



Bilingual/ESOL Department

# ELlevation & Curriculum Refresher for Returning ESOL Contacts 2019-2020

## Day 1

# Bilingual/ESOL Department

## Vision

Support our culturally diverse population to compete in a global workforce.

## Mission

The Bilingual/ESOL Department is committed to providing rigorous academics, promoting community involvement, and delivering quality services to English Language Learners, multilingual families, schools, and district offices.



# Outcomes & Goals of the ESOL Program

## **Participants will:**

- Be prepared to comply with district, state and federal ESOL program guidelines
- Meet the needs of English Language Learners (ELLs), their families and teachers through accurate record keeping
- Prepare ELLs to achieve in all academic areas in English
- Promote continuous improvement and equitable outcomes for ELLs



# Session Norms



Practice a Growth Mindset



Presume Positive Intent



Contribute Productively



Engage Fully



Respect All Perspectives

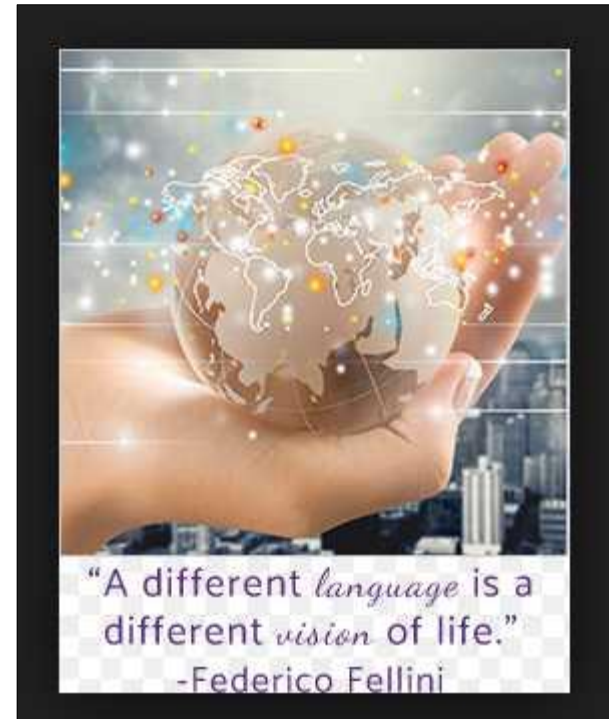


Collect Wisdom



# Session Overview

- I. Introductions
- II. I Learn America
- III. Culturally Responsive Instruction
- IV. ELLevation Resources
  - i. Can Do's(WIDA)
  - ii. WIDA ELP Standards Report
  - iii. Strategies
- V. Grading of ELLs
  - i. Using Can Dos
  - ii. Effective Approaches



# Introductions

Please create a name tent with your name, location, and number of years in education.

On the other side, **draw an emoji** to describe how you feel about the new school year **and complete** an ***I am*** statement with your vision you have for the school year.

**Catalina Dill**    **12**  
**Bilingual/ESOL**



I am...







As an ESOL contact,  
where are you on the  
compass?

Singleton, E., & Linton, C. (2006). Courageous Conversations About Race: A Field Guide to Achieving Equity in Schools. Thousand Oaks, CA: Corwin.

## PACIFIC EDUCATIONAL GROUP

### Four Agreements

- Stay ENGAGED
- Experience DISCOMFORT
- Speak your TRUTH
- Expect / Accept NON-CLOSURE

### Six Conditions

1. Focus on PERSONAL, local and immediate
2. ISOLATE race
3. Normalize SOCIAL CONSTRUCTION & multiple perspectives
4. Monitor agreements, conditions and ESTABLISH PARAMETERS
5. Use a "WORKING DEFINITION" for race
6. Examine the presence and role of "WHITENESS"

**Courageous Conversation** is utilizing the four agreements, six conditions, and compass in order to engage, sustain, deepen interracial dialogue about race!

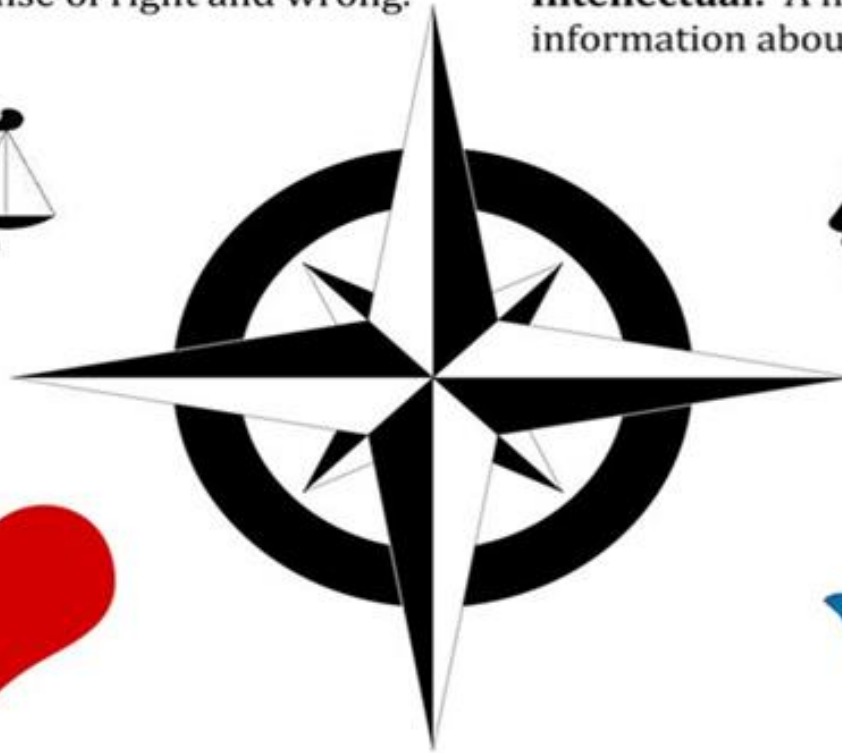
## The Compass:

### A Navigational Tool for Understanding Multiple Perspectives

**Moral:** A strong sense of right and wrong.



**Intellectual:** A need to know more information about the issue.



**Emotional:** Strong emotional connection to the issue.



**Social:** Wanting to do something to address the issue.

(Adapted from: *Courageous Conversations about Race*, by Glenn Singleton & Curtis Linton, Corwin Press)



As an ESOL contact, where are you on the compass?





# LEARN AMERICA

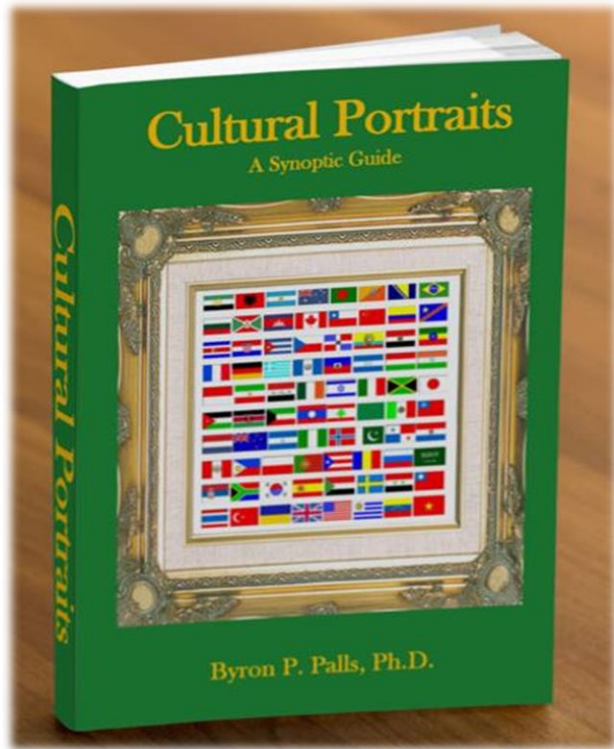
One High School, One School Year, Five New Americans







# How well do you know your students?



1. Read the student's story
2. Learn as much as you can about the student and his/her country of origin using Cultural Portraits
3. \*Identify strengths, areas of need, and implications for a positive learning environment



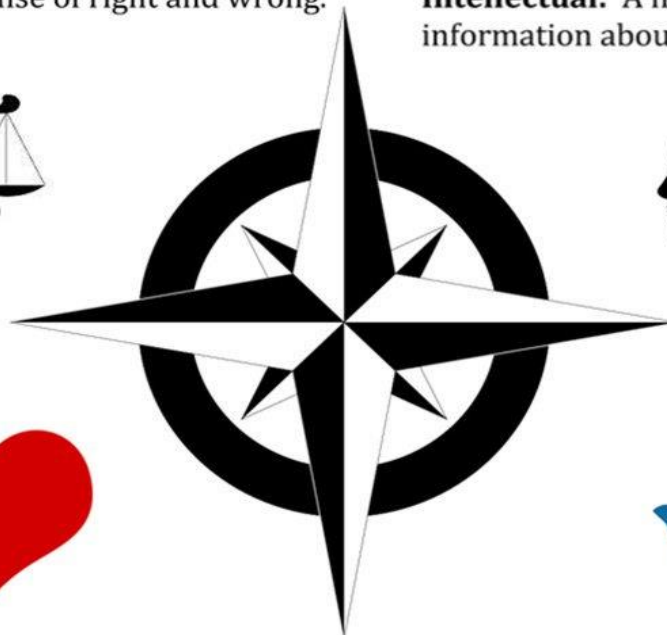


## The Compass: A Navigational Tool for Understanding Multiple Perspectives

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# Broward County Public Schools

Student Learning  
& Achievement

Equity Pillar

#1

Cultural Awareness  
Development for All  
District Stakeholders

Equity Pillar

#2

Equity in Behavioral  
& Disciplinary  
Practices

Equity Pillar

#3



# CAROUSEL

## Post-it #1

What does each look-for “look like” at your school location?

## Post-it #2

List recommendations for incorporating this look-for at your school location.



## Four Guidelines for Culturally Responsive Instruction



Culturally responsive instruction is **assets-based**



Culturally responsive instruction **places students at the center of the learning**



Culturally responsive instruction **values students' languages, cultures, and backgrounds**



Culturally responsive instruction **simultaneously challenges and supports students**





~2017 Culturally Responsive Design for English Learners p. 6

# DEVELOPING A **GROWTH MINDSET**



<b>INSTEAD OF.....</b>	<b>TRY THINKING....</b>
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them



