or places from oral descriptions 	<p>Process requires by</p> <ul style="list-style-type: none"> Suspending pictures of stories read aloud (e.g., <i>beginning, middle, end</i>) Following modeled oral instructions related to context 	<p>Process requires by</p> <ul style="list-style-type: none"> Identifying characters, plots, and settings from oral stories Finding details in illustrated narrative or informational text read aloud 	<p>Process requires by</p> <ul style="list-style-type: none"> Constructing models based on instructions from extended oral discourse with a partner Following multi-step oral directions during content-related activities 	<p>Process requires by</p> <ul style="list-style-type: none"> Matching relevant details to main ideas presented in oral discourse Identifying different genres through multiple readings of text by adults (e.g., <i>rhymes, stories, informational text</i>)

Can Do Descriptors



Access Score Report

Grade Level Snapshots of WIDA ELD Standards Framework



Kindergarten

Snapshots of Key Language Uses in Kindergarten	
Narrate	<ul style="list-style-type: none"> Reflect on their lived experiences Retell personal experiences Create imaginative new stories through multimodal text, combining drawings and spelling approximations
Inform	<ul style="list-style-type: none"> Describe observations about the world around them Share observations about experiences and topics they know well Compare and contrast information about individual entities Categorize objects
Explain	<ul style="list-style-type: none"> Wonder and ask questions about natural observable phenomena, such as how caterpillars become butterflies Construct pictorial representations of their emerging understandings of phenomena Ask and answer how things work or why things are the way they are
Argue	<ul style="list-style-type: none"> Express likes and dislikes on familiar topics, such as food and games Express emotions stemming from personal experiences Share opinions about issues from their own lives

1st Grade

Snapshots of Key Language Uses in Grade 1	
Narrate	<ul style="list-style-type: none"> Imagine and create new stories Begin to develop a sense of story structures Interpret narratives read aloud with predictable structures and language patterns
Inform	<ul style="list-style-type: none"> Describe and define familiar concepts or topics Categorize and classify information Interpret and construct brief descriptions or reports on familiar, concrete entities, such as animals, objects, places, or people
Explain	<ul style="list-style-type: none"> Describe their observations in relation to concrete phenomena in their immediate environment Ask and answer questions about how things work or why things are the way they are Interpret and construct multimodal representations of their emerging understandings of observed relationships
Argue	<ul style="list-style-type: none"> Formulate opinions Give reasons for their opinions Interpret persuasive texts

2nd/3rd Grade

Snapshots of Key Language Uses in Grades 2-3	
Narrate	<ul style="list-style-type: none"> Develop a sense of narrative structure and the purposes for which people use narratives Structure narratives to express experiences and ideas about familiar places and people Add interactions and reactions to characters' actions to develop characters' inner and outer worlds
Inform	<ul style="list-style-type: none"> Recognize the difference between imaginative stories and nonfiction informational texts Develop an emerging sense of text structure as they interpret and create multimodal representations of their knowledge on topics of interest Develop emerging research skills to build knowledge for reports
Explain	<ul style="list-style-type: none"> Develop a sense of some causal, sequential, and cyclical relationships by observing concrete phenomena Report observations of phenomena to build understanding of the world around them Interpret and construct multimodal representations, such as diagrams and drawings, to illustrate how or why things work
Argue	<ul style="list-style-type: none"> State opinions or construct tentative claims and offer those in class discussions Recognize the difference between claims with and without support Offer observations to support opinions and claims Develop emerging research skills to use in constructing claims Begin to use data from observations as evidence for their claims

4th/5th Grade

Snapshots of Key Language Uses in Grades 4-5	
Narrate	<ul style="list-style-type: none"> Add details about characters and settings Use dialogue to provide insight into characters' motives and personalities Create images in the reader's mind through descriptive language Interpret and construct narratives in a variety of contexts and purposes, including fictional or historical narratives about significant individuals or events
Inform	<ul style="list-style-type: none"> Provide objective general descriptions of entities and concepts of observable and unobservable phenomena Share factual knowledge by moving from concrete and familiar topics to unfamiliar topics Construct generalizations of concepts beyond experiences (e.g., compare earthquakes and cyclones)
Explain	<ul style="list-style-type: none"> Identify consequences of actions or events Give account for the underlying causes of how something works or why something happens Begin to show underlying causes of more abstract phenomena
Argue	<ul style="list-style-type: none"> Substantiate claims with evidence and reasoning Use evidence from texts or data to support claims Consider and engage with other voices, possibilities, and perspectives Argue about topics that go beyond students' immediate contexts to topics outside their realm of personal experience

