



# Bilingual and ENL Programs

## District Protocols

# Elementary Grades K-5



  
**KEEP  
CALM  
AND  
FOLLOW  
PROTOCOL**

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# Our Vision Statement

## Be all the BEST that you can be! Be BILINGUAL!

With honor, integrity and dedication, our vision is to graduate ELL/MLL students who are autonomous critical thinkers, communicators and innovators. We will nurture, inspire and empower students to take ownership of their own learning, take pride in their culture and multi-literacy, as well integrate 21st Century Skills into their life's work so that they may become dynamic, empathetic and successful citizens in our society.



### Our Mission:

To accomplish our vision, we will:

- ♥ Cultivate communication with students' families
- ♥ Establish clear expectations through the use of models and rubrics
- ♥ Use SIOP best practices to support student academic success
- ♥ Incorporate instruction that helps students learn how to tackle authentic 21st Century challenges
- ♥ Differentiate instruction for ALL
- ♥ Use stakeholder surveys, diagnostic tools, formative assessments and summative tasks/assessments to inform/drive our instruction, programs, and practice
- ♥ Guide students to self-assess and set specific individual goals
- ♥ Make use of available technological resources to assist student learning and application of learning
- ♥ Foster character and socio-emotional health and development

## NYS Education Department: BLUEPRINT FOR ENGLISH LANGUAGE LEARNERS (ELLs) SUCCESS

Blueprint for English  
Language Learner/  
Multilingual Learner Success



THE STATE EDUCATION DEPARTMENT • THE UNIVERSITY OF THE STATE OF NEW YORK  
OFFICE OF BILINGUAL EDUCATION AND ENGLISH LANGUAGE

<http://www.nysed.gov/common/nysed/files/blueprint-for-ell-success.pdf>.

The mission of the New York State Education Department's (NYSED) Office of Bilingual Education and Foreign Language Studies (OBE-FLS) is to ensure that all New York State (NYS) students, including English Language Learners (ELLs), attain the highest level of academic success and language proficiency. We strive to ensure that all students' individual educational paths and socio-emotional needs are met in multiple languages leading them to college and career readiness. NYSED believes that all teachers are teachers of ELLs.

In response to the changing global economy, NYSED has adopted the Common Core Learning Standards (CCLS) to provide students, educators, and parents with a set of clear expectations leading to college and career readiness. Over the last decade, there has been an increase in the number of ELLs enrolled in NYS public schools resulting in a current population of 214,378 students who speak over 160 languages. In order for these students to succeed, NYSED needs to provide schools with the appropriate scaffolds, home language assessments and materials so that teachers can provide instruction that will enable students to meet rigorous standards. Under the Regulations of the Commissioner of Education Part 154, the OBE-FLS affirms that it is not permissible to assume that unsupported immersion of ELLs into an English-speaking environment will enable them to succeed academically.

The NYSED P-12 Common Core Learning Standards (CCLS) require that every teacher be prepared to teach academic language and challenging content to all students, including ELLs. All teachers must be skilled in how to support ELLs as they acquire content knowledge while also progressing towards English proficiency. It is imperative that all educators work across the content areas to ensure that all students meet the high demands of the CCLS.

The following principles were carefully developed as a statewide framework aimed to clarify expectations for administrators, policymakers, and practitioners to prepare ELLs for success, beginning in Prekindergarten, to lay the foundation for college and career readiness. These principles are intended to provide guidance, resources, and support to districts, schools, and teachers, as well as to promote a better understanding and appreciation of Bilingual Education, English as a Second Language, and Foreign Language Studies.

### **The principles that guide the Blueprint for ELLs are:**

#### **1. All teachers are teachers of English Language Learners, and need to plan accordingly by:**

- Designing and delivering instruction that is culturally and linguistically appropriate for all diverse learners, including those with Individualized Educational Programs (IEP).

- Providing integrated language and content instruction to support language development through language-focused scaffolds. Bilingual, ESL, and other content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas.
  - Utilizing materials and instructional resources that are linguistically, age/grade appropriate, and aligned to the Common Core Learning Standards (CCLS).
  - Collaborating with school support personnel and community-based human resources in order to address the multiple needs of ELLs.
- 2. All school boards and district/school leaders are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELLs are addressed by:**
- Providing a clear vision for student success that includes high expectations for ELL student achievement and socio-emotional development, supported by a purposeful plan of action that provides multiple pathways to college and career readiness through high-quality programs that meet the needs of ELLs.
  - Providing high-quality instruction for ELLs.
  - Aligning and coordinating fiscal and human resources to ensure that the instructional plan is being effectively implemented.
  - Providing high-quality supports, feedback and direction to educators to improve their instructional practice.
  - Providing a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students.
  - Ensuring districts and school leaders are trained in meeting the needs of ELLs in order to cultivate a school culture of high expectations.
  - Providing high-quality instructional and support services to ELLs with disabilities in alignment with their IEPs and current policies.
- 3. Districts and schools engage all English Language Learners in instruction that is grade appropriate, academically rigorous, and aligned with the New York State Prekindergarten Foundation for the Common Core and P- 12 Common Core Learning Standards by:**
- Articulating specific content and language objectives.
  - Integrating explicit and implicit research-based vocabulary instruction.
  - Providing opportunities for students to discuss content and problem-solve with peers.
  - Anchoring instruction by strategically using research-based practices (e.g., multimedia, visuals, graphic organizers, etc.)
  - Providing special education supports, services, accommodations and specially designed instruction to meet the specific instructional needs of ELLs with disabilities.
  - Designing, selecting, and implementing a high-quality curriculum that meets the needs of Early Learning ELLs, and supports the *New York State Prekindergarten Foundation for the Common Core*, [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nyslsprek.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf).
  - Using academic language and content-area supports to strategically move ELLs along the language development continuum utilizing *New York State Bilingual Common Core Progressions*, <http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>
- 4. Districts and schools recognize that bilingualism and biliteracy are assets, and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma by providing all students with:**
- Opportunities to participate in language learning or language support programs that lead to proficiency in English and other languages.
  - Opportunities to use and develop academic language and content knowledge both in English and a language other than English, including the student's home language.

- Rigorous Bilingual Education programs for ELLs aimed at maintaining and developing the home language and attaining English proficiency as well as biliteracy.
- Alternate pathways for those students whose home language is that which a Bilingual Education Program does not exist in a district due to the language's low incidence.