# Changing Mindsets

@ValentinaESL

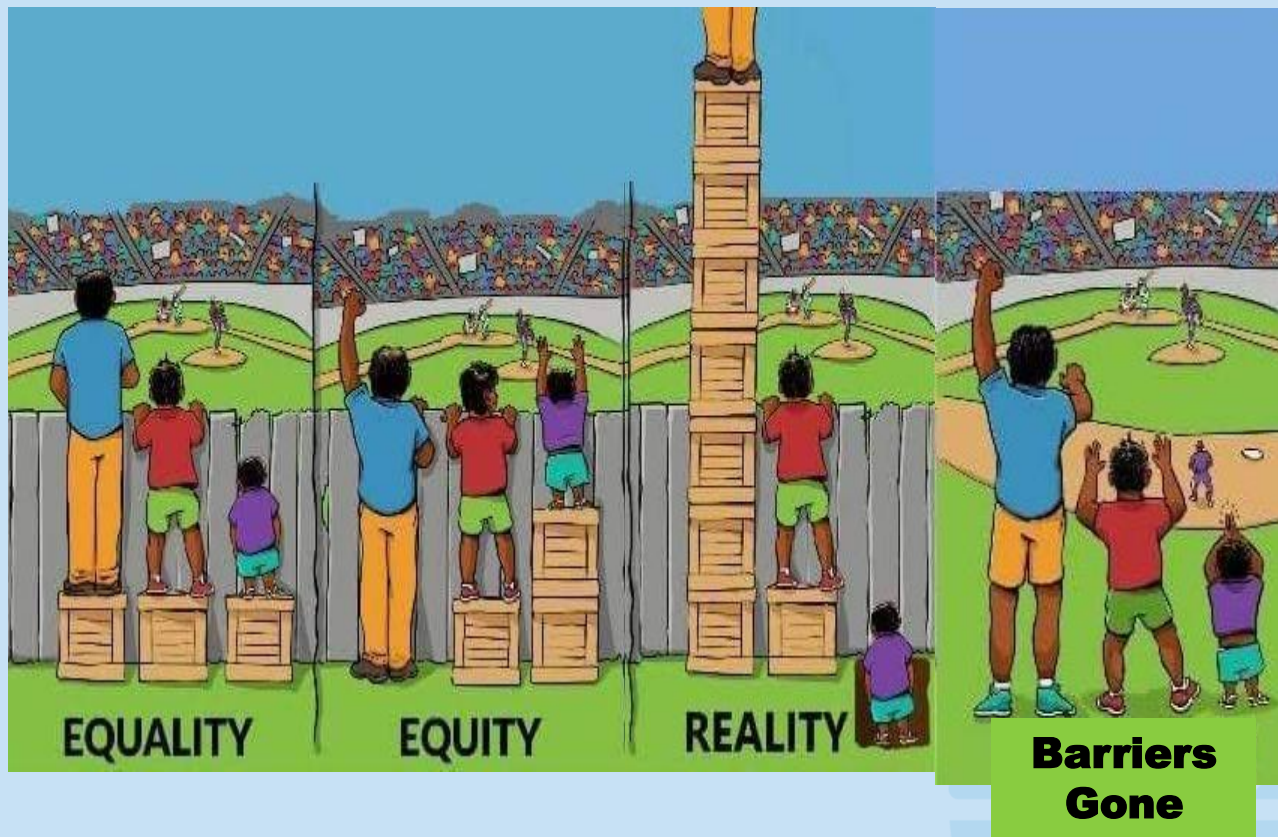
from:

- My ELLs can't speak English.
- My ELLs aren't able to read on grade level.
- I don't know how to help my ELLs.
- My ELLs seem off task, angry or unhappy.

to:







The goal should be to eliminate barriers to learning for ALL students



**FAIR ISN'T**

everybody getting the  
same thing.....

**FAIR IS**

everybody getting  
what they need  
In order to be

**SUCCESSFUL.**



# Let's Navigate

## Log in

Login ID

Password

[I forgot my p](#)

Product

Ellevation ▼

Log in





# Instructional Strategies

Build Background (11)

Clarify Input (18)

Fortify Output (16)

Foster Interactions (13)

Develop Academic Language (15)

Assess Language and Learning (8)

PreK-5 (77)

6-8 (77)

9-12 (69)

Attributes

Newcomer (30)

Technology Component (19)

Groupings

Individual (26)

Pairs (55)

Small Groups (69)

DEMONSTRATIONS AND EXPERIENCES

## Hanging Hashtags

Objective: Students will write short phrases related to their background knowledge, experiences, and assumptions about an image connected to the lesson topic.

Speaking Technology Component

Newcomer

Share Favorite Save

WEIGHTED WORDS

## Vocab Go Fish

Objective: Students develop reading, listening, and speaking proficiency by matching recently learned vocabulary terms with correct definitions in an interactive game of Vocab Go Fish.

Listening

Share Favorite Save

SUPPORTED LESSON DELIVERY

## 5 and 2

Objective: Students improve listening proficiency and engage with content and content language during lesson delivery.

Listening Newcomer

Share Favorite Save

DEMONSTRATIONS AND EXPERIENCES

## Be a Detective

Objective: Students will build speaking proficiency and activate background knowledge as they discuss their predictions about the content of an upcoming lesson or text based on

Speaking Newcomer

WEIGHTED WORDS

## 360° Words - Move It! Make It! Mean It!

Objective: Students will deepen new vocabulary understanding by participating in an engaging multi-modal learning experience.

Listening Newcomer

SUPPORTED LESSON DELIVERY

## Anchor Charts

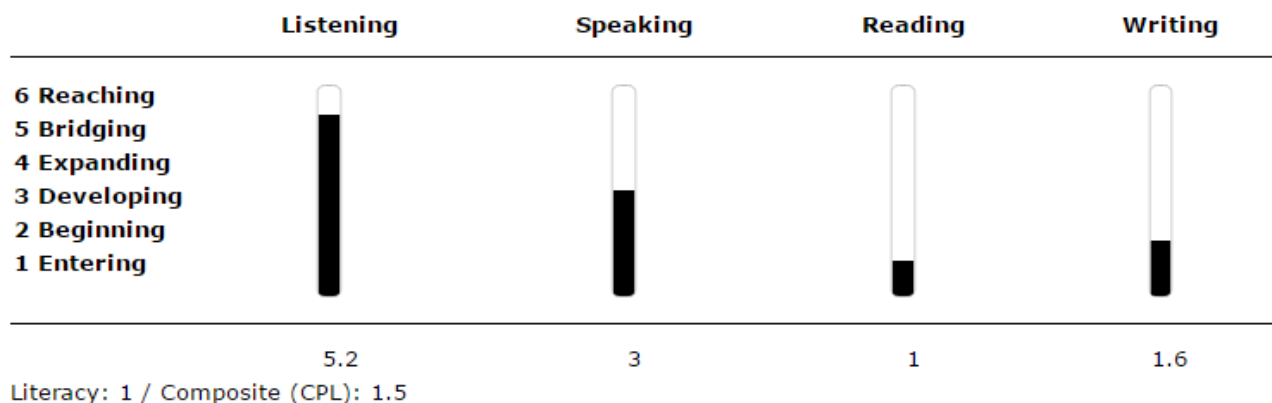
Objective: Students will improve listening proficiency and increase content and language comprehension through instruction made visible through anchor chart.

Listening Newcomer



# WIDA Standards Report

## Test Results



**Note:** Performance Definitions for the Levels of English Language Proficiency in Grades K-12 are available in the *CAN DO Performance Definitions* listing.

## WIDA Can Do Descriptors

At this ESOL student's level of English proficiency, you can expect that they will be able to:

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>Order pictures of events according to sequential language</li> <li>Arrange objects or pictures according to descriptive oral discourse</li> <li>Identify pictures/realia associated with grade-level academic concepts from oral descriptions</li> <li>Make patterns from real objects or pictures based on detailed oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Retell short narrative stories through pictures</li> <li>Repeat sentences from rhymes and patterned stories</li> <li>Make predictions (e.g. "What will happen next?" )</li> <li>Answer explicit questions from stories read aloud (e.g., who, what, or where)</li> </ul>	<ul style="list-style-type: none"> <li>Match icons and symbols to corresponding pictures</li> <li>Identify name in print</li> <li>Find matching words or pictures</li> <li>Find labeled real-life classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>Draw pictures and scribble</li> <li>Circle or underline pictures, symbols, and numbers</li> <li>Trace figures and letters</li> <li>Make symbols, figures or letters from models and realia (e.g., straws, clay)</li> </ul>



# WIDA Standards Report / MPI

Student:

Test: ACCESS for ELLs 2.0

Test Date:

## Formative Framework

The model performance indicators (MPIs) for the WIDA ELP Standards are exemplars of a students' English language development. The MPIs are not the standards but are descriptive of language expectations at scaffolded levels of English language proficiency for a given topic/genre and language domain based on increasing linguistic complexity, vocabulary usage and language control through the use of supports. Educators should use transformations of the MPIs to meet their specific academic content area needs. For more information on MPI transformations, please consult the WIDA ELP Standards Resource Guide on the WIDA website at [www.wida.us](http://www.wida.us).

Formative assessments are on-going assessments, reviews, and observations in a classroom. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process.

## Social and Instructional Language Standard

	PL	Example Topics	MPIs for Current PL	MPIs for Successive PL
<b>Listening:</b>	5.2	Music and movement	Follow lyrics of songs and respond accordingly in small groups or whole class (e.g., Put your right foot in)	Level 6 is reserved for students whose English for this language domain is comparable to that of their English-proficient peers.
<b>Speaking:</b>	3	Spatial relations	Relate position or location of real-life objects or persons using phrases (e.g., "under the table," "on the floor," "in the corner")	Indicate contrasting or opposite position or location of real-life objects or persons using phrases or short sentences (e.g., The ball goes up. The ball comes down.)
<b>Reading:</b>	1	Hygiene and safety	Identify environmental print related to hygiene or safety around school (e.g., washrooms, fire extinguisher) in L1 or L2	Find real-life objects or pictures related to hygiene or safety that match environmental print around classroom or school (e.g., labels for soap, sink) in L1 or L2
<b>Writing:</b>	1.6	Games	Produce drawings of familiar games from home or school based on class models using language experience in L1 or L2	Describe familiar games from home or school based on class models using language experience in L1 or L2

## The Language of Language Arts Standard

	PL	Example Topics	MPIs for Current PL	MPIs for Successive PL
<b>Listening:</b>	5.2	Concepts about print	Match illustrations to oral reading of related sentences or short stories	Level 6 is reserved for students whose English for this language domain is comparable to that of their English-proficient peers.
<b>Speaking:</b>	3	Nursery rhymes	Rehearse short rhymes using gestures from picture cues in whole or small groups	Complete short rhymes using gestures from picture cues in whole or small groups



# WIDA Standards Report / MPI

## The Language of Mathematics Standard

	PL	Example Topics	MPIs for Current PL	MPIs for Successive PL
<b>Listening:</b>	5.2	Non-standard measurement tools	Rank size of objects described according to non-standard measurement tools with a partner as directed orally	Level 6 is reserved for students whose English for this language domain is comparable to that of their English-proficient peers.
<b>Speaking:</b>	3	Quantity	Repeat verses and chants involving quantity in a whole group	Provide sentences or lines from songs and chants involving quantity in a whole group
<b>Reading:</b>	1	Attributes	Identify icons or pictures of real-life objects with a single attribute as modeled (e.g., "This is a toy. Find the picture of a toy.")	Classify icons or pictures of real-life objects with a single attribute that belong and don't belong to a group as modeled
<b>Writing:</b>	1.6	Equivalency	Draw or trace matched pairs of real-life objects as modeled and directed orally (e.g., two hands, two feet)	Connect 1:1 matched sets of real-life objects or pictures as modeled and directed orally (e.g., three pencils with three pencils)

## The Language of Science Standard

	PL	Example Topics	MPIs for Current PL	MPIs for Successive PL
<b>Listening:</b>	5.2	Change in self and environment	Sequence illustrated activities that denote change in self or environment (e.g., life cycle of plants) as directed orally	Level 6 is reserved for students whose English for this language domain is comparable to that of their English-proficient peers.
<b>Speaking:</b>	3	Senses	Describe everyday activities that involve senses with a partner in L1 or L2	Explain why senses are useful or important to a partner in L1 or L2
<b>Reading:</b>	1	Animals	Match outlines of animals to pictures or objects (e.g., fitting puzzle pieces) with a partner	Match pictures of animals with labels to animal icons with a partner
<b>Writing:</b>	1.6	Colors	Create "messages" in L1 or L2 by experimenting with or mixing colors (e.g., paints)	Practice making letters or scribble writings from models in L1 or L2 using a variety of colors and media

## The Language of Social Studies Standard

	PL	Example Topics	MPIs for Current PL	MPIs for Successive PL
<b>Listening:</b>	5.2	Symbols and Holidays	Find symbols of holidays based on oral descriptions or oral reading	Level 6 is reserved for students whose English for this language domain is comparable to that of their English-proficient peers.
<b>Speaking:</b>	3	Clothing	Describe clothing on self to peers in phrases or short sentences	Describe, with details, clothing worn by peers or by characters in picture books (e.g., "He has a red and blue sweater.")
<b>Reading:</b>	1	Seasons	Categorize pictures according to names of seasons in a whole group	Find labeled illustrations or photographs modeled on word walls or displays of seasons in small groups
<b>Writing:</b>	1.6	Self and family	Draw self-portrait and copy or trace name	Draw family portrait from models or photographs and identify people by initials



KEEP  
CALM  
AND  
TAKE A  
LUNCH BREAK

“It is more fun to talk with someone who  
doesn't use long, difficult words but rather short,  
easy words like "What about lunch?"”  
- Winnie-the-Pooh by A.A Milne





## Tier 1 Core Instructional Factors for ELLs 2019-2020

\*Collaborative Problem Solving Team (CPST) should include personnel familiar with the English Language Learner (ELL).