6-8th Grade

Snapshots of Key Language Uses in Grades 6-8	
Narrate	<ul style="list-style-type: none"> Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices Manipulate pace to bring attention to key points in the narrative Underscore the significance of events Create tension and suspense Interpret and use historical narratives as primary source evidence in constructing arguments
Inform	<ul style="list-style-type: none"> Manage information about entities according to their composition, taxonomies, and classifications Identify and describe various relationships among ideas and information Interpret multiple sources of information to develop knowledge before reporting on topics Construct research reports that require multiple sources of factual information
Explain	<ul style="list-style-type: none"> Identify, analyze, and give account for causal, consequential, or systems relationships Apply scientific reasoning to show how or why something works Construct explanations using models or representations Use evidence in the construction of scientific explanations
Argue	<ul style="list-style-type: none"> Interpret multiple sources of information to develop claims and counterclaims Construct claims and offer them for debate Respond to counterclaims Contextualize and evaluate primary and secondary sources Analyze literary techniques, such as the development of theme and characterization in works of fiction



Proficiency Level Sheets Given to Teachers



Level 1

Student Name: _____

Overall ACCESS Test Proficiency Score: _____

ML Level One: Entering
ACCESS 1.0-1.9

<u>Students will be able to process, understand, produce, and use:</u>	<u>Questioning Techniques</u>
<ul style="list-style-type: none"> *Pictorial or graphic representation of the language of the content areas *Words, phrases, or chunks of language when presented with one-step commands or directions *WH-questions or statements with visual and graphic support 	<ul style="list-style-type: none"> *Ask Yes/No questions *Use direction words like: point to, circle, find, show me, draw, match *Ask students to categorize

Specific Scaffolds for supporting Level One students

- *Teach basic survival English (bathroom, lunch, home, etc.)
- *Help the student to learn the classroom and school rules
- *Use visuals, such as pictures, gestures, and pointing
- *Create "I need" cards for student to hold up when he or she needs something
- *Use a study buddy, if possible (someone with a shared language)
- *Label objects around the room and around the school in English and other languages
- *Provide books and audiobooks with patterned sentence structure and pictures
- *Provide books and audiobooks in native language
- *Use a bilingual picture dictionary
- *Be patient- allow the student a few weeks/months to adjust to their new instructional setting

Level 4

Student Name: _____

Overall ACCESS Test Proficiency Score: _____

ML Level Four: Expanding
ACCESS 4.0-4.9

<u>Students will be able to process, understand, produce, and use:</u>	<u>Questioning Techniques</u>
<ul style="list-style-type: none"> *Specific and some technical language of the content areas *A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs *Oral or written language with minimal, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written discourse with occasional visual and graphic support 	<ul style="list-style-type: none"> *Ask how and why questions *Check for understanding by asking students to tell you what something means *Check for understanding by asking students to explain the assignment/task to you *Ask student to explain similarities and differences *Ask the student to tell: <i>What would happen if...? Tell me as much as you can about...? Why do you think...? What would you recommend?</i>

Specific Scaffolds for supporting Level Four students

- *Check for understanding of academic vocabulary (*arrange, clarify, determine, etc.*) across content areas
- *Explicit instruction in domain-specific vocabulary
- *Encourage student to use full sentences in oral or written production
- *Make modifications to assignments and tests, as necessary
- *Provide student with content learning targets and language targets
- *Explain and support writing with complex sentence structures
- *Support writing skills with explicit grammatical structure instruction
- *Support writing skills with self-editing (especially syntax and word usage, shades of meaning, etc.)
- *Explicit instruction in function words and phrases (*however, moreover, in contrast, etc.*)
- *Allow ample opportunities to engage in oral language

D70's Translation Protocol

D70 TRANSLATION PROTOCOL

ML TEAM



PURPOSE:

- USING OUR STUDENTS' HERITAGE LANGUAGE HELPS THEM ACCESS CONTENT AS A **TEMPORARY** SCAFFOLD -- ESPECIALLY NEWCOMER STUDENTS--FOR THE FIRST FEW MONTHS
- LINGUISTICALLY AND CULTURALLY RESPONSIVE FOR INCLUSIVE LEARNING