**5. Districts and schools value all parents and families of ELLs as partners in education and effectively involve them in the education of their children by:**

- Providing parents with resources that enable them to make informed decisions about their children's education.
- Providing parents with all pertinent information about their rights and program choices in a language and format that parents can easily understand and access.
- Providing training to parents in English and in their home language on effective strategies to support their children's learning in and out of school.
- Engaging parents as active participants, contributors and cultural liaisons to the school community.
- Sharing with parents and family members the high expectations that schools have established for the education of all ELLs and engaging them in the pursuit and achievement of those expectations.
- Collaborating with the school support personnel and immigrant community based organizations in order to address the multiple needs of families of ELLs.

**6. District and school communities leverage the expertise of Bilingual, ESL, and Languages Other Than English (LOTE) teachers and support personnel while increasing their professional capacities by:**

- Creating intentional learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons.
- Providing substantial and sustained opportunities for all teachers to participate in meaningful professional development that addresses the needs of ELLs, including home and new language development.

**7. Districts and school communities leverage ELLs' home languages, cultural assets, and prior knowledge by:**

- Regarding home languages as instructional assets, and using them in bridging prior knowledge to new knowledge while ensuring that content is meaningful and comprehensible.
- Using home languages and cultures of ELLs to promote diversity pursuant to the Dignity for All Students Act (NYS initiative, effective July 2013), <http://www.p12.nysed.gov/dignityact/>.

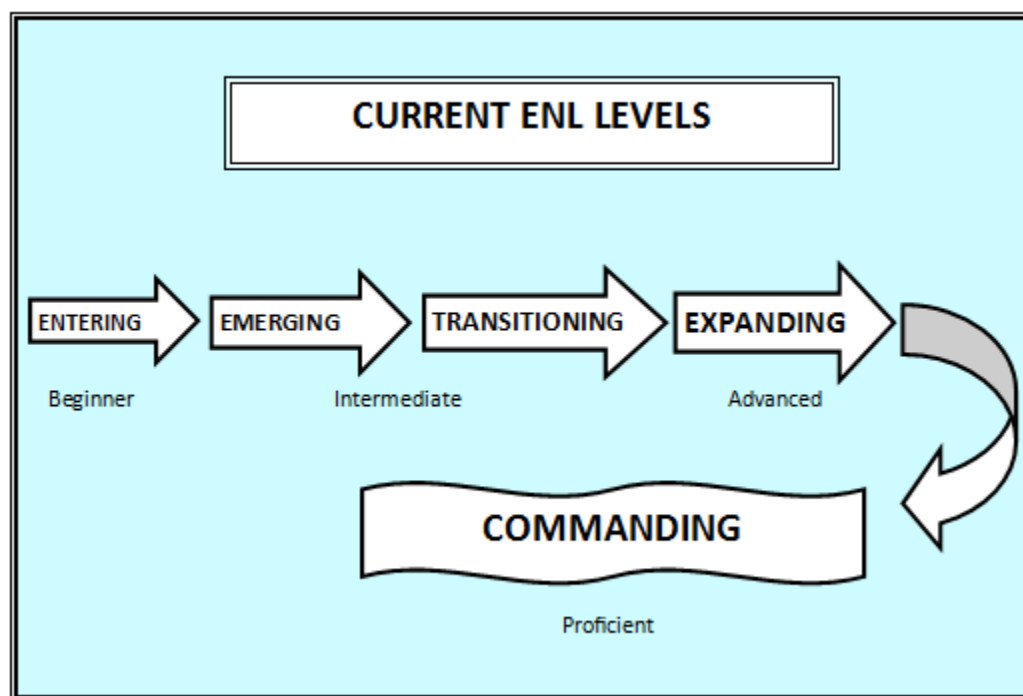
**8. Districts and schools use diagnostic tools and formative assessment practices in order to measure ELLs' content knowledge as well as new and home language development to inform instruction by:**

- Using State assessments in conjunction with formative assessments.
- Using State language proficiency data (from the New York State English as a Second Language Achievement Test [NYSESLAT] and the New York State Identification Test for English Language Learners [NYSITELL]) to understand where ELLs are along the continuum of language development, and how to provide appropriate scaffolds for them according to their proficiency level.
- Employing authentic assessments that require sophisticated uses of language embedded in authentic and rich content.
- Utilizing appropriate tools to assess the needs and progress of ELLs with disabilities.
- Utilizing analytical rubrics that provide feedback on content knowledge and language development.
- Using home language assessments to inform instruction and demonstrate growth in Bilingual Education programs in which the home language is being used.

## Guidelines for Bilingual and ENL Teachers

### English Language Learners/Multilingual Learners Subgroups

- **Newcomer** ELLs/MLLs: Students who have been identified as ELLs/MLLs and have received ENL instruction as a component of their Bilingual or ENL program for up to four continuously enrolled school years in the U.S.
- **Developing** ELLs/MLLs: Students who have been identified as ELLs/MLLs and have received ENL instruction as a component of their Bilingual or ENL program for a total of four to six continuously enrolled school years in the U.S.
- **Long Term** ELLs/MLLs: Students who have been identified as ELLs/MLLs and have received ENL instruction as a component of their Bilingual or ENL program for more than six continuously enrolled school years in the U.S.
- **Students with Inconsistent/Interrupted Formal Education (SIFE)**: ELLs/MLLs who have attended schools in the U.S. for less than twelve months and who, upon initial enrollment in schools, are two or more years below grade level in literacy in their home language and/or are two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the U.S.
- **ELL/MLL Students with Disabilities (ELLs/MLLs w/SWD)**: Students who have been identified as ELLs/MLLs who have also been identified as Students with Disabilities.
- **Former ELLs/MLLs**: Students who have exited ELL/MLL status and are entitled to receive at least two years of Former ELL/MLL services and two years of testing accommodations on NYS Assessments.



## CURRENT ENL LEVELS

**Bilingual & English as a New Language Programs & Instructional Models**

- **Transitional Program:** Provide grade-level academic work in the student's native language so that the student maintains academic progress while developing English proficiency. Provides instruction in two languages: the language spoken at home and English.
- **Integrated ENL:** English as a New Language methodologies in content area instruction co-taught or individually taught by a dually certified teacher. The maximum allowable grade span is two contiguous grades for grouping instruction in ENL and Bilingual Education programs.
- **Stand Alone ENL:** ENL instruction with an ESOL teacher to develop the English language needed for academic success. Students are expected to comprehend, speak, read and write in English with some home language support. The maximum allowable grade span is two contiguous grades for grouping instruction in ENL and Bilingual Education programs.
- **Co-Teaching Model:** English as a New Language and General Education teachers work collaboratively to develop lesson plans, establish students' reading/writing goals, and review students' progress towards those goals. Additionally, both teachers help prepare students for assessments. Refer to **page 65**.



We also have dually certified special education classes and at the high school, we have a science and social studies class being taught by a dually certified teacher, as well as ENL/ELA classes being co-taught.