\*The core instruction for ELLs should be delivered with teachers knowledgeable about the process of acquiring a second language, and know how to deliver culturally relevant content, literacy, and language instruction. Instruction within these settings will not be viewed as an intervention (Tiers 2 or 3), but rather part of ELLs' core instruction (National Center on Response to Intervention, 2011).

<b>DEUSS (Date Entered U.S. School)</b> <input type="checkbox"/> First time the student enrolled in a United States school (to include transiency)	<b>EDUCATIONAL BACKGROUND</b> <input type="checkbox"/> Transcripts <input type="checkbox"/> Academic Grades <input type="checkbox"/> Programmatic Assessment <input type="checkbox"/> Literacy in Home Language(s) (L1) <input type="checkbox"/> ELL Committee Recommendations <input type="checkbox"/> Weaknesses and Strengths in L1 and/or L2	<b>INTERRUPTED EDUCATION</b> <input type="checkbox"/> Transiency <input type="checkbox"/> Lack of ESOL services <input type="checkbox"/> <a href="#">Students with Limited or Interrupted Formal Education (SLIFE)</a>	<b>ELL RESOURCES</b> <input type="checkbox"/> ELlevation Strategies for Teachers <input type="checkbox"/> <a href="#">InSync (Grades K-12)</a> <input type="checkbox"/> <a href="#">English to Heritage Language Translation Dictionaries</a> <input type="checkbox"/> <a href="#">English to Heritage Language Translation Content Area Glossaries</a> <input type="checkbox"/> <a href="#">English to Heritage Language Translation Picture Dictionaries</a> <input type="checkbox"/> <a href="#">Potential Impact of Syntax and Phonology of English Language Learners</a> <input type="checkbox"/> <a href="#">Free Online Resources for Language Acquisition</a> <input type="checkbox"/> ELL Supplemental Resources (Grades K-12) <input type="checkbox"/> Journeys ELL Resources and Leveled Readers in Spanish (Grades K-5) <input type="checkbox"/> Imagine Learning (PreK-8) <input type="checkbox"/> Reading Horizons (Grades 6-12) <input type="checkbox"/> ESL Reading Smart (Grades 6-12) <input type="checkbox"/> <b>Language Enrichment Camp (LEC)</b> <input type="checkbox"/> Istation (Dual Language Schools)
<b>ESOL INSTRUCTIONAL RESOURCES</b> <input type="checkbox"/> <a href="#">ESOL Instructional Strategies Matrix</a> <input type="checkbox"/> <a href="#">ESOL Instructional Strategies Addendum</a>	<b>DATA</b> <input type="checkbox"/> FSA (R/W) (when applicable) <input type="checkbox"/> ACCESS for ELLs <input type="checkbox"/> IPT (Grades K-12) <input type="checkbox"/> K-TEA (Grades 3-12) <input type="checkbox"/> WIDA ELP Standards Report <input type="checkbox"/> Formative Assessments <input type="checkbox"/> Universal Design for Learning (UDL)	<b>CROSS-CULTURAL VARIABLES</b> <input type="checkbox"/> Experiential (Varied life and educational experiences, Exposure to unique topics, and Diverse approaches to learning an expression) <input type="checkbox"/> Social and Emotional (Personal interests and needs, Empathy for diverse experiences, and Knowledge of community resources) <input type="checkbox"/> Linguistic (Familiarity of Roman/Non-Roman Alphabet Systems, Knowledge of multiple languages, Varying representations of ideas, and Diverse strategies for language learning) <input type="checkbox"/> Cultural (Different perspectives, Practices, Beliefs, and Social norms) <input type="checkbox"/> Ways of thinking, and Familiarity of Alphanumeric/Non-Alphanumeric Systems	
<b>SECOND LANGUAGE ACQUISITION</b> <input type="checkbox"/> <a href="#">Second Language Acquisition Chart</a>	<b>ENGLISH LANGUAGE PROFICIENCY LEVELS</b> <input type="checkbox"/> <a href="#">English Language Proficiency Levels – Codes</a> <input type="checkbox"/> <a href="#">WIDA Can Do Descriptors</a>		





# ESOL Instructional Strategies Matrix

A Accommodations	B Clear Communication	C Assessments	D Vocabulary	E Collaboration & Conversation	F Metacognitive & Metalinguistic
A1 Heritage Dictionary A2 Heritage Language (L1) Support A3 Flexible Scheduling A4 Flexible Setting A5 Flexible Timing	B1 Concise Language B2 Clear Directions B3 Enunciation B4 Pauses & Pacing B5 Pointing B6 Repeating/Paraphrasing B7 Gestures B8 Show Examples & Non-Examples B9 Demonstrations B10 Anecdote/Storytelling	C1 Rubrics C2 Presentation C3 Portfolio C4 Checklist C5 Labeling C6 Interview C7 Response Cards C8 Oral Assessment C9 Observation C10 Context-Embedded Text C11 Voting Devices C12 Cloze Test C13 Visual Representations C14 Self /Peer Assessment C15 Samples C16 Sentence Frames	D1 Etymology/Cognates D2 Semantic Feature Analysis D3 Context Clues D4 Tier II/Tier III Analysis D5 Interactive Word Walls D6 Vocabulary Games D7 Multiple Meanings D8 Phonology D9 Vocabulary Banks	<b>Grouping Configurations:</b> E1 Heterogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E2 Homogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E3 Jigsaw E4 Peer Pair E5 Reader's Theater E6 Think/Pair/Share E7 Academic Games E8 Group Presentations/Projects E9 Socratic Seminar E10 Panel Discussion E11 Debate/Defend with Evidence	F1 L1 Transfer F2 Mnemonic Devices F3 Dialogue Journals F4 Self-Correction F5 Self-Evaluation F6 Self-Monitor F7 Peer Editing F8 Associations
G Context Embedded Supports & Close Reading			H Multimodal & Multimedia	I Advance Organizers	J Additional Resources
G1 Activating and/or Building Prior Knowledge G2 Chunking Text G3 Annotations & Symbols G4 Ask Inferential & HOT Questions G5 Ask Clarifying Questions G6 Modeling G7 Read Aloud G8 Think Aloud G9 Multimodal Texts G10 Visualization/Illustrations	G16 Note-Taking/Outline Notes G17 Question-Answer-Relationship (QAR) G18 Reading with Specific Purpose G19 Reread Text G20 Text Features & Structural Analysis G21 Survey, Question, Read, Recite, Review (SQ3R) G22 Text Connections G23 Total Physical Response (TPR)	H1 Audio-Visual Applications H2 Digital Books H3 Computer Software H4 Document Camera H5 Interactive White Board H6 Tablet/Interactive Devices H7 Language Master H8 Video/Film/CD/MP3 H9 Digital Simulations H10 Translation Devices	I1 Charts (Flowcharts, T-Charts, etc.) I2 Anticipation Guide I3 Cornell Notes I4 Digital Tools/Software I5 Foldables I6 Graphs/Diagrams I7 K-W-L I8 Reading and Analyzing Non-Fiction (RAN) I9 Notes TM	J1 Art Integration J2 Community Resources J3 Cultural Sharing J4 Celebrations J5 Field Trips J6 Guest Speakers J7 Holiday Programs J8 Multicultural Resources J9 Music/Songs/Jazz Chants	




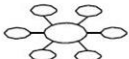


# Instructional Supports

## Examples of Sensory, Graphic and Interactive Supports

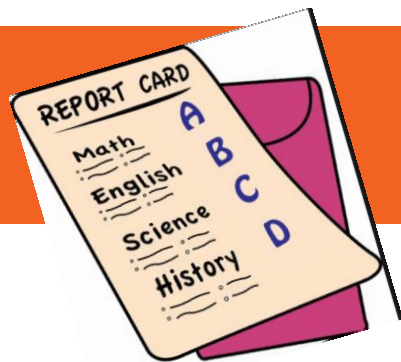
Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> <li>Real-life objects (realia)</li> <li>Manipulatives</li> <li>Pictures &amp; photographs</li> <li>Illustrations, diagrams &amp; drawings</li> <li>Magazines &amp; newspapers</li> <li>Physical activities</li> <li>Videos &amp; Films</li> <li>Broadcasts</li> <li>Models &amp; figures</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Graphic organizers</li> <li>Tables</li> <li>Graphs</li> <li>Timelines</li> <li>Number lines</li> </ul>	<ul style="list-style-type: none"> <li>In pairs or partners</li> <li>In triads or small groups</li> <li>In a whole group</li> <li>Using cooperative group structures</li> <li>With the Internet (Web sites) or software programs</li> <li>In the native language (L1)</li> <li>With mentors</li> </ul>

## Examples of Graphic Supports across the ELD Standards

ELD standard	1- Social and Instructional Language	2- The language of Language Arts	3- The language of Mathematics	4- The language of Science	5- The language of Social Studies
 Venn Diagrams - Comparing and Contrasting Two Entities	<ul style="list-style-type: none"> <li>Two friends or family members</li> <li>Two traditions</li> </ul>	<ul style="list-style-type: none"> <li>Two characters</li> <li>Two settings</li> <li>Two genres</li> </ul>	<ul style="list-style-type: none"> <li>Two operations</li> <li>Two geometric figures</li> <li>Two forms of proportion</li> </ul>	<ul style="list-style-type: none"> <li>Two body systems or organs</li> <li>Two animals or plants</li> </ul>	<ul style="list-style-type: none"> <li>Two conflicts</li> <li>Two forms of government</li> <li>Two forms of transportation</li> </ul>
 T-Charts - Sorting or Categorizing Objects or Concepts	<ul style="list-style-type: none"> <li>Colors</li> <li>Classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>Facts/Opinions</li> <li>Points of view</li> <li>Pros/Cons</li> </ul>	<ul style="list-style-type: none"> <li>Area/Perimeter</li> <li>Fractions/Decimals</li> <li>Addition/Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Forms of matter</li> <li>Forms of energy</li> <li>Senses</li> <li>Vertebrates/Invertebrates</li> </ul>	<ul style="list-style-type: none"> <li>Types of transportation</li> <li>Types of habitats</li> </ul>
 Cycles - Producing a Series of Connected Events or a Process	<ul style="list-style-type: none"> <li>Conflict/Resolution</li> <li>School or classroom routines</li> </ul>	<ul style="list-style-type: none"> <li>Plot lines</li> </ul>	<ul style="list-style-type: none"> <li>Steps in problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>Scientific inquiry</li> <li>Life cycles</li> <li>Water cycle</li> </ul>	<ul style="list-style-type: none"> <li>Elections in a democracy</li> <li>Passage of a law</li> </ul>
Cause and Effect - Illustrating a Relationship	<ul style="list-style-type: none"> <li>Classroom or school rules</li> <li>Health and safety at home or in school</li> </ul>	<ul style="list-style-type: none"> <li>Responses of characters to events</li> </ul>	<ul style="list-style-type: none"> <li>Variables in algebraic equations</li> <li>Geometric theorems</li> </ul>	<ul style="list-style-type: none"> <li>Chemical reactions</li> <li>Adaptation</li> <li>Weather events</li> </ul>	<ul style="list-style-type: none"> <li>Political movements</li> <li>Economic trends</li> </ul>
 Semantic Webs - Connecting Categories to Themes or Topics	<ul style="list-style-type: none"> <li>Personal interests</li> <li>Idiomatic expressions</li> <li>Multiple meanings of words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Root words and affixes</li> <li>Main idea/Details</li> </ul>	<ul style="list-style-type: none"> <li>Types and features of polygons</li> <li>Types and characteristics of angles</li> </ul>	<ul style="list-style-type: none"> <li>Foods and their nutritional ingredients</li> <li>Types and characteristics of rocks</li> </ul>	<ul style="list-style-type: none"> <li>Types of human and civil rights</li> <li>Impact of economic policies</li> </ul>

Taken from the WIDA ELP Standards Resource Guide 2007, Page RG 23





# Grading ELLs

SC.2L.16.1

Planting A seed

Let's go to step 1: Get all the things you need. First you need a cup and then soil and a bean or seed and water. Get different kinds of seeds or beans.