WHEN:

- LENGTHY CLASS NOTES
- GIVING DIRECTIONS FOR INDEPENDENT ACTIVITIES
- INTRODUCING VOCABULARY
- DISCUSS WITH ML TEACHER

HOW:

- USE CC IN VIDEOS (TRANSLATED OR ENGLISH CAPTIONS)
- USE CANVA OR AI TRANSLATION APPS TO TRANSLATE TEXTS OR NOTES **BILINGUALLY** TO GIVE ACCESS IN BOTH LANGUAGES
- ASK ML TEACHER FOR ASSISTANCE IN ADVANCE

CAUTIONS:

- BE CAREFUL WITH WORD-TO-WORD TRANSLATIONS!
- BE CAREFUL OF LANGUAGES WITH MULTIPLE DIALECTS
- DO NOT MAKE ASSUMPTIONS OF HERITAGE LANGUAGE LITERACY SKILLS
- **DO NOT LEAN SOLELY ON TRANSLATION**--USE WITH OTHER MODIFICATIONS AND STRATEGIES TO MAKE CONTENT ACCESSIBLE

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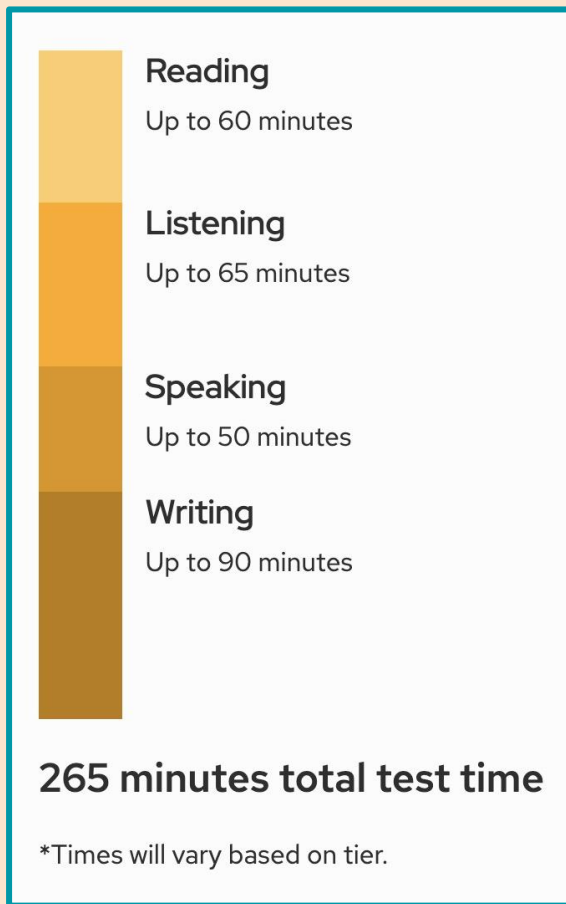
WIDA ACCESS Test