**State ELL/MLL Assessments**

- **NYSITELL- New York State Identification Test for English Language Learner** is the only assessment instrument in New York State for measuring the English language proficiency of a student who may possibly be an ELL/MLL. The results of the NYSITELL are used to determine the type of instructional programs into which the students must be placed. This is a secured test.
- **NYSESLAT- (New York State English as a Second Language Achievement Test)** is an annual English language assessment used to determine an ELL/MLL student's proficiency level in English. The student's proficiency levels are classified into five levels: Entering (beginner), Emerging (low intermediate), Transitioning (high intermediate), Expanding (advanced), and Commanding (proficient).
- **MLS - Literacy SIFE Screener for the Identification of SIFE** is a multilingual, reading comprehension module. Semi-adaptive, this online assessment reflects current literature-based curricula and didactic principles from students' home countries. It is used to determine the students' home language literacy skills the students bring with them when they begin school in New York State.



## English Language Learners Exit Criteria

Ways ELLs/MLLs exit ELL/MLL status:

- Grades K-12: Scoring at the Commanding level on the NYSESLAT.
- Grades 3-8: Scoring at the Expanding on the NYSESLAT and 3 or above on the NYS ELA assessment within the same school year.
- Grades 9-12: Scoring at the Expanding level on the NYSESLAT and 65 or above on the Regents Exam in English within the same school year.

## Opt-Out Protocol

The parent(s) or guardian(s) of a student designated as an ELL/MLL has the option to withdraw their child from participation in the Bilingual Education Instructional Program. The opt-out protocol requires:

- the parent(s) or guardian(s) meet with the School Principal and the Assistant Superintendent for Bilingual and ENL Programs & Student Intake, Wanda Ortiz Rivera, in order to discuss parental rights and the nature, purpose, and educational value of the program as well as the skills and support provided by and required of personnel.
- at a minimum, that the student participates in the English as a New Language Program.

\*When the number of eligible students does not require the offering of a bilingual education program in a particular school building, the parent(s) or guardian(s) has the option to transfer their child to another school within the district that does offer a bilingual education program. A parent who chooses not to exercise the transfer option will be informed that his or her child needs to participate in the English as a New Language Program.

\*There is no opting out from the English as a New Language Program once a child is identified and placed in the ENL Program. New York State requires that all identified ELL/MLL students receive ENL instruction appropriate to their proficiency level. Parents do not have the option to withdraw their child from an ENL program.

## Retention of Records

**Bilingual/ENL Purple Folder:** All guidance counselors and/or Principal's designees must check all cumulative folders at the beginning of the school year and carefully read all forms in the Bilingual/ENL purple folder. Teachers at the secondary level are also encouraged to review Bilingual/ENL Department comments and assessment scores for each of their students found in the CUM Folders. Refer to **Appendix pages 38-40**.

These forms include:

- ☐ *Entitlement Letter (newly identified ELLs/MLLs)*
- ☐ *NYSITELL Scores*
- ☐ *Bilingual/ENL Department NYSESLAT Letter – Continued Entitlement Letter*
- ☐ *NYSESLAT Scores Report*
- ☐ *Non-Entitlement Letter (if applicable)*
- ☐ *Bilingual/ENL Evaluation Placement Form*
- ☐ *Home Language Questionnaire*
- ☐ *ELL /MLL Placement Form*
- ☐ *Intake Writing Sample*
- ☐ *Intake Assessments, i.e. math and/or MLS (if applicable)*

## Parent/Guardian Communication

- ☐ **NYSESLAT Parent/Guardian Reports:** All ELL/MLL students who took the NYSESLAT the previous May will receive copies of the *NYSESLAT Parent Reports* and *Parent Notification Letters*. Building Principals/Office of ENL Department Chairperson will send one copy home immediately upon receipt and file a copy in the CUM Folder, refer to **Appendix pages 48-49**.
- ☐ **Parent /Guardian Notification Letters:** These letters will be used for all students who do not receive the NYSESLAT. Refer to **Appendix page 50**.
- ☐ **NYSITELL Parent /Guardian Reports:** The original is to be sent home with the student and a copy needs to be filed in the CUM Folder.
- ☐ **Meet the Teacher Night:** Teachers should review the name of the particular school, review the *Parents' Bill of Rights*, show the parents how to read the *NYSESLAT Parent Report*, and go over the *Comprehensive Guide for the Parents of ELLs/MLLs*.
- ☐ **Bilingual & ENL Parent Handbook:** May be used as a reference pertaining to any questions about the Bilingual/ENL Programs. Each student should receive a copy to bring home. *Plaza Comunitaria* liaisons are expected to provide a parent orientation meeting to newly enrolled parents. For a list of *Plaza Comunitaria* liaisons, please refer to **Appendix page 75**.

## Checkpoints

- ✓ **Student Placement:** It is of the utmost importance for teachers and guidance counselors to check the Bilingual/ENL Spreadsheet and the NYSESLAT or NYSITELL score reports to ensure proper placement of students. Commanding students may be serviced in a content-area classroom, taught by a dually certified teacher as part of the two year monitoring service. Commanding students do not take the NYSESLAT Test.
- ✓ **SIFE Students:** Because the number of SIFE students has increased, it is crucial that guidance counselors and SIFE teachers read the *Bilingual Placement Forms* for all the new entrants (refer to the student's CUM Folder). The Woodcock Muñoz test, parts of the Brigance Assessment, and the Multilingual Screener (MLS) are administered to these students and the results should be used to differentiate instruction.
- ✓ **Identification of SIFE Students:** All SIFE students will be identified at the time of registration. It is important for guidance counselors and SIFE teachers to review each student's placement forms and Cumulative Folder.
- ✓ **Attendance:** All ENL and Bilingual teachers must take attendance daily using e-school.
- ✓ **Class Rosters:** All ENL and Bilingual teachers must keep a class roster with NYSESLAT Scores and English proficiency levels in their lesson plan books. This will facilitate the submission of student counts at the end of every month.
- ✓ **Schedules:** ENL and Bilingual teachers need to complete a Class Schedule which includes their students' language proficiency levels. Refer to **Appendix page 55**.

## Lesson Plans and Observations

- ✓ Bilingual teachers will use the New Language Arts Progressions and Home Language Arts Progressions in their lesson plans to identify standards and linguistic demands. ENL Teachers will use the New Language Arts Progressions in their lesson plans to identify standards and linguistic demands.
  - ✓ Lesson plans must be submitted to building principals and/or Department Chairperson on a weekly basis. \* Stay tuned for a new procedure involving Office 365 teams.
- ✓ Walkthroughs and formal observations will be conducted as per the BTA Contract. All pertinent forms must be submitted through Right Path. It is recommended that teachers become familiar with the NYSUT Teacher Practice Rubric in order to maximize student learning. For a copy of the templates, please refer to **Appendix pages 66-73**.