Let's go to step 2: First you need to have a cup then you need soil. Then you put the soil in the cup and dig a hole in the soil.

Let's go to step 3: Then you dig under and put the seed that you chose. Then you need to put the soil that you dug where the bean is.

Let's go to step 4: Then you put more soil if your bean or seed wasn't covered with soil.

Let's go to step 5: The last thing to do with your bean or seed put water in the soil that you had in your cup that seed your name. Then you wait some days for your plant to grow. Now you now how to grow a plant.

## Assessment/Assignment

Write an expository essay to explain the life cycle of a seed.

## Look Fors

How can this assignment be adapted to meet **ALL** students on the language acquisition continuum?

Use the **Can Dos** to grade the assignment for ELLs



# What Grading Considerations apply to our ELLs?

- Grades must reflect **accommodations**, **various assessment techniques** and other ways that demonstrate the student is not failing due to language.
- ELLs may not be **retained** based solely on lack of English language proficiency (**Policy 6000.1**)

	A	B	C	D	F
	✓+	✓	✓-	✗	
Satisfactory / Not Satisfactory					
	A+	A	A- B+	B B-	C+ C C- D+ D D- F
	100, 99, 98, 97, 96, 95, 94, 93, 92, 91, 90, 89,				
	88, 87, 86, 85, 84, 83, 82 . . .				
	★	★	★	★	★
Keep trying!					

Preparing ELLs for Success



# Selected Response Adaptations

44%

Cities along the Texas coast are at risk of being hit by a hurricane. Which of the following best explains the economic impact of hurricanes?

- A) The wind knocks down trees
- B) The warm, moist air of the Gulf of Mexico causes hurricanes to become stronger.
- C) The people have to pay to repair their homes because of wind damage and flooding.
- D) Large waves cause erosion of the beaches.

83%

Cities along the Texas coast are at risk of being hit by a hurricane. How do hurricanes affect the economy?

- A) The wind knocks down trees
- B) Large waves cause erosion on beaches
- C) People pay money to fix their homes because of wind damage and flooding





# Constructed Response Adaptations

## **Original Prompt**

Imagine that your pen pal, Elena Castillo Flores from Mexico, is interested in becoming a United States citizen. In one paragraph, explain some of the steps that a person has to take in order to become a U.S. citizen. In a second paragraph, explain the benefits of becoming a U.S. citizen. Be sure to include evidence and details from “Naturalization” in your response.

## **Word Bank**

Pen pal – A friend you write to and receive letters from

Explain – Describe in detail

Evidence – Facts, confirming information

Benefits – An advantage, something good

## **Adapted Prompt**

Your pen pal, Elena Castillo Flores is from Mexico. She is interested in becoming a United States citizen. In two paragraphs explain:

- Paragraph one: The steps that a person must take to become a U.S. citizen.
- Paragraph two: The benefits of becoming a U.S. citizen.

Include evidence and details from “Naturalization” in your paragraphs.





# Instructional Considerations for Assessing ELLs

## Eliminate Choices



13. What order do humans belong to?

- A. Anamalia
- B. Mammals
- C. Primates
- ~~D. All of the above~~

**"All of the Above" is a confusing concept to comprehend**

14. What does an ornithologist study?

- A. Monkeys
- B. Whales
- C. Birds
- ~~D. Humans~~

**Provide a word bank for more structure**

15. Snakes use \_\_\_\_\_ in their vipers to sense the heat of mammals.  
(pit, eyes, skin)

16. What bird flyway is Somerset, WI located in?

- ~~A. Atlantic~~
- ~~B. Mississippi~~
- C. Central
- D. Pacific



# Instructional Considerations for Assessing ELLs



- Shorten Length
- Give Test Orally

## Matching (1-8)

\_\_\_\_ Bony Fish

\_\_\_\_ Cartilage Fish

\_\_\_\_ Jawless Fish

\_\_\_\_ External Fertilization

~~\_\_\_\_ Internal Fertilization~~

~~\_\_\_\_ Cold-blooded~~

~~\_\_\_\_ Warm-blooded~~

~~\_\_\_\_ Endoskeleton~~

~~A. Body temp. changes with the climate~~

~~B. Internal support system~~

C. Most abundant fish

D. The way fish reproduce

~~E. The way chimps reproduce~~

~~F. Body temp. stays the same~~

G. Lamprey

H. Shark



# Assessment: Before and After

## Before

### Geology Test (47pts)

Name/Number \_\_\_\_\_

List the four (4) main features of plate tectonics. (4pts)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Give a real-life model/representation of Plate Tectonics. (1pt)

Write the correct term on the line that matches the definition. (10pts)

**Lithosphere**      **Asthenosphere**      **Convection**      **Plate Tectonics**

**Subduction Zone**

**Earthquake**

**Hot Spot**

**Transform Boundary**

**Fault**

**Plate**

- \_\_\_\_\_ the shaking of the earth caused by pieces of the crust suddenly shifting
- \_\_\_\_\_ large and small cracks buried deep underground
- \_\_\_\_\_ places where magma melts through the plate and erupts
- \_\_\_\_\_ theory that states the lithosphere is made of continually, slowly moving plates
- \_\_\_\_\_ rigid outer shell where plate movement occurs rigid outer shell
- \_\_\_\_\_ large lithosphere **slabs** that move as a result of convection
- \_\_\_\_\_ liquid, gas or rock that is heated and becomes less dense and rises then cools and becomes more dense and sinks
- \_\_\_\_\_ a lateral or side-by side plate movement
- \_\_\_\_\_ extremely hot rigid layer beneath the lithosphere that's under intense pressure with fluid characteristics, convection occurs here
- \_\_\_\_\_ area where two plates collide into each other and one plate slides under the other, forcing rock below ground to be "recycled" back into the earth?

## After

### Geology Test (47pts)

Name/Number \_\_\_\_\_

Describe the four (4) main features of plate tectonics. (4pts)

1. **Convection** \_\_\_\_\_
2. **Ocean floor** \_\_\_\_\_
3. **Radioactivity** \_\_\_\_\_
4. **Surface** \_\_\_\_\_

Which egg is a real-life model/representation of Plate Tectonics. (1pt)  
(Circle the correct one.)



Write the correct term on the line that matches the definition. (10pts)

**Word Bank:**

**Fault**

**Plate Tectonics**

**Earthquake**

**Lithosphere**

**Hot Spot**

- \_\_\_\_\_ the shaking of the earth caused by the crust suddenly moving
- \_\_\_\_\_ large and small cracks buried deep underground
- \_\_\_\_\_ places where magma melts through the plate and erupts
- \_\_\_\_\_ the theory that says the lithosphere is always moving, the main idea
- \_\_\_\_\_ where plate movement occurs, the rigid outer shell

**Word Bank:**

**Convection**

**Subduction Zone**

**Plates**

**Transform Boundary**

**Asthenosphere**

- \_\_\_\_\_ these move as a result of convection in the lithosphere
- \_\_\_\_\_ liquid, gas, or rock that is heated and goes through a cycle of becoming heavier and lighter that makes it sink (go down) and rise (go up)
- \_\_\_\_\_ a lateral or side-by side plate movement
- \_\_\_\_\_ the layer under the lithosphere, convection occurs here
- \_\_\_\_\_ place where two plates collide (run into each other) and one plate goes under the other to be "recycled" back into the earth



# Assessment Adaptation Task

## Original


### PARTS OF A PLANT

- Spinach is a \_\_\_\_\_ of a spinach plant.  
A. Stem                      B. Fruit  
C. Flower                  D. Leaf
- Which part of a plant produces pollen?  
A. Seed                      B. Root  
C. Flower                  D. Cell
- A tomato is a \_\_\_\_\_ of a tomato plant.  
A. Stem                      B. Fruit  
C. Leaf                      D. Root
- Which part of a plant helps keep the plant in upright position?  
A. Stem                      B. Root  
C. Sun                      D. Branch
- What makes the color of leaves green?  
A. Chlorophyll              B. Green Paint  
C. Oxygen                  D. Cells
- Which of the following is the smallest part of a plant?  
A. Plant seed                B. Plant cell  
C. Flower                    D. Leaf

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## Possible Adaptations

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



### Parts of a Plant

plants	seeds	minerals	soil	stem
flowers	leaves	roots	photosynthesis	

**Directions:** Read each sentence below. Write the correct word in each blank using the word box.

- A \_\_\_\_\_ has a roots, leaves, and a stem.
- A flowering plant has \_\_\_\_\_.
- The \_\_\_\_\_ help keep the plant in soil. They take water and minerals from the \_\_\_\_\_.
- The \_\_\_\_\_ moves the water and \_\_\_\_\_ from the roots to the \_\_\_\_\_.
- Food for the plant is made in the leaves. This is called \_\_\_\_\_.
- \_\_\_\_\_ are made in the flowers. They will grow into new plants.

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

### Plant Assessment

Write three things that plants need to live and grow.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. Do plants need food to grow? Yes or No

5. Do plants need space to grow? Yes or No

Fill in the blank with a word from the box below.

roots      stem      leaves      seed      flower

- The \_\_\_\_\_ make the food for the plant.
- The part of the plant that acts like a straw to carry water from the roots to the leaves is the \_\_\_\_\_.
- The \_\_\_\_\_ makes the seeds and fruit.
- All plants start as a \_\_\_\_\_.
- The \_\_\_\_\_ absorb water from the soil and help hold the plant in the soil.





# Points to Ponder

- How are ELLs scheduled?
- What opportunities are provided for ELLs?  
How will your location shift its priorities?
- How does your personnel meet the unique needs of ELLs?
- How will outcome measures guide your decision-making?