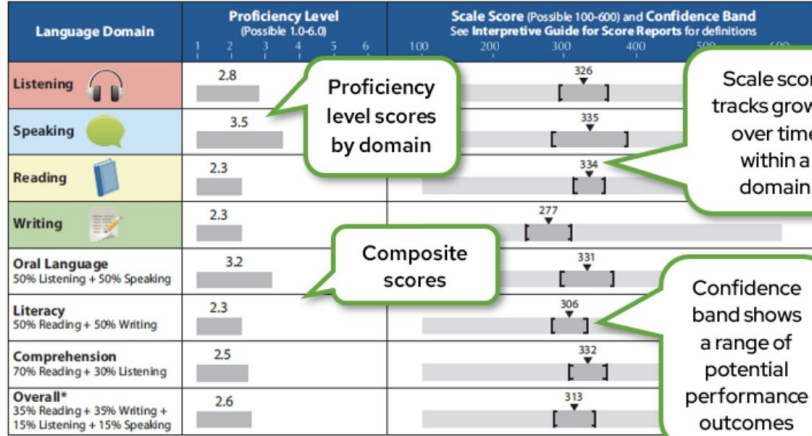


ACCESS Test Administration Times

- Each Domain must be given in one sitting



ACCESS Score Reports



Proficiency level scores by domain

Scale score tracks growth over time within a domain

Composite scores

Confidence band shows a range of potential performance outcomes

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	2	<ul style="list-style-type: none"> understand oral language related to specific familiar topics in school and can participate in conversations and discussions in school, for example: <ul style="list-style-type: none"> Identify main topics in discussions Categorize or sequence information presented orally using pictures or objects Follow short oral directions Sort facts and opinions
Speaking	3	<ul style="list-style-type: none"> communicate ideas and details orally in English using several connected sentences Share ideas and provide details Describe ideas or concepts using phrases or short sentences Give opinions about specific topics or situations
Reading	2	<ul style="list-style-type: none"> understand written language related to specific familiar topics in school and can participate in conversations and discussions in school, for example: <ul style="list-style-type: none"> Identify main ideas in written information Identify main actors and events, in stories and simple texts with pictures or graphs Sequence pictures, events or steps in processes Distinguish between claim and evidence statements
Writing	2	<ul style="list-style-type: none"> communicate in writing in English using language related to familiar topics in school, for example: <ul style="list-style-type: none"> Describe ideas or concepts using phrases or short sentences Label illustrations describing what, when, or where something happened State steps in processes or procedures Express opinions about specific topics or situations

Proficiency level descriptors specific to each language domain score the student earned



How do students exit the ML program?

 Illinois
State Board of Education

16 Tracking the Progress of English Learners

The ELP of ELs is tracked annually for all ELs in Grades K–12.

Illinois uses ACCESS for ELLs to measure ELs' ELP and has set an overall composite score of 4.8 for reclassification.

ACCESS also aligns to Illinois ELP standards.

Whole Child • Whole School • Whole Community

How the overall composite score is calculated:

35% Reading + 35% Writing
+15% Listening +15% Speaking

According to [ISBE](#), in order to be considered as exited from ML services, a ML student must score a minimum of an overall composite score of **4.8** (out of 6.0) on the ACCESS test.

Why We Should Celebrate When a ML Student Scores 4.8↑



1. ACCESS is not a test that a student can study for
2. ACCESS assesses students on both social and academic English proficiency skills
3. Questions on ACCESS are very content-orientated, so it requires students to comprehend the content-related text and then choose, record, or write their responses
4. Due to how content heavy the questions on the ACCESS test are, even a typical native English-only student, would have a difficult time achieving 4.8 or higher

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Progress Monitoring MLs





Progress Monitoring



- Monthly assessments created by the ML team, which provides informal feedback
- Need for more formal & recent data:
 - LAS Links** (new this year!)
 - Formal data and detailed reports twice a year





LAS Links

(Formal Progress Monitoring Program)

The ML team chose [LAS Links](#) because:

- Same online platform as the ACCESS test and WIDA Screener
- Tests are graded by the same organization that grades the ACCESS test
- Tests closely resemble the format of the ACCESS test
- Detailed growth reports resemble official ACCESS test score reports
- Assesses academic & social language
- Aligns closely with WIDA standards
- Can be used K-8





LAS Links




(Formal Progress Monitoring Program)

2024-2025 school year:

- ★ Administer it in the fall & spring
- ★ Elementary: Grades 2 & 3 (approximately 35 students)
- ★ Middle School: Grades: 6 & 8 (approximately 16 students)

LAS Links

(Formal Progress Monitoring Program)



Student Report


Student ID #: [Redacted]

Birthdate: [Redacted]

Gender: [Redacted]

Grade: 02

Class: BU2ndFall24



Student Report

School: Butterfield School

District: Libertyville District 70

Test Date: 10/22/2024

Form/Level: C Level 2-3

About the LAS Links Assessments
 LAS Links® is an integrated suite of English and Spanish language proficiency assessments and instructional tools designed to strengthen your language learning program.