# MYTH vs. FACT

## Bilingual Language Development



### MYTH

### FACT

Speaking 2 or more languages to a child can "confuse" them, so it is better to only speak 1 language.

All children are capable of learning multiple languages, including children with developmental delays and learning disabilities.

It is better for families to only speak the language taught in school to their children, even if they do not speak the language well.

Families should speak the language they are most comfortable speaking, so children are given rich linguistic models and can interact best with other members of their community.

Young bilingual children are delayed in learning language compared to peers who only speak 1 language.

Bilingualism does NOT cause language delays, and has been shown to improve children's ability to learn new words, identify sounds, and problem-solve.

Bilingual children should not mix parts of the languages they speak.

"Translanguaging" occurs when individuals grammatically mix aspects of the languages they speak. It fosters cultural and metalinguistic awareness.

Children become bilingual just by listening to people around them speaking the second language.

Learning language is an active process that requires many opportunities for children to practice communicating in context with others. Listening and responding are both crucial for developing competence.

## Bilingual & English as a New Language Instructional Models and Core Materials

- **Sheltered Instruction Observation Protocol (SIOP):** The SIOP Model consists of eight major components: preparation, building background (schema), comprehensible input strategies, interaction, practice/application, lesson delivery, and review/evaluation.
- ★ **Preparation**
    - Include specific language and content objectives for students: Content Objective describes what the students will learn during the lesson and Language Objective is the vehicle by which the students learn and demonstrate/communicate their learning: i.e. listening-role play, speaking-justify, reading-preview and predict, and writing-summarize.
    - Select appropriate content concepts that are age appropriate and appropriate students' educational background as well as their level of language proficiency.
    - Identify supplemental materials to use: i.e. manipulatives, visuals, multimedia, demonstrations, charts, graphs, graphic organizers, etc.
    - Create performance tasks/activities that enable students to make connections between their own knowledge and experiences with the new information/concepts being taught as well as application and practice in reading, writing, and speaking.
  - ★ **Building Background**
    - Connect concepts to students' backgrounds and experiences and connect previous learned concepts to new concepts.
    - Select and emphasize key vocabulary (critical to understanding) and present new vocabulary in context.
    - Create Word Walls and display words alphabetically or by concept.
  - ★ **Comprehensible Input**
    - Use speech that is appropriate to the students' language proficiency and speak slowly, enunciate, repeat more frequently.
    - Explain and clarify concepts using different practices: modeling, visuals, hands-on activities, gestures, body language, etc.
    - Avoid idiomatic expressions and sarcasm unless it is directly a part of the learning objectives.
    - Present and explain instructions in a sequential step-by step manner, modeling/demonstrating when needed.
    - Allow students to explain/restate instructions to their peers.
    - Restate a student response to model correct English usage and grammar.
    - Model critical thinking skills, *think alouds*.
    - Use a variety of high order thinking questions and include open-ended questions to promote discussion among students.
    - Create opportunities for student discussion and interaction for students to practice the language, providing instruction in how to utilize sentence prompts/frames to discuss their points and thoughts.
    - Offer appropriate wait time.
  - ★ **Strategies**
    - Include techniques, methods, and processes that enhance comprehension for learning and retaining information. Students should be provided with ample opportunities to use learning strategies which have been taught through explicit instruction. The goal is for students to become more independent in self-monitoring their own learning strategies, i.e. summarizing, close reading, relating summarizing to previous predictions and to further learning.
  - ★ **Interaction**
    - Through meaningful interaction, students can practice speaking and making themselves understood by asking and answering questions, negotiating meaning, clarifying ideas, and other techniques: vary the grouping configurations, teach students the language required to ask and offer elaborate responses, encourage and expect elaborate questions and responses, and allow students to rehearse.
  - ★ **Practice/Application**
    - Lessons should include multiple opportunities to use hands on materials or manipulatives to learn and practice the content and should also include activities for students to apply content and language knowledge in their learning: i.e. solving a problem within a group.
  - ★ **Lesson Delivery**
    - Lesson delivery reflects how well the content and language objectives (learning targets and success criteria) are supported during the lesson, to what extent the students are involved and engaged and how appropriate the pace is to the students' abilities.
      - For lesson delivery to be considered effective, it should be well planned; establish clear explanation of academic tasks or instructions; meet language proficiency and learning needs of the students; minimize off task activities such as making announcements, passing papers etc.; allocate appropriate time for the academic task; exhibit strong classroom management skills; provide opportunities for students to apply learning in relevant and meaningful ways; include active student involvement in planning and implementation of activities and strategies; and set aside 90% to 100% of the time period for students to be actively engaged in activities that relate directly to material that they will be tested on.
  - ★ **Review/Evaluation**
    - Throughout the lesson, and especially at the end, it is important to determine how well students have understood and have retained key vocabulary and content concepts. The determination of whether to move on or offer additional instruction and support is the key to effective assessment and instruction. Effective sheltered instruction involves reviewing important concepts, providing constructive feedback through clarification, and making instructional decisions based on student response. Instructing how and expecting students to self-assess, self-analyze and set individual goals/focus areas is critical.

## Bilingual & English as a New Language Instructional Models and Core Materials

- ★ **Good Habits Great Readers, GHGR:** All Bilingual and ENL teachers will provide ENL/ELA instruction using the *GHGR* Reading Program. Teachers will use English *GHGR* leveled books and Mondo leveled books from the bookroom for Guided Reading instruction. Teachers can also use the leveled readers from Reading A-Z.
- ★ **Buenos Hábitos Grandes Lectores, BHGL** - All Bilingual teachers will use *Buenos Hábitos Grandes Lectores* for Home Language Arts instruction at minimum of 36 minutes per day.
- ★ **WTW for ELLs/MLLs** – *Words Their Way for ELLs/MLLs* workbooks are ordered for all ENL and Bilingual students in Grades 1-3: 1<sup>st</sup> grade=Level 2, 2<sup>nd</sup> grade=Level 3, and 3<sup>rd</sup> grade=Level 4. Please note that these levels are suggested levels for each grade. It is suggested that Grades 4 and 5 students use the workbooks purchased for the mainstream classrooms. If those levels are not appropriate, teachers can request to use the *WTW for ELLs/MLLs*.
- ★ **NYSESLAT Preparation Workbooks:** All Bilingual and ENL students in grades K-5 will receive a workbook to be used as an instructional tool to prepare students with the format of the NYSESLAT. Teachers should include this workbook in their ENL instruction at least once a week.
- ★ **Family Literacy Project:** Each student in grades K-5 received a *FLP workbook*. All bilingual teachers need to keep reading logs of their students.
- ★ **Escalera** for NLA SIFE – purpose: designed to instill confidence as students quickly master the ladder/sequential curriculum and serves to reinforce decoding skills, build fluency and basic comprehension, providing a highly-accelerated jumpstart into reading.