# Reading Placement

Elementary	Secondary
For ELLs classified as <b>A1</b> , <b>A2</b> and <b>B1</b> (if necessary)	For ELLs classified as <b>A1</b> , <b>A2</b> and <b>B1</b> (if necessary)
Schools that have 18 or more K-3 or 22 or more 4 <sup>th</sup> and 5 <sup>th</sup> grade ELLs who meet the criteria of A1-A2 in the same grade must provide sheltered instruction using identified curriculum and materials	Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FSA, or no FSA scores, must receive <b>Intensive Reading</b> through <b>Developmental Language Arts ESOL-Reading</b> using identified curriculum and materials.
Schools that have fewer than 18 or K-3 or fewer than 22 4 <sup>th</sup> and 5 <sup>th</sup> grade <b>A1-A2</b> , language classification, <b>ACCESS 1 or 2 in the same grade</b> , must receive basic mainstream instruction using differentiated instruction and identified curriculum. Clustering students is strongly recommended.	Schools that have fewer than 22 ELLs who meet the criteria of <b>A1-A2</b> , <b>ACCESS 1 or 2</b> language classification and have <b>level 1 or 2 on the FSA, or no FSA scores</b> , must receive <b>Intensive Reading</b> through programs listed in the <b>K-12 Comprehensive Reading Plan/Intensive Reading Placement Chart</b> .

For ELLs classified as intermediate (**Bs, Cs, 3-6**) may receive basic mainstream instruction using differentiated instruction and identified curriculum.

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



# Instructional Models

## Sheltered/Self-Contained

- Students from different language backgrounds grouped to receive instruction in content area classes
- Teachers adjust instruction and the level of English used to make **content comprehensible** for students

*Getting Started with English Language Learners, Judie Haynes 2007*

## Mainstream/Inclusion

- Students in classroom with non-ELLs
- Teacher uses ESOL instructional strategies
- Can be effective when ELLs in the same grade are grouped together with the same classroom teacher (**clustering**)

## Dual Language

Prepares students to become fully bilingual by learning listening, speaking, reading and writing skills in English and the target language





*One language sets you  
in a corridor for life.  
Two languages open  
every door along the way.*

**Franck Smith**





# Resources

CANVAS

<https://browardschools.instructure.com/courses/598658>

SHAREPOINT

<https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/learning/ELL/Pages/default.aspx>



# C.A.S.H. Out

## Cognitive

What did you learn from today's session?

## Affective

How did you feel about what you learned today?

## Surprised

What was surprising to you?

## Helpful

What did you find helpful?





Bilingual/ESOL Department

# ELlevation & Curriculum Refresher for Returning ESOL Contacts 2019-2020

## Day 2

# Session Overview

- I. CASH Out Review
- II. ESOL Compliance Most Common Findings
- III. ELL Folder
- IV. Data Analysis
- V. Exiting Students
- VI. Post-Exit Monitoring
- VII. Resources
  - i. IMT/IMS Communication
  - ii. Canvas Course





# Session Norms



Practice a Growth Mindset



Presume Positive Intent



Contribute Productively



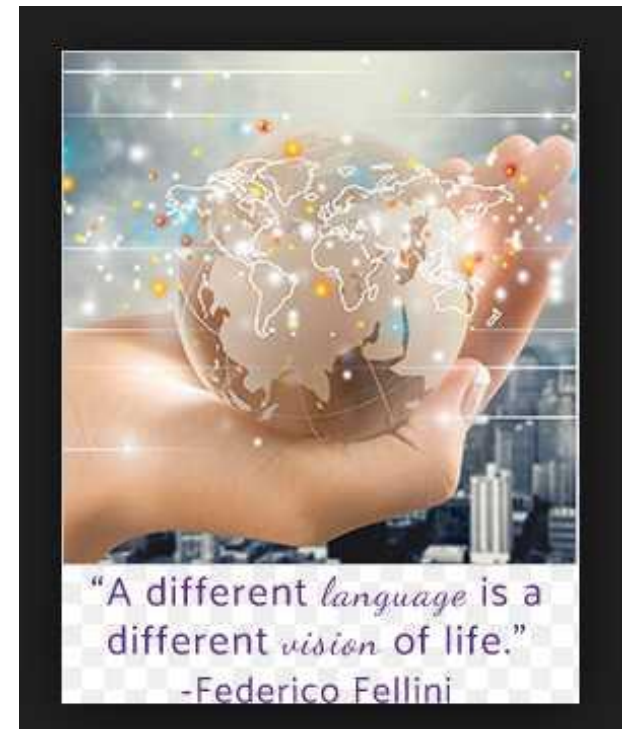
Engage Fully



Respect All Perspectives



Collect Wisdom



# C.A.S.H. Out Review



## Cognitive

What did you learn from today's session?

## Affective

How did you feel about what you learned today?

## Surprised

What was surprising to you?

## Helpful

What did you find helpful?



# Most Common Compliance Findings

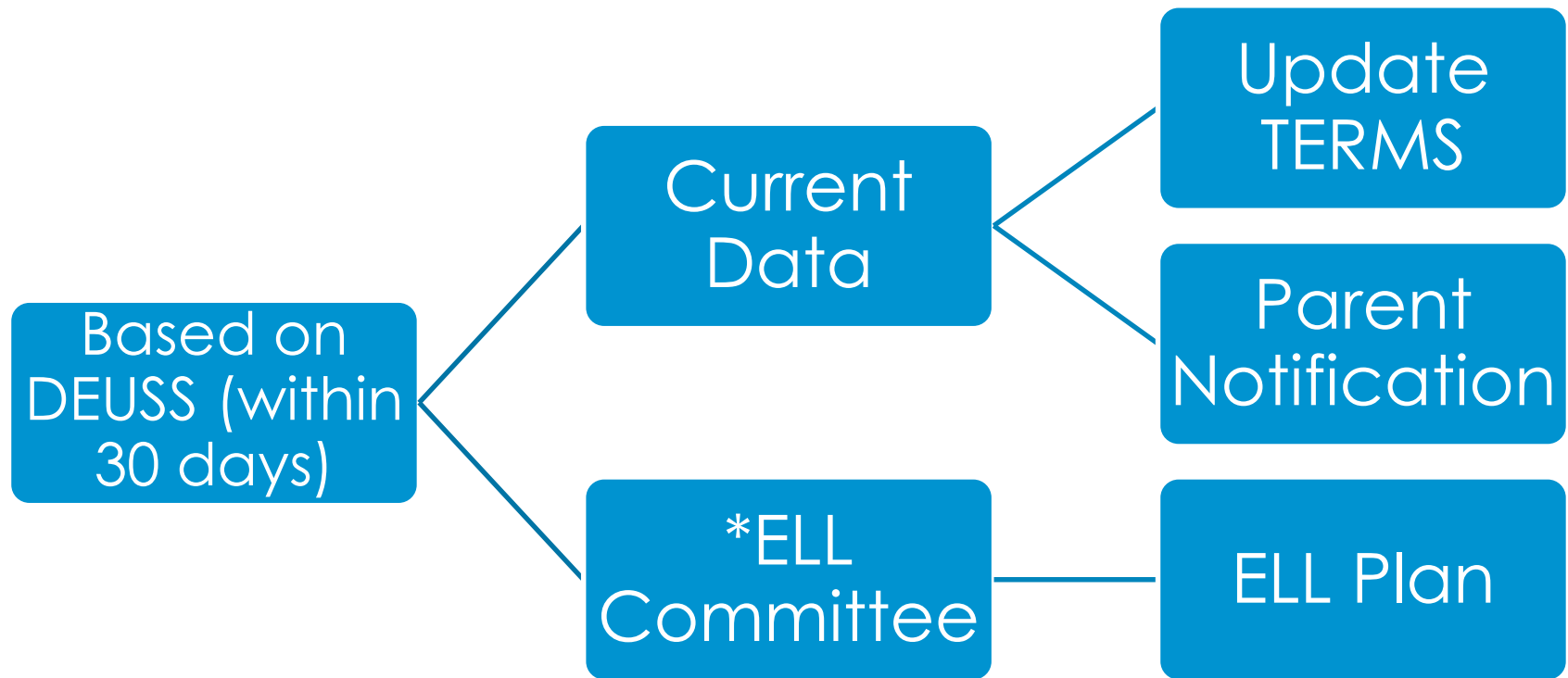
REEVALs

Parent  
Notices

ELL  
Plans



# Extension of Services (REEVALs) For students entering years 4, 5, and 6



Generate, save, print, and file student meeting report

# Parent Notification

## Notification of Initial English Language Program Placement

Date Mailed: 07/29/2019

Student: [REDACTED] School: [REDACTED]  
Grade Level: 3 ESOL Status: EY (ELL Content)  
Lang. Classification: 1  
Basis of Entry: A-Aural/Oral

Our school district provides a program of language instruction for English Language Learners (ESOLs) to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students.

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ACCESS for ELLs 2.0, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child is eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

JUAN took the ACCESS for ELLs 2.0 on 1/28/2019 and their results are listed below:

Listening	Writing	Reading	Speaking	Literacy	Composite
5.3	1	3.4	2.8	1.6	1.9

The ACCESS for ELLs test results are ranked into the following categories:

### # - Proficiency Level - Description

- 1 - **Entering** - Knows and uses minimal social language and minimal academic language with visual support
- 2 - **Emerging** - Knows and uses some social English and general academic language with visual support
- 3 - **Developing** - Knows and uses social English and some 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

### Additional factors used to determine your child's program eligibility:

- State mandated standardized test
- District Placement Assessment
- ☐ Committee Determination

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom. While the rate of English language development (ELD) varies between students, many exit the ELD program in 2-6 years. Your child's English language development will be assessed annually until he/she achieves: a Composite score of at least 4.0 on the ACCESS for ELLs 2.0, a Reading score of at least 4.0 on the ACCESS for ELLs 2.0, a ELA score of at least 3 on the FSA, a Reading score of at least concordant on the SAT, a Reading score of at least concordant on the ACT, and meets specific academic achievement requirements. Students who exit the program are monitored for academic success for 2 years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

As a parent, you have the right to decline enrollment in a program or type of service, withdraw your child from the program at any time, or choose another program if available. If you have any questions about your child's placement or the type of program options available to you, please contact \_\_\_\_\_ at \_\_\_\_\_.

This letter informs you of certain rights you have as a parent or guardian. Contact your school administrator if you have specific questions concerning these rights.

## When are Parent Letters generated?

### K-12 Program Services for English Language Learners

Date Mailed: 07/29/2019

Our school district provides English language instruction within the context of academic content – using grade-level curriculum – to students at all levels of English language proficiency (ELP) by offering the following programs:

#### E - Sheltered English

Sheltered English Instruction (SEI): This program provides nearly all classroom instruction in English with curriculum and instruction designed for English learners. English learners receive instruction to acquire the academic English they need to meet grade-level content standards.

#### I - Mainstream/Inclusion - English

Regular English Instruction: Students are instructed in English at all times, native language is not used. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.

#### O - Maintenance or Developmental Bilingual Education

Maintenance/Developmental Bilingual Education (MBE/DBE): MBE, also referred to as late-exit bilingual education, is a program that uses two languages, the student's primary language and English, as a means of instruction. The instruction builds upon the student's primary language skills and develops and expands the English language skills of each student to enable him or her to achieve proficiency in both languages, while providing access to the content areas.

#### T - Dual Language (Two-Way Developmental Bilingual Education)

Dual Language/Two-Way Immersion Program: A bi-literacy program that integrates students who are proficient in English and identified ELL students in both English and another language. Instruction is provided to both native English speakers and native speakers of another language in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language.

#### Title III - Tutoring

English Language Tutoring (ELT): One-on-one or small group tutoring/assistance to ELLs outside of school hours, concentrated on accelerating English language proficiency.

#### C - Mainstream/Inclusion - Core/Basic Subject Areas

#### S - Core/Basic Subject Areas

#### Title III



GENERATE, SAVE, PRINT, AND FILE PARENT LETTER OF NOTIFICATION



Is this ELL Plan  
in  
compliance?

When are ELL  
Plans  
Updated?