Student Overall Proficiency Level

Level 1: Beginning	Level 2: Early Intermediate	Level 3: Intermediate	Level 4: Proficient	Level 5: Above Proficient
		✓		

Proficiency Level Definitions

Level 1: Beginning At Level 1, student is beginning to develop the ability to communicate at school. The student may communicate nonverbally or through the home language.	Level 2: Early Intermediate At Level 2, student is developing the ability to communicate for different purposes at school. The student makes errors that can interfere with communication.	Level 3: Intermediate At Level 3, student is developing the ability to effectively communicate for different purposes at school. The student may make errors that interfere with communication.	Level 4: Proficient At Level 4, student can effectively communicate for different purposes at school. The student may produce some errors.	Level 5: Above Proficient At Level 5, student effectively communicates for social and academic purposes with few, if any, errors.
--	--	---	--	---


Student Results



Reporting Category	Scale Score	Proficiency Level	Student's Performance				
			Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Listening (LI)	513	4	[Progress bar]				
Speaking (SP)	515	4	[Progress bar]				
Reading (RD)	483	3	[Progress bar]				
Writing (WR)	476	3	[Progress bar]				
Comprehension ¹ (LI + RD)	498	4	[Progress bar]				
Oral ² (SP + LI)	514	4	[Progress bar]				
Literacy ³ (RD + WR)	479	3	[Progress bar]				
Productive ³ (SP + WR)	495	3	[Progress bar]				

N/A = Not Applicable INV = Test Invalidation

¹Overall Scale Score is an average of Speaking, Listening, Reading, and Writing.
²Comprehension is based on all items in the Listening and Reading skill areas.
³Oral is based on all items in the Speaking and Listening skill areas.
⁴Literacy is based on all items in the Reading and Writing skill areas.
⁵Productive is based on all items in the Speaking and Writing skill areas.



Student Report

[Redacted]

Academic Report	Speaking			Listening			Reading			Writing		
	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA
Social, Interpersonal, and Instructional Communication	13	13	11▲	7	8	7▲	7	10	7▲	9	10	6▲
Academic	25	28	23▲	11	12	9▲	14	20	12▲	13	22	15
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	5	6	4▲	N/A	N/A	N/A
Language Arts, Social Studies, History	13	14	11▲	5	6	4▲	4	7	3▲	5	11	8
Mathematics, Science, Technical Subjects	12	14	11▲	6	6	5▲	5	7	4▲	8	11	7▲
Total Score	38			18			21			22		

N/A = Not Applicable INV = Test Invalidation RGA = Reference Group Average ▲ = Student achieved at or above the RGA

Reading Links - LAS Links 2nd Edition

This report provides a list of books based on your student's performance. It can be used to assist your student in improving reading skills.

Recommended Lexile® Range = 360L-440L

Student's Lexile® Measure = 415L

Suggested Titles	Author	Lexile
Light and Color	Herold, Vicky	360L
A Gold Rush Community, San Francisco	Herold, Vicky	360L
Be Ready at Eight	Parish, Peggy	370L
Train Trip	Meister, Cari	380L
Diary of a Wombat	French, Jackie	390L
Living Things Need Water	Kalman, Bobbie	390L
Goalkeeper Goof	Meister, Cari	390L
Lily's Lucky Leotard	Meister, Cari	390L
A Play's the Thing	Alki	400L
Watch Out! Big Bro's Coming!	Alborough, Jez	410L
A Tree is a Plant	Bulla, Clyde Robert	420L
The Frogfish	Rake, Jody Sullivan	430L
Airplane Adventure	Meister, Cari	430L
Buzzing Bumblebees	Riley, Joelle	430L
Working Then and Now	Nelson, Robin	440L

General Interpretation

Listed above is a selection of books that should provide an appropriate reading challenge for your student based on his or her performance on the LAS Links Reading test. The books have been chosen from reading lists published by various professional organizations and associations and have been reviewed to ensure content appropriateness. All of the books listed should be available at public libraries, school libraries, or bookstores.

The Lexile measure and Lexile range have been provided to assist you in determining other titles that may offer an appropriate challenge for your student. For more information about Lexile measures and additional reading materials, visit www.Lexile.com.

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- Similar to the ACCESS test score report
- Provides student's proficiency levels for all 4 Domains
- Gives more real-time, formal data

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**Supporting
the ML
Community**





How Students, Parents & Staff Are Supported

Students

- Holiday Happenings
Email to staff: Teaches about various holidays that our students celebrate. It includes information about the holiday & short video that teachers can show the class about the holiday.

Parents

- Securing translators for meetings
- Translating documents
- ML Parent Registration Night
- Parent Advisory Committee

Staff

- PD at building staff meetings
- ML Message Emails: Provides various strategies on how to support MLs
- Collaboration & progress updates
- Modified tests/work





Thank you for
taking the
time to learn
more about
the ML
Program in
D70!