## **District Related ELL/MLL Assessments and Reports**

- **NYSESLAT L2RPT Reports:** Building level meetings will be scheduled with building principals, Bilingual, and ENL and Co-teachers to analyze the annual NYSESLAT results.
- **Fountas & Pinnell Reading Records:** All Bilingual teachers will administer the F & P reading record to all bilingual students in English first. The Spanish F & P will be administered to those students who are Spanish monolingual and/or cannot read in English yet. Teachers will concentrate on guided reading instruction in English with students who are reading at higher levels in English (i.e. Spanish level C, English level J). Students who are Spanish monolingual will need guided reading instruction in Spanish while they are learning English. \* All new Spanish Monolingual students need a Spanish F & P. **A copy of the initial Reading Record must be submitted to the Bilingual Department.**
- **ELA Interim Assessments:** All bilingual teachers in grades 1-5 will administer the ELA Interim Assessments at the end of each unit. Entering and Emerging level students do not need to take these assessments because they are at the early stage of language production. Teacher discretion is advised as students' language acquisition skills improve.
- **Math CAM Assessments**
- **On Demand Writing Samples:** All Bilingual students are required to write an On Demand Writing Sample in English with the exemption of Entering and Emerging level students who are at the early stages of language production and cannot speak English yet. Those students will write a sample in Spanish. Both fall and spring samples need to be in the same language (i.e. if the fall sample was in Spanish, the spring sample needs to be in Spanish). \*Note for students whose language proficiency has increased, please include an English writing sample.
- **Computer Based Reading Assessments/Program Enrollment:**
  - a. Transitioning, Expanding, and Commanding level students in grades 3-5 will need to take the Reading Inventory, formerly known as the Scholastic Reading Inventory.
  - b. All Expanding and Commanding level students will be enrolled in ReadAbout. Additionally, based on the Fountas and Pinnell benchmark results, Transitioning level students will also need to be enrolled in the program (Level H+). Teacher discretion is advised.
  - c. All students are to be enrolled in Raz-Kids.
  - d. Kindergarten through 2<sup>nd</sup> grade students will be enrolled in iRead.
  - e. Entering/SIFE level students will be enrolled on Rosetta Stone.



## Bilingual Curriculum Materials and Assessments by Grade Level

Grade	Curriculum Materials	Assessments
Kindergarten	<ul style="list-style-type: none"> <li>▪ <b>Reading:</b> <i>Good Habits, Great Readers</i>, Engage NY Strands, and Tesoros, Mondo Leveled Libraries</li> <li>▪ <b>Math:</b> <i>Go Math</i></li> <li>▪ <b>Writing:</b> Writer's Workshop</li> <li>▪ <b>Social Studies:</b> Scholastic News (Class Subscription), ELA and Social Studies Alignment Binder</li> <li>▪ <b>Science Fusion</b></li> <li>▪ <i>Elevate Science Program</i></li> </ul>	<p><b>District</b></p> <ul style="list-style-type: none"> <li>▪ Fountas and Pinnell Benchmark Assess</li> <li>▪ Fall &amp; Spring On-Demand Writing Samples</li> <li>▪ CAM</li> <li>▪ <b>Tesoros</b> Evaluación Acumulativa /Home Language Benchmark Assessment</li> <li>▪ Kindergarten Literacy Assessment</li> <li>▪ *Optional - Home Language Benchmark Assessment (Prueba de Fónetica)</li> </ul> <p><b>State</b></p> <ul style="list-style-type: none"> <li>▪ NYSITELL</li> <li>▪ NYSESLAT</li> </ul>
First	<ul style="list-style-type: none"> <li>▪ <b>Reading:</b> <i>Good Habits, Great Readers</i> and <i>Buenos Hábitos, Grandes Lectores</i>, Mondo Leveled Libraries,</li> <li>▪ <b>Math:</b> <i>Go Math</i></li> <li>▪ <b>Vocabulary/Spelling:</b> <i>Words Their Way for ELLs/MLLs</i></li> <li>▪ <b>Writing:</b> Writer's Workshop</li> <li>▪ <b>Social Studies:</b> Geography Book, Scholastic News (Class Subscription)</li> <li>▪ <b>Science:</b> <b>Science:</b> <i>Elevate Science Program</i></li> </ul>	<p><b>District</b></p> <ul style="list-style-type: none"> <li>▪ Fountas and Pinnell Benchmark Assessments</li> <li>▪ Fall and spring On-Demand Writing Samples</li> <li>▪ CAM</li> <li>▪ Prueba de Fónetica</li> </ul> <p><b>State</b></p> <ul style="list-style-type: none"> <li>▪ NYSESLAT</li> </ul>
Second	<ul style="list-style-type: none"> <li>▪ <b>Reading:</b> <i>Good Habits, Great Readers</i> and <i>Buenos Hábitos, Grandes Lectores</i>, Mondo Leveled Libraries,</li> <li>▪ <b>Math:</b> <i>Go Math</i></li> <li>▪ <b>Vocabulary/Spelling:</b> <i>Words Their Way for ELLs/MLLs</i></li> <li>▪ <b>Writing:</b> Writer's Workshop</li> <li>▪ <b>Social Studies:</b> Geography Book, Scholastic News (Class Subscription)</li> <li>▪ <b>Science:</b> <b>Science:</b> <i>Elevate Science Program</i></li> </ul>	<p><b>District</b></p> <ul style="list-style-type: none"> <li>▪ Fountas and Pinnell Benchmark Assessments</li> <li>▪ Fall and spring On-Demand Writing Samples</li> <li>▪ CAM</li> </ul> <p><b>State</b></p> <ul style="list-style-type: none"> <li>▪ NYSESLAT</li> </ul>