**ELL Plan**  
Broward County Public Schools

Student #: [REDACTED] Date: 7/30/2019 Time: 7:44 AM  
Student Report Page: 1

---

**Student Information**

Student: [REDACTED] Test ID #: [REDACTED] Student #: [REDACTED]  
 Gender: [REDACTED] Date of Birth: [REDACTED] School: [REDACTED]  
 Hispanic/Latino: [REDACTED] Address: [REDACTED] Teacher: [REDACTED]  
 Phone/Cell: [REDACTED] Birth Country: [REDACTED] Grade Level: 3  
 Birthplace: HONDURAS Immigrant: Yes Homeless: No  
 Language: Spanish Homebound: No Migrant: No  
 Active: Yes S04: No Bilingual: No  
 IEP: No Dual Language: No

ELL Plan Date: 8/15/2018 Lang. Classification: 1 2nd Date Exited ESOL:  
 Basis of Entry: A-Aural/Oral

ELP Designation: ELL ESOL Status: LY (ELL Current) Tier:  
 Receiving ESOL Svcs: Yes

LP (Pending Proficiency):  
 Program Participation:  
 Basis of Entry: A-Aural/Oral  
 Basis of Exit (First): Z-Not Available  
 Basis of Exit (Second):  
 Title III/Immigrant Ser.:  
 Other Exceptionality:  
 Lang. Classification: 1  
 Diploma Description:  
 2nd Date Exited ESOL:

Home Language: Spanish

Came Into US:  
 Date Entered US Schools: 2/8/2017  
 District Enrollment: 2/8/2017  
 ESOL Program Entry Date: 2/8/2017  
 Exit Date:  
 Home Language Survey Date: 2/8/2017  
 Parent Denial Date:  
 Classification Date:  
 Re-Eval Date:

Years in US School: 3  
 Graduated:  
 Withdrawn:  
 Dropped Out:  
 Monitored Since:  
 Monitoring Status: Not Monitored  
 Parent Granted Permission Date:  
 ELL Plan Date: 8/15/2018  
 Re-Class Date:

Graduated: No  
 S04: No  
 Extended Instruction > 3 Years: No  
 Gifted and Talented: No

Withdrawn: No  
 SIFE: No  
 Pre-AP/AP: No

Dropped Out: No  
 Deceased: No  
 ELL Plan Out of Date: No

Special Education:  
 Comment:

**Chronology**

Start	Stop	Activity	Start	Stop	Activity
1. 7/3/2010		9 Years	7. 8/1/2017	5/31/2018	Accommodations/Exemptions used ALL State and District Assessments
2. 8/1/2016	5/31/2017	Accommodations/Exemptions used ALL State and District Assessments	8. 1/29/2018		ACCESS for ELLs 2.0, 2-3, Grd: 2
3. 2/8/2017		ESOL Program Entry Date	9. 2/27/2018	2/27/2018	Meeting: 2nd Year Annual Evaluation
4. 2/8/2017		Date Entered US Schools	10. 8/1/2018	5/31/2019	Accommodations/Exemptions used ALL State and District Assessments
5. 2/8/2017		Enrolled in Broward County	11. 8/15/2018		ELL Plan Date
6. 2/8/2017		1PT Grd: 1	12. 1/7/2019	1/7/2019	Meeting: 3rd Year Annual Evaluation

**Student Class Schedule**



What elements are required to be updated?

Subject	Teacher	Code	Period	PGM	Duration	Instructional Model
HR: Homeroom		HR	00	999	0	Z
1st: LA/READ GR 3		5010044R	01	130	450	I
2nd: LANG ARTS GR 3		50100440	04	130	150	I
3rd: MATH-GRADE 3		50120500	05	130	150	C
4th: SCIENCE GRADE 3		50200400	08	130	150	C
5th: SOC STUDIES 3		50210500	09	130	150	C
6th: MUSIC GRADE 3		50130900	10	101	50	Z
7th: PHYS ED GRADE 3		50150500	10	101	50	Z
8th: LIB SKLS/INFO LIT 3	JGH	50110300	10	101	50	Z
9th: PE TCHR GRADE 3		5015050M	11	101	150	Z
10th: FUN BAS SKL READ		50100200	12	130	300	I

#### ELP Test History

Test	Date	Listening (0/)	Speaking (0/)	Reading (0/)	Writing (0/)	Student Course Grades
IPT	2/8/2017					

Test	Date	Listening	Speaking	Reading	Writing	Literacy
		1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
ACCESS for ELLs 2.0 (2.1/2)	1/29/2018	6.1	6.6	3.6	6.6	6.6
ACCESS for ELLs 2.0 (1.8/1)	1/28/2019	5.3	2.8	3.4	6.1	6.6

Grade Level	Grading Period	Course Subject	Course Name	Grade Received
3	2018/2019 - Quarter 3	Non Credit	MATH-GRADE 3	16/F
3	2018/2019 - Quarter 3	Non Credit	SCIENCE GRADE 3	19/F
3	2018/2019 - Quarter 2	Non Credit	MATH-GRADE 3	50/F
3	2018/2019 - Quarter 2	Non Credit	SCIENCE GRADE 3	39/F
3	2018/2019 - Quarter 1	Non Credit	LA/READ GR 3	70/C
3	2018/2019 - Quarter 1	Non Credit	LANG ARTS GR 3	70/C
3	2018/2019 - Quarter 1	Non Credit	MATH-GRADE 3	70/C
3	2018/2019 - Quarter 1	Non Credit	SCIENCE GRADE 3	60/D
3	2018/2019 - Quarter 1	Non Credit	SOC STUDIES 3	90/A

#### Standardized Test Scores

No Standardized Test Scores exist.

#### Testing Accommodations

Year & Semester:	2018/2019 - Year	ALL State and District Assessments
1 - Flexible Scheduling		<input checked="" type="checkbox"/>
2 - Approved Dictionary		<input checked="" type="checkbox"/>
3 - Flexible Setting		<input checked="" type="checkbox"/>
4 - Assistance in the Heritage Language		<input checked="" type="checkbox"/>

#### Comments/Justification

#### Classroom Modifications

No Classroom Modifications exist for this Student.

#### Monitoring

No monitoring activity exists for this student.

#### Student History

No history activity items exist for this student.

#### Notes

Date: 2/27/2018 Author: I Grade: 2	<b>2nd year Annual Review</b> After speaking with the student's teacher have decided that the student (Juan) benefits from extended time and other ESOL services. Juan will continue to receive services and remain in the ESOL program.
Date: 1/7/2019 Author: I Grade: 3	<b>Program Recommendation</b> Juan is learning the English language at an adequate rate; he is working hard with understanding both the language and content. His teacher and I recommend that he remains in the ESOL program.

Data shown on Broward County Schools reports may include confidential information which should not be disseminated without prior written approval. Secure any printed copies appropriately or destroy copies when no longer needed.



# Let's Navigate

## Log in

Login ID

Password

[I forgot my p](#)

Product

Ellevation ▼

Log in





**KEEP  
CALM  
AND  
TAKE A  
LUNCH BREAK**



# ELL Folder

Use folder to confirm required documents are filed in ELL Folder and saved on ELlevation every year

Sign/Date annually at the beginning of each school year

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA Bilingual/ESOL Department ENGLISH LANGUAGE LEARNER (ELL) FOLDER

Student Name \_\_\_\_\_ FSI \_\_\_\_\_  
(Last) (First) (Middle)

Date of Entry in United States School (DEUSS) \_\_\_\_\_ Entry in ESOL Program \_\_\_\_\_

Student Language \_\_\_\_\_ Parent Language \_\_\_\_\_

☐ Initial ELL Folder ☐ Replacement ☐ ELLSEP Folder included (English Language Learner Student Education Plan) if applicable

School Name \_\_\_\_\_  
Year/Grade \_\_\_\_\_

School Name \_\_\_\_\_  
Year/Grade \_\_\_\_\_

School Name \_\_\_\_\_  
Year/Grade \_\_\_\_\_

- ☐ Programmatic Assessment (e.g. assessment instruments, report cards, transcripts)
- ☐ Current *ELL Plan*\*
- ☐ Registration (Home Language Survey)
- ☐ Initial Oral Language Classification Assessment Form
- ☐ IPT Protocol Booklet(s)
- ☐ K-TEA (Gr. 3-12, if applicable)
- ☐ *Parent Notification of Placement/Continuation of Services in the ESOL Program (must be dated)\**
- ☐ ELL Committee Invitation Letter(s)
- ☐ *Student Meeting Report with signatures\**
- ☐ Flexible Setting Accommodation Letter (when applicable)
- ☐ State Assessment Score Report(s)
- ☐ *Parent Notification of Student Exiting from the ESOL Program (must be dated)\**
- ☐ Other \_\_\_\_\_

- ☐ Programmatic Assessment (e.g. assessment instruments, report cards, transcripts)
- ☐ Current *ELL Plan*\*
- ☐ Registration (Home Language Survey)
- ☐ Initial Oral Language Classification Assessment Form
- ☐ IPT Protocol Booklet(s)
- ☐ K-TEA (Gr. 3-12, if applicable)
- ☐ *Parent Notification of Placement/Continuation of Services in the ESOL Program (must be dated)\**
- ☐ ELL Committee Invitation Letter(s)
- ☐ *Student Meeting Report with signatures\**
- ☐ Flexible Setting Accommodation Letter (when applicable)
- ☐ State Assessment Score Report(s)
- ☐ *Parent Notification of Student Exiting from the ESOL Program (must be dated)\**
- ☐ Other \_\_\_\_\_

- ☐ Programmatic Assessment (e.g. assessment instruments, report cards, transcripts)
- ☐ Current *ELL Plan*\*
- ☐ Registration (Home Language Survey)
- ☐ Initial Oral Language Classification Assessment Form
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- ☐ *Parent Notification of Student Exiting from the ESOL Program (must be dated)\**
- ☐ Other \_\_\_\_\_

ESOL Contact Signature mm/dd/yyyy

ESOL Contact Signature mm/dd/yyyy

ESOL Contact Signature mm/dd/yyyy

*\*Items generated in ELlevation*

05\_14\_18 ab;



**FOLDER REQUESTS: ESOLREQUESTS@BROWARDSCHOOLS.COM**



ELL Programmatic Assessment and Academic Placement Review

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

Please complete all applicable areas below:

A. Age appropriate grade placement: \_\_\_\_\_

B. Interview with student and/or student's parent/guardian to determine prior educational experiences and academic subject competencies in the native language  
\_\_\_\_\_  
(Name of person interviewed) (Relationship to student)

Results from interview:  
Additional information about courses taken in other schools: \_\_\_\_\_  
Subject areas of academic strength: \_\_\_\_\_

Literacy Level:  
Native Language: Reading \_\_\_\_\_ Math \_\_\_\_\_ English: \_\_\_\_\_ Math: \_\_\_\_\_  
Other important information obtained from parent/guardian: \_\_\_\_\_  
\_\_\_\_\_  
Was home language assistance provided during the interview? \_\_\_\_\_ Provided by: \_\_\_\_\_

C. Review student's prior school records (consider student performance in the home language for appropriate placement)  
\_\_\_\_\_ Standardized Tests/Other Assessments  
Instrument(s) \_\_\_\_\_ Language of Assessment(s) \_\_\_\_\_  
Score(s) \_\_\_\_\_ Test Date(s) \_\_\_\_\_  
\_\_\_\_\_ Report Cards/Transcripts

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

E. Programmatic Assessment Outcomes/Instructional Program: \_\_\_\_\_  
\_\_\_\_\_

Initial Placement Programmatic Assessment completed by:  
Name \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_  
ESOL Contact/Guidance/Designee mm/dd/yyyy

(Back page)



# Data Activity



Students ▾ Reports ▾ Instruction ▾

Find



Broward County



VIEWS ▾  
Active ELL

Filters ▾

Fields ▾

Chart

Save Changes ▾

Save As ▾

Clear All

Share

ESOL Status is any of  
LY (ELL Current)

AND

School is any of

AND

OR

50 Students

Groups ▾

Edit ▾

Reports ▾

Add Student

Search students by name or

	Grade Level ▾	Student # ▾	Lang. Classificat... ▾	Date Entered U... ▾	ELL Plan Date ▾	Re-Eval Date ▾
	8		B1	8/19/2013	4/2/2015	
	12		2	6/1/2016	9/1/2016	
	12		2	8/24/2015	8/21/2017	8/31/2018
TA	12		2	4/1/2010	9/25/2017	9/25/2017
AR	10		1	9/6/2017	9/25/2017	
NO	12		A2	9/28/2017	10/6/2017	9/25/2018
	10		2	10/29/2013	1/18/2018	9/27/2017
	12		2	3/31/2013	5/8/2018	5/8/2018
	10		1	8/8/2018	8/10/2018	

< First

< Previous

1

2

Next >

Last >

25 ▾



Is this school compliant?