Grade	Curriculum Materials	Assessments
Third	<ul style="list-style-type: none"> <li>▪ <b>Reading:</b> <i>Good Habits, Great Readers</i> and <i>Buenos Hábitos, Grandes Lectores</i>, Mondo Leveled Libraries, *<i>Escalera</i></li> <li>▪ <b>Math:</b> <i>Go Math</i></li> <li>▪ <b>Vocabulary/Spelling:</b> <i>Words Their Way for ELLs/MLLs</i></li> <li>▪ <b>Writing:</b> <i>Writer's Workshop</i></li> <li>▪ <b>Social Studies:</b> <i>Communities</i> by McMillan/McGraw-Hill, Social Studies District Binder, Scholastic News (Class Subscription)</li> <li>▪ <b>Science:</b> <i>Ciencias</i> by Scott Foresman</li> </ul>	<p><b>District</b></p> <ul style="list-style-type: none"> <li>▪ Fountas and Pinnell Benchmark Assessments</li> <li>▪ Fall and Spring On-Demand Writing Samples</li> <li>▪ CAM</li> <li>▪ RI</li> </ul> <p><b>State</b></p> <ul style="list-style-type: none"> <li>▪ NYSESLAT</li> <li>▪ ELA</li> </ul> <p>Math</p>
Fourth	<ul style="list-style-type: none"> <li>▪ <b>Reading:</b> <i>Good Habits, Great Readers</i> and <i>Buenos Hábitos, Grandes Lectores</i>, Mondo Leveled Libraries, *<i>Escalera</i></li> <li>▪ <b>Math:</b> <i>Go Math</i></li> <li>▪ <b>Vocabulary/Spelling:</b> <i>Words Their Way for ELLs/MLLs</i> or <i>Words Their Way</i></li> <li>▪ <b>Writing:</b> <i>Writer's Workshop</i></li> <li>▪ <b>Social Studies:</b> <i>Historia de Nueva York</i></li> <li>▪ <b>Science:</b> <i>Ciencias</i> by Scott Foresman</li> </ul>	<p><b>District</b></p> <ul style="list-style-type: none"> <li>▪ Fountas and Pinnell Benchmark Assessments</li> <li>▪ Fall and Spring On-Demand Writing Samples</li> <li>▪ CAM</li> <li>▪ RI</li> </ul> <p><b>State</b></p> <ul style="list-style-type: none"> <li>▪ NYSESLAT</li> <li>▪ ELA</li> <li>▪ Math</li> <li>▪ Science</li> </ul>
Fifth	<ul style="list-style-type: none"> <li>▪ <b>Reading:</b> <i>Good Habits, Great Readers</i> and <i>Buenos Habitos, Grandes Lectores</i>, Mondo Leveled Libraries, *<i>Escalera</i></li> <li>▪ <b>Math:</b> <i>Go Math</i></li> <li>▪ <b>Vocabulary/Spelling:</b> <i>Words Their Way for ELLs/MLLs</i> or <i>Words Their Way</i></li> <li>▪ <b>Writing:</b> <i>Writer's Workshop</i></li> <li>▪ <b>Social Studies:</b> <i>Geography Book</i></li> <li>▪ <b>Science:</b> <i>Ciencias</i> by Scott Foresman</li> </ul>	<p><b>District</b></p> <ul style="list-style-type: none"> <li>▪ Fountas and Pinnell Benchmark Assessments</li> <li>▪ Fall and Spring On-Demand Writing Samples</li> <li>▪ CAM</li> <li>▪ RI</li> </ul> <p><b>State</b></p> <ul style="list-style-type: none"> <li>▪ NYSESLAT</li> <li>▪ ELA</li> <li>▪ Math</li> </ul>

## Reading/Writing Folder and CUM Procedures

- ✓ All teachers in grades K-5 will fill in the blue Elementary Reading/Writing Folder and place in student cum folders.
- ✓ Teachers are expected to fill out their grade level information: teacher, school year, pre/post writing assessment dates.
- ✓ Kindergarten teachers will insert the End-of-Year Kindergarten Benchmark Assessment along with the *Tesoros* and The Home Language Benchmark Assessment results.

### Reading/Procedures:

- ✓ All teachers in grades K-5 will plot the *Fountas and Pinnell Benchmark Assessment* results on the inside of the blue folder for benchmarked students. All children get benchmarked in Kindergarten at the end of year. Children reading below grade level get benchmarked in grades 1 and 2. Children at the below-basic proficiency level according to RI get benchmarked in grades 3-5. All Bilingual teachers will receive a "pink" folder, so they can plot the Spanish F & P results for monolingual students only. The Assessment Summary Form and Individual Progress Monitoring form (Instructional Reading Trajectory) should be included for all benchmarked students with behaviors to notice instead of goals. The District's Individual Progress Monitoring form (Instructional Reading Trajectory) must be included for all students. Teachers fill in recommended placement for next year and behaviors to notice on this form.
- ✓ Bilingual teachers should place their pink Spanish folder inside the blue folder. Bilingual students reading above Level N use the DRA kit in Spanish. Bilingual teachers are to record the *DRA* level. A *DRA* form comes with the system and can be placed in the white folder as well.
- ✓ All teachers in grades 3-5 including Read 180 should include the RI Progress to College and Career report.

### Writing/Procedures:

- ✓ All teachers will refer to the *rubrics for each mode of writing* to score writing performance tasks throughout the year including the Pre/Post (Fall/Spring) writing sample. Teachers should assign levels appropriately on the **green Pre/Post Elementary Writing Assessment** sheet and include both samples in the folder.
- ✓ Since this is a monitoring device, each year's teacher should have access to the writing samples and reading proficiency growth. The information gleaned should be used for both enrichment and AIS services. To that end, pre and post writing assessments for the school year should be attached to the green sheet, placed in the blue folder, and put in the child's cum folder. This will enable the teacher to have easy access to the information when monitoring the child's progress and when sharing this information with parents. **For students entering grade 6, the current year's pre and post writing assessment and the RI Reading Performance Report should be placed in the blue folder and sent up with the cum. For below basic students, the last reading record is also requested.**
- ✓ Because the classroom *Workfolio* is a collection of work that is meaningful and shows both progress and achievement, it is suggested that the student work be sent home with a letter to parents at the end of the year. **For grade 5 students, please send home all pre and post writing assessments from previous years. Keep them attached to the respective green sheet and include the cover letter.** Sending the writing assessments home will afford parents a wonderful opportunity to look at their child's literacy development over the years.
- ✓ If a child leaves the District, the *Elementary Reading/Writing Folder* should be placed in the child's Cum record.

**\*Regardless of when a child enters the building, two on-demand writing samples are required in the folder as well as the child's Guided Reading Independent and Instructional levels noted.**

**All information on the Bilingual/ENL Purple/Pink folders must be updated. Teachers should include the home language questionnaire, parent permission letter, parent notification letter, NYSESLAT reports, and any other pertinent information relating to Bilingual/ENL services. \* The forms for new entrants read as follows: ELL/MLL Student Placement Form, Entitlement Letter, Bilingual/ENL Evaluation Placement Form, and the NYSITELL Answer sheet. Please refer to the Bilingual/ENL Protocol Handbook Appendix.**

## Essential Components of an ENL/Bilingual Classroom Checklist

### Classroom Environment & Instruction

#### ♥ **KNOW your students**

- ♥ Interactive *Word Walls* in both Languages
- ♥ Print Rich Environment - Color Code English and Spanish areas – Room must be labeled – Student work need to be displayed
- ♥ Family Literacy Project/Reading Logs - Grades K-2
- ♥ Glossaries/Dictionaries Use - Grades 3-5
- ♥ Standards-based lesson objectives are clear and displayed
  - Language and Content Objectives need to be visible for students and observers
  - Classroom needs to reflect the curriculum being taught
- ♥ Binder and/or Folder Indicating Students' Fountas & Pinnell and/or DRA
- ♥ Reading Proficiency Levels in English and Spanish when applicable
- ♥ Writing Folders including *On Demand Personal Narratives* and Assessment Folders (including math) are accessible. Date students' writing pieces & present evidence on the use of scoring rubrics.
- ♥ Reading / Writing Journals
- ♥ Conference Notes
- ♥ Lesson Plans – Submit to Drop Box or send a hard copy Bilingual/ENL Department on a weekly basis
- ♥ Use of District adopted instructional materials and supplemental resources
- ♥ Lessons need to include all four language modalities: listening, speaking, reading and writing
- ♥ Students need to speak in complete sentences. \*It is important to recognize students' stages of language proficiency and understand language production expectations.
- ♥ Instructional groups and differentiation of instruction are present by language proficiency levels, cooperative groups and/or individual needs.
- ♥ Instructional modifications that are appropriate and reflect grade and language proficiency levels of students: paraphrasing, use of prompts/sentence starters, use of idioms and figurative language
- ♥ There is evidence of scaffolding strategies: modeling, *think alouds*, visuals/graphic organizers, increased wait time for student responses, frequent comprehension checks, clarification/feedback and contextualized vocabulary instruction
- ♥ Vocabulary words need definition and visuals to accompany them when appropriate
- ♥ Student prior knowledge is used to connect new concepts and skills
- ♥ Adjust instruction based on on-going formative assessment
- ♥ No Round Robin Reading
- ♥ *Guided Reading Groups* meet with teacher on a daily basis
- ♥ Questioning techniques need to go beyond the "simplistic" – Questions should encourage critical thinking, deeper understanding and draw reasonable inferences (keep in mind students' language proficiency levels).
- ♥ Include many opportunities for students to write on a daily basis – i.e. Reading responses
- ♥ Students need frequent opportunities to Turn and Talk, Discuss and Write about the lesson
- ♥ All math lessons need concrete example and ample opportunities for students to practice. The use of manipulatives at the elementary classroom is essential for an effective lesson.
- ♥ Teacher assistants need to meet with teachers to decide on how to best work with students. It is important to maximize the time TA's work with students.

## Grading Guidelines for Bilingual and ENL Students

- ELLs/MLLs must be graded using the same grading system as other students
- Students must be graded based on the mastery of the standards
- Report cards should be completed, collaboratively, between the Gen. Ed and ENL teachers (if applicable)
- Please indicate in the comments section if the grading is based on Spanish or English instruction

### Sample Report Card Comments for Students in the K-5 Bilingual and/or ENL Programs

Spanish	English
El trabajo del estudiante demuestra un desarrollo substancial de su capacidad en las áreas de lectura, escritura, el lenguaje hablado y receptivo y en las otras materias de contenido. Su dominio de inglés y español ha alcanzado un nivel avanzado lo cual es evidente en la calidad de su trabajo.	The student's work demonstrates substantial development in his/her abilities in the areas of reading, writing, listening and speaking, as well as in the content areas. Spanish and English proficiency have reached an advanced level which is evident in the quality of her work
El estudiante está progresando en la lectura, escritura, el lenguaje hablado y receptivo y en las otras materias de contenido. Sin embargo, se la ha evaluado en estas áreas utilizando el lenguaje de inglés ya que demuestra dificultad usando el español en un nivel más sofisticado. El español se le utiliza para darle apoyo cuando es necesario.	The student is progressing in reading, writing, speaking and receptive language skills, as well as in other content areas. However, he/she has been evaluated in these areas using the English language because of his/her difficulty using Spanish on a more sophisticated level. Spanish is used to provide support, when needed.
El estudiante demuestra debilidad en las áreas de lectura y escritura en español pero está leyendo al nivel de segundo grado en inglés. Su desarrollo verbal en español y en inglés es indicativo que está adquiriendo el idioma hablado de inglés rápidamente, pero su español se está reduciendo.	The student demonstrates weaknesses in the areas of reading and writing in Spanish but is reading at the <u>second</u> grade level in English. His/her verbal development in Spanish and English is indicative that he/she is acquiring the English language quickly, but Spanish is not being developed.
El estudiante demuestra ser totalmente bilingüe. Su desarrollo en las artes de lenguajes es equitativas en ambos idiomas.	The student demonstrates to be fully bilingual. His/her development in the areas of language arts is equitable in both languages.
El estudiante tiene un buen dominio de la gramática y es evidente que ha aprendido a partir del material presentado en clase. Su conocimiento y comprensión de las diferentes estructuras del lenguaje en inglés y español son adecuadas. También utiliza las estructuras que conoce correctamente en la conversación y en escritura.	The student has a good command of grammar and has learned from the material presented in class. His/her knowledge and understanding of different language structures is adequate. He/she also uses the structures he knows correctly in conversation and in writing.
El estudiante está escribiendo a un nivel razonable en español, pero su progreso ha sido limitado en esta área. En términos de inglés todavía demuestra debilidad y tiene que practicar más la escritura.	The student has been writing in Spanish to a reasonable standard, but has made limited progress in this area. In terms of his English proficiency development, it is weak and he/she needs to practice writing.
El dominio del estudiante en el idioma inglés es limitado. Sin embargo, el entusiasmo y las ganas de aprender le ayudarán a pasar rápidamente al siguiente nivel de competencia de inglés.	The student's English language proficiency is currently limited. However, his/her enthusiasm and eagerness to learn will help him/her move quickly to the next English proficiency level.
El estudiante tiene un vocabulario excelente por su nivel de inglés y está añadiendo nuevas palabras cada día. También es capaz de utilizar las palabras con precisión y apropiadamente cuando se comunica. Sus grandes habilidades del lenguaje oral le han ayudado a adquirir conocimientos de lectura y escritura en inglés.	The student has outstanding vocabulary for his/her level of English and he/she is adding new words to it every day. He/She is also able to use words accurately and appropriately when communicating. His/Her strong oral language skills have helped his/her gain knowledge of English reading and writing skills.
El estudiante está progresando en las áreas del lenguaje hablado y el lenguaje receptivo de escuchar pero necesita apoyo en lectura y escritura.	The student is making progress in the areas of speaking and listening but needs support in reading and writing.