How many REEVALS were due during the 18/19 SY?

How many annual reviews were due during the 18/19 SY?



# Let's Navigate

## Log in

Login ID

Password

[I forgot my p](#)

Product

Ellevation ▼

Log in



Look at your  
school's data....

Is your school in  
compliance?

What are next  
steps?



# IMT/IMS Communication Form

ESOL Contacts will provide IMT/IMS required data elements required throughout the school year.

Date submitted to IMT/IMS \_\_\_\_\_ Date entered on TERMS \_\_\_\_\_

**ESOL Information Required for Entry in the ESOL Program**

Student ID number	Student Name	#1 CLASS Date (Date tested)	#2 ENTRY Date (First day in ESOL program)	#3 PLAN Date	#4 BASIS of ENTRY (A, R, L) *T* only for Pre-K	#5 TIER PLACEMENT (A, B, C, D) Based on DEUSS Date or ACCESS scores

PAGES: \_\_\_\_\_ **AS - ENGLISH LANGUAGE LEARNERS** YEAR: 18  
 STUD: \_\_\_\_\_ SCHL: \_\_\_\_\_ GR: \_\_\_\_\_ ST: A  
 PROG: REPEDE TYP/CODE \_\_\_\_\_ SPECIALIST \_\_\_\_\_  
 DATES: CLASS #1 REPEDE #2 PLAN #3 EXIT #4 REPEDE RECLASS-EXIT ENTRY/K1 K2 EXT INS STAT  
 TYP: LISTENING: \_\_\_\_\_ SPEAKING: \_\_\_\_\_ READING: \_\_\_\_\_ WRITING: \_\_\_\_\_  
 CLASS: COURSE SEC/IN SCHL T DATES TIMES MINS FLOS ST  
 10004100 203 5416 INTERM READ 2 HWRWF 1313 1413 300 A  
 10004100 203 5416 INTERM READ 1 HWRWF 1313 1413 300 A  
 10014000 101 5416 ENG 4 1 HWRWF 0923 1023 300 Y A  
 10014000 801 5416 ENG 4 2 HWRWF 0923 1023 300 Y A  
 PF3=HELP 3=EXIT 7=BKWD 8=FWD 9=EXT PAGE 10=DEL 12=ESCAPE TERM1: QPADEV  
 ONLINE 1,27

**Basis of Entry**  
 A = Aural/Oral test  
 R = KITA test  
 L = ELL Committee

Date entered on TERMS \_\_\_\_\_

**ESOL Information Required for Students who did not meet Entry Criteria**

Student Name	#1 Language Classification (LC) (C, D, E, U)

PAGES: \_\_\_\_\_ **A21 DEMOGRAPHICS** YEAR: 17  
 KEY: \_\_\_\_\_ TYPE: \_\_\_\_\_  
 APP FIRST MIDDLE AKA AFFIRMED FIRST  
 DR STREET TYPE APT/BLDG CITY ST ZIP+4 RES CT  
 DE: E V B A I P DOB BIRTH PLACE VER A PHONE FIELD  
 NTE SCHL GR AS-SCHL CL W/D DATE PR SEN EXTNAL NBR ALIAS NBR  
 1 PAR NO CO LG SERV LC DR DR US SCHL EN-DS-SCHL PRIOR: DIFF STATE CNTRY  
 NA EX MFS BC STUD TC AV PR DOE DATE DP B MR PUB: M P B E C ORIG  
 LP 3=EXIT 4=PROGPT 7=BKWD 8=FWD 9=EXT PAGE 12= ESCAPE TERM1: QPADEV  
 ONLINE 1,1

Date entered on TERMS \_\_\_\_\_

**ANNUAL REVIEWS**

#1 PLAN Date (only update the Plan Date)

PAGES: \_\_\_\_\_ **ANNUAL REVIEWS** YEAR: 18  
 SCHL: \_\_\_\_\_ GR: \_\_\_\_\_ ST: A  
 SPECIALIST \_\_\_\_\_  
 BASIS BASIS FUND-CODE: \_\_\_\_\_  
 ASS-EXIT ENTRY/K1 K2 EXT INS STAT  
 EXIT LANG MC ELL/PRG: \_\_\_\_\_  
 DATES/SCORE LC LEP PAR SURV-DTE  
 LV MC 10022012  
 TIER PLACEMENT: \_\_\_\_\_  
 T DAYS TIMES MINS FLOS ST  
 2 HWRWF 1313 1413 300 A  
 1 HWRWF 1313 1413 300 A  
 1 HWRWF 0923 1023 300 Y A  
 2 HWRWF 0923 1023 300 Y A  
 TOTAL: 1800  
 12=ESCAPE TERM1: QPADEV  
 ONLINE 1,27

Date entered on TERMS \_\_\_\_\_

**required for REEVALs**

#1/#2 PLAN/REEVAL Date (same date)	#3 Listening/ Speaking Percentile Scores	A21 panel #4 Reading (DES ID) NBR, LER, CER Applicable after 10/1	#5 Writing (DES ID) NBR, LEW, CEW Applicable after 10/1

PAGES: \_\_\_\_\_ **required for REEVALs** YEAR: 18  
 STUD: \_\_\_\_\_ SCHL: \_\_\_\_\_ GR: 13 ST: A  
 DATES: STUDY ID DATA / LANG PROFICIENCY Y SCHL: GR: 13 ST: A  
 LISTEN: #3 \_\_\_\_\_ SPEAKING: #3 \_\_\_\_\_ READING: #4 \_\_\_\_\_ WRITING: #5 \_\_\_\_\_  
 Field US = P (progress)  
 PF3=HELP 3=EXIT 7=BKWD 8=FWD 9=EXT PAGE 10=DEL 12=ESCAPE TERM1: QPADEV  
 ONLINE 1,35

**\*\* Note:** IMT shall Double check if the student attended another Broward school.

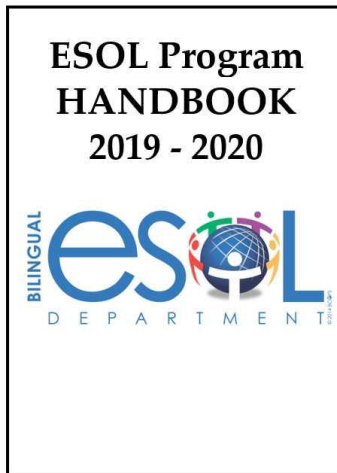




# Canvas Resource



The screenshot shows the Canvas LMS interface for a course titled "ELlevation & Curriculum". On the left is a navigation sidebar with icons for Home, Account, Dashboard, Courses, Groups, Calendar, Inbox, and a back arrow. The main content area has a red "Home" tab selected. Below it is a list of course items: Announcements, Assignments, Discussions, Course Progress, People, Pages, Files, Syllabus, Outcomes, Quizzes, Modules, Collaborations, Office 365, and Conferences. The main content area displays the "Broward County Public Schools" logo and the "BILINGUAL esol DEPARTMENT" logo. Below the logos is a photo of two students and a text block stating: "The Bilingual/ESOL Department is committed to providing rigorous academics, promoting community involvement, and delivering quality services to English Language Learners, multilingual families, schools, and district offices." There is a link "Overview of the ESOL Program" and two buttons, "Syllabus" and "Modules". On the right, there is a "Course Status" section with "Unpublish" and "Published" buttons, and a "Coming Up" section with a "View Calendar" link.



The screenshot shows the Canvas LMS interface for a course titled "Broward County Public Schools Immigrant Support Plan". The main content area has a green header with the course title. Below it is a black banner with the text "We Are Broward Immigrant Support Plan" and "Broward County Public Schools #wearebroward". On the right, there is a "Coming Up" section with a "View Calendar" link. Below the banner, there is a list of resources: Leadership Team Resources, Instructional Resources, Student Resources, Community and Family Resources, and Student Support Services. On the left, there is a list of course items: Announcements, Assignments, Discussions, Course Progress, Pages, Files, Quizzes, Syllabus, Outcomes, People, Conferences, Collaborations, Discovery Education, and Nearpod.



<https://browardschools.instructure.com/courses/598658>

# Canvas Resource



The screenshot displays the Canvas LMS interface for a course titled "ELLevation & Curriculum". On the left is a vertical navigation menu with icons and labels for Home, Account, Dashboard, Courses, Groups, Calendar, Inbox, and a return arrow. The main content area is divided into several sections: a top header for the course, a "Course Status" section with "Unpublish" and "Published" buttons, and a "Coming Up" section with a "View Calendar" link. The central part of the page features a large banner for the "Broward County Public Schools BILINGUAL esol DEPARTMENT". Below the banner is a paragraph describing the department's commitment to rigorous academics and community involvement, followed by a link to "Overview of the ESOL Program". To the right of the main content is a sidebar with a green header "Broward County Public Schools Immigrant Support Plan" and a large graphic with the text "We Are Broward Immigrant Support Plan". Below the graphic is a list of resources: Leadership Team Resources, Instructional Resources, Student Resources, Community and Family Resources, and Student Support Services. At the bottom right of the sidebar is a "Coming Up" section with a "View Calendar" link and the text "Nothing for the next week".

<https://browardschools.instructure.com/courses/598658>



# Monitoring After Exit

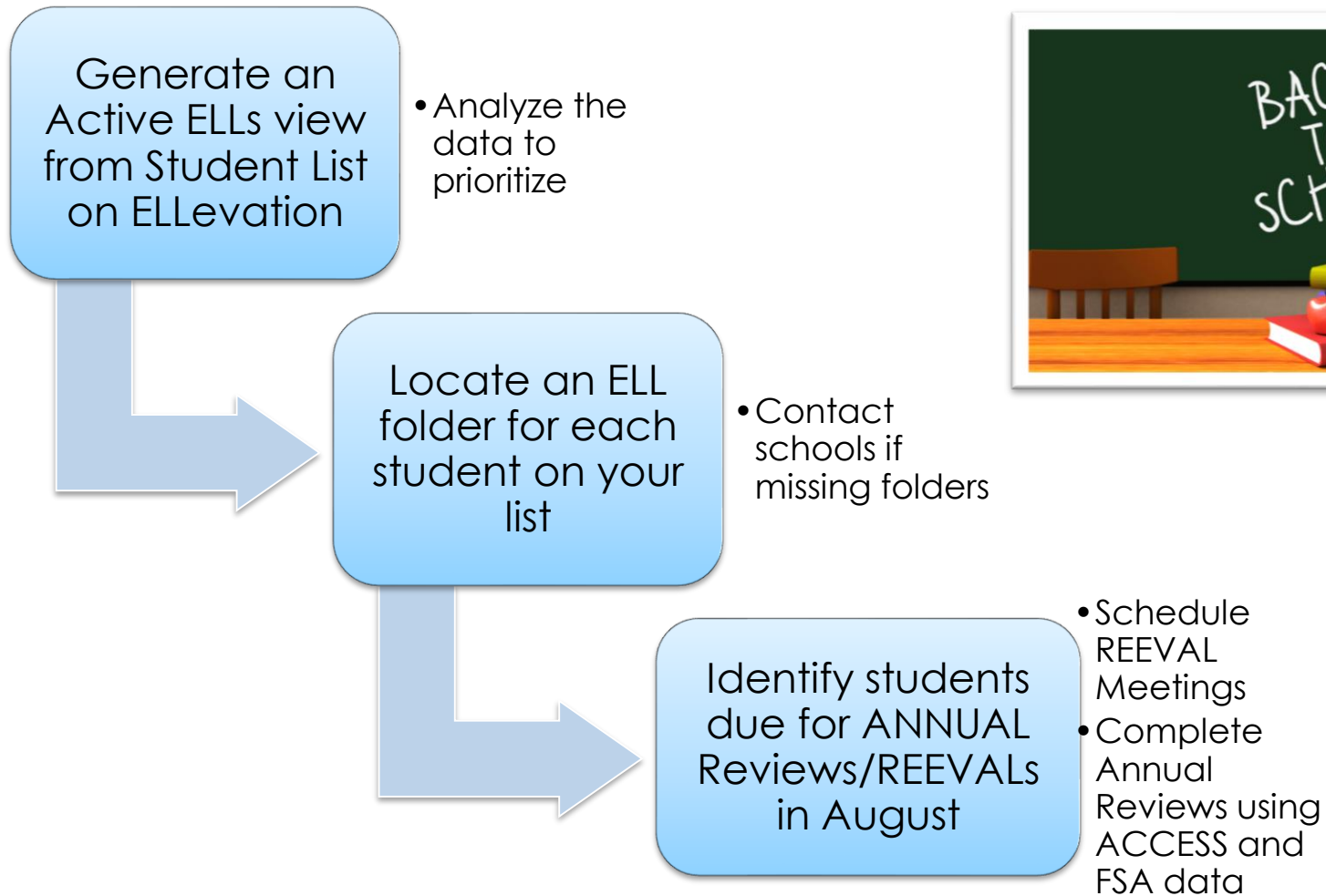
2-year period:



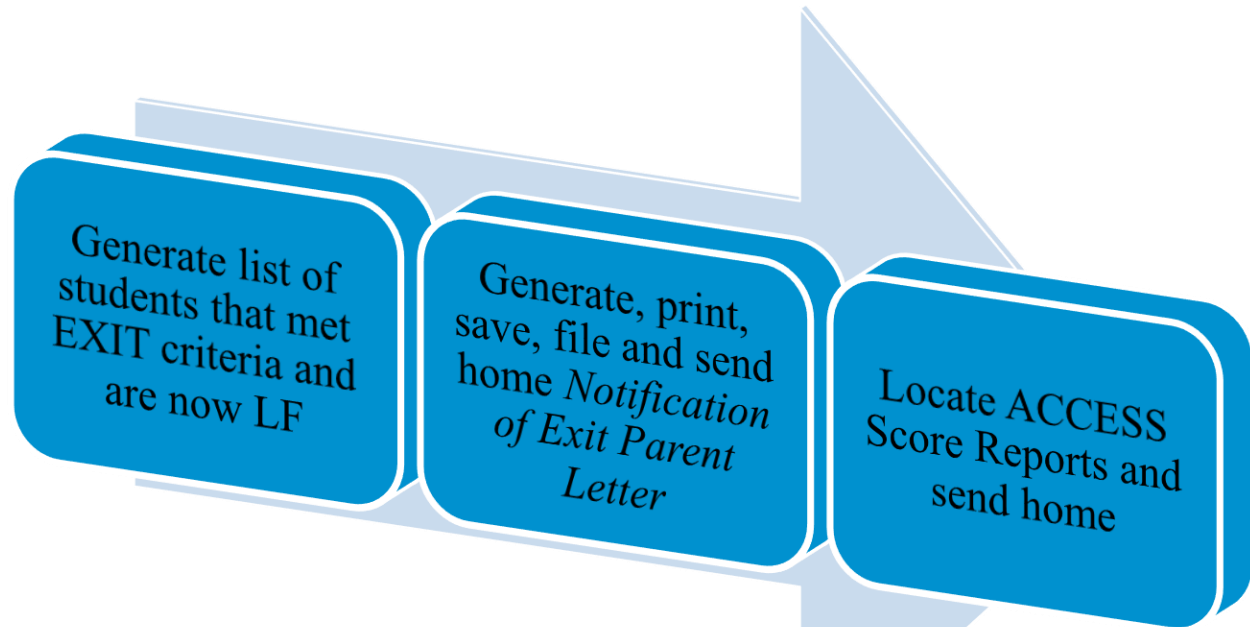
After satisfactory performance  
during  
2-year monitoring period,  
ELL Code Changes from **LF** to **LA**



# Where to begin with LY students



# Where to begin with LF students



- Review data for ALL ELLs.
- Identify students with inconsistent data who may be recommended for exit via **ELL Committee Meeting** using other data such as Grades & Teacher Recommendation.
- Exiting students via ELL Committee is the **ONLY** option at this time and must be manually entered on TERMS using “L” as Basis of exit.





# Let's Navigate

## Log in

Login ID

Password

[I forgot my p](#)

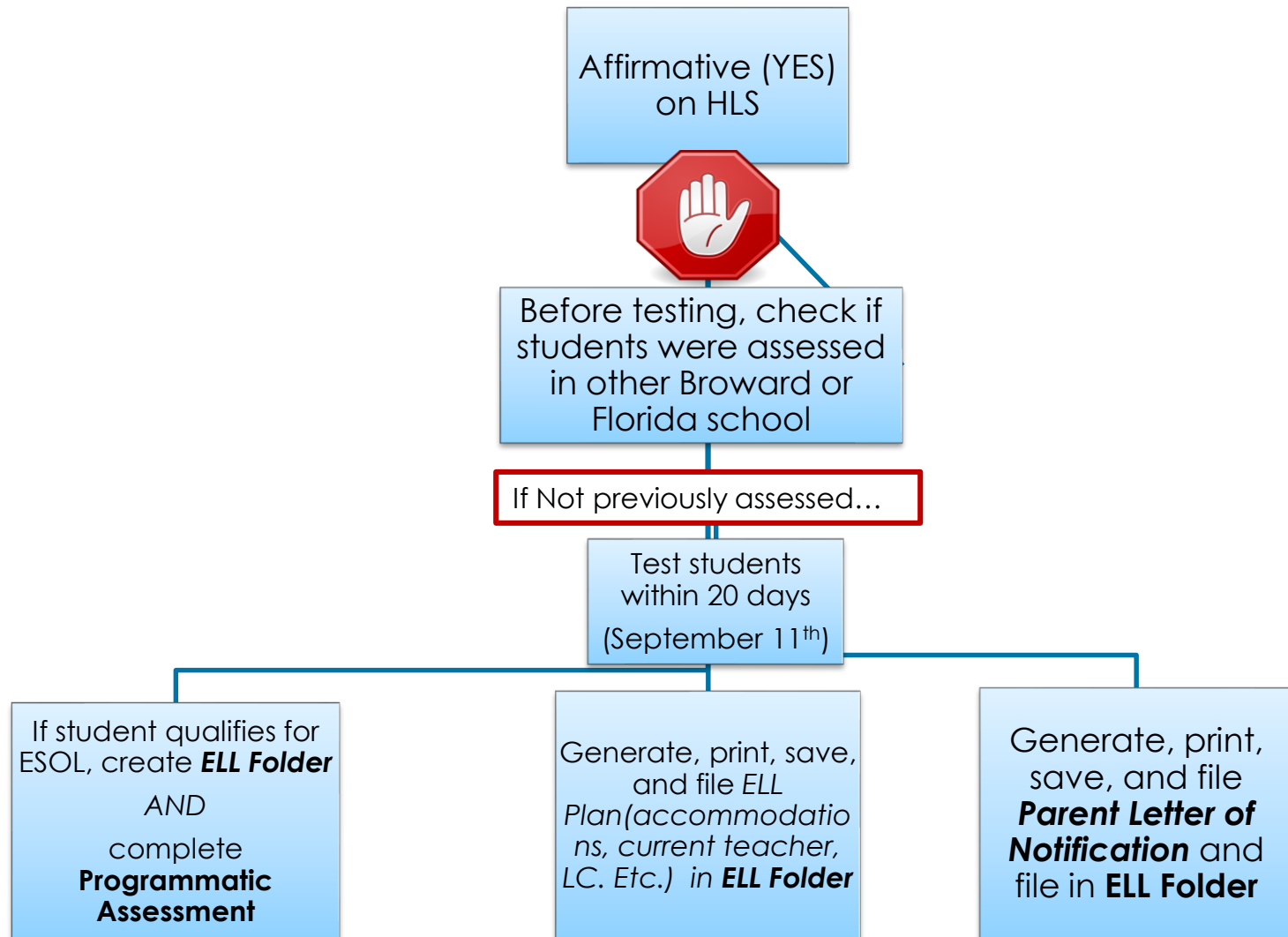
Product

Ellevation ▼

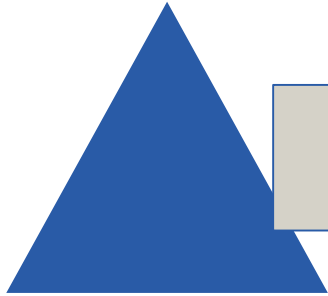
Log in



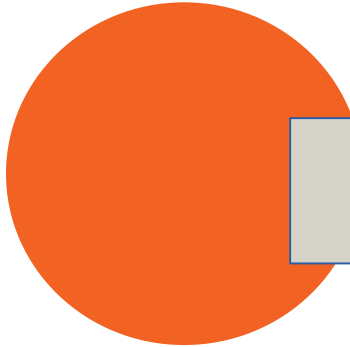
# Where to begin with **NEW** students



# Closing: Triangle Circle Square



Three important points about today



A question still circling around your mind



A detail that “squared” or connected with you



# Resources

CANVAS

<https://browardschools.instructure.com/courses/598658>

SHAREPOINT

<https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/learning/ELL/Pages/default.aspx>



# Wrap Up: Complete your MLP Feedback.



### Course Search

Use quotation marks (i.e., "science in the classroom") to search for an exact phrase.

?

☒ Courses ☐ PD Playlist [Advanced Search](#) [Show All](#)

---

### My Surveys

You currently have no surveys that require your attention.





# Bilingual ESOL Leadership

**Vicky B. Saldala**, Director  
**Leyda Sotolongo**, ESOL Curriculum Supervisor  
**Stephanie Bustillo**, Educational Specialist  
**Melinda Mayers**, Educational Specialist  
**Monica Nelsas**, Parent Outreach Specialist  
**Blanca Guerra**, Curriculum Supervisor, World Language Supervisor  
**Idalina Orta**, Dual Language Specialist  
**Reina Murray**, Bilingual Guidance Counselor  
**Celina Chavez**, Educational Specialist, Charter School Support

754-321-2590 KCW  
754-321-2951 Pembroke Pines  
<http://bilingual-esol.browardschools.com>