## NY State Testing Accommodations for English Language Learners/Multilingual Learners (ELLs/MLLs) and Former ELLs/MLLs

<b>Accommodations</b>	<b>Identified ELLs/MLLs</b>	<b>Former ELLs/MLLs</b> (up to two years immediately after having achieved proficiency on the NYSESLAT)
Time Extension (all exams) Principals may use any reasonable extensions	<b>YES</b>	<b>YES</b>
Bilingual dictionaries and/or glossaries (all exams except foreign language exams)	<b>YES</b>	<b>YES</b>
Simultaneous use of both English and an alternative language edition of tests (not ELA or foreign language exams) Students should be instructed to answer all of their responses in one language	<b>YES</b>	<b>YES</b>
Oral translation of a state examination when there is no translated edition provided by the department (not ELA or foreign language exams)	<b>YES</b>	<b>YES</b>
Written responses in the Home Language (not ELA or foreign language exams)	<b>YES</b>	<b>YES</b>

<https://www.engageny.org/resource/new-york-state-next-generation-english-language-arts-learning-standards>

## New York State Next Generation English Language Arts Learning Standards



In 2015, New York State (NYS) began a process of review and revision of its current [English Language Arts \(ELA\) Learning Standards adopted in January 2011](#). The New York State Next Generation English Language Arts Learning Standards (Revised 2017) were developed through numerous phases of public comment as well as virtual and face-to-face meetings with committees consisting of NYS educators, teachers of English Language Learners/Multilingual Learners and Students with Disabilities, parents, curriculum specialists, school administrators, college professors, and experts in cognitive research. These revised standards reflect the collaborative efforts and expertise among all constituents involved.

The New York State Next Generation English Language Arts Learning Standards (Revised 2017) consist of revisions, additions, deletions, vertical movement, and clarifications of the current English Language Arts Standards. They are defined as the knowledge, skills, and understanding that individuals can and do habitually demonstrate over time when exposed to high-quality instructional environments and learning experiences.

To compare the changes between the 2011 New York State P-12 Common Core Learning Standards and the 2017 Next Generation Learning Standards view the [ELA Learning Standards Crosswalks](#).

### Preface and Introductory Documents:

- [Preface to the Next Generation P-12 Learning Standards for ELA and Mathematics](#)
- [Introduction to the Next Generation P-12 English Language Arts Learning Standards](#)
- [Introduction to the Next Generation Early Learning Standards](#)

### Revised Learning Standards Documents:

The new revised learning standards for English Language Arts are available at the links below:

- [New York State Next Generation English Language Arts Learning Standards](#)
- [New York State Next Generation Grades 6-12 Learning Standards for Literacy](#)

# New York State Next Generation English Language Arts Learning Standards Crosswalks

<http://www.nysed.gov/curriculum-instruction/teachers/next-generation-ela-learning-standards-crosswalks>

The crosswalk documents are a reference tool for educators and parents to efficiently compare the changes between the 2011 New York State P-12 Common Core Learning Standards for ELA and the 2017 Next Generation English Language Arts Learning Standards. The crosswalks can assist educators in the preliminary work required in assessing the scope of the content changes and the impact those changes will have on student learning, locally devised curriculum, instruction and instructional resources. While the crosswalks are valuable as a reference, they do not substitute for a deeper, more comprehensive understanding of the New York State Next Generation English Language Arts Learning Standards.

**The Grade-level Crosswalk** uses the full text of both sets of standards so that readers can review and compare the two sets side-by-side. Strike-through and bolded text can be seen throughout in order to highlight content differences and wording modifications between the two sets of standards.

## Crosswalk Documents:

- [Overview for NYSED English Language Arts Crosswalk](#)
- [Prekindergarten English Language Arts Crosswalk](#)
- [Kindergarten English Language Arts Crosswalk](#)
- [1st Grade English Language Arts Crosswalk](#)
- [2nd Grade English Language Arts Crosswalk](#)
- [3rd Grade English Language Arts Crosswalk](#)
- [4th Grade English Language Arts Crosswalk](#)
- [5th Grade English Language Arts Crosswalk](#)
- [6th Grade English Language Arts Crosswalk](#)
- [7th Grade English Language Arts Crosswalk](#)
- [8th Grade English Language Arts Crosswalk](#)
- [9th-10th Grade English Language Arts Crosswalk](#)
- [11th-12th Grade English Language Arts Crosswalk](#)
- [Literacy Grades 6-8 Crosswalk](#)
- [Literacy Grades 9-10 Crosswalk](#)
- [Literacy Grades 11-12 Crosswalk](#)



<https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative>

## New York State Bilingual Common Core Initiative



### New York State Bilingual Common Core Initiative

Beginning in Spring 2012, NYSED launched the Bilingual Common Core Initiative to develop new English as a Second Language and Native Language Arts Standards aligned to the Common Core. As a result of extensive research and a three year process, NYSED has developed two sets of resources known as New Language Arts Progressions (NLAP) and Home Language Arts Progressions (HLAP) for every NYS Common Core Learning Standard (CCLS) in every grade. The NLAP and HLAP provide a framework for teachers to ensure that students in English as a New Language and Bilingual Education programs are meeting the CCLS. The Progressions include five levels of language proficiency and demonstrate a trajectory of language learning and teaching.

[Statements of support from some of the Initiative's National Advisory Group members](#)

(Sue Pimientel, Kenji Hakuta, Guadalupe Valdes, Yvonne Freeman)

[Complete list of the members and their bios](#)

[Complete list of NYS Steering Committee members](#)

[Complete list of Bilingual Common Core Writing Team](#)

### New Terminology

New Language Arts Progressions

Formerly English as a Second Language Learning Standards

Home Language Arts Progressions

Formerly Native Language Arts Learning Standards

### Why the Change?

Terminology is reflective of NYS's multilingual student population and diverse ways in which languages are learned and taught in NYS. New levels align with research about stages of language and literacy development. See Theoretical Foundations document for more information.

[Theoretical Foundations of the NYS Bilingual Common Core](#)

Developed in consultation with a New York State Steering Committee and a National Advisory Group of ELL experts, this document details the research and theory that underlies NYS's theory of language development that guides the Initiative's New and Home Language Arts Progressions.

[Teacher's Guide to Implement the Bilingual Common Core Progressions](#)

This document explains the New Language and Home Language Arts Progressions, breaking down each component and explaining how teachers can apply the resources in their classrooms.

## 2014-15 Bilingual Common Core Progressions

Standards 1-11 for prekindergarten through grade 12 are available from the following ZIP Files:

- [Standard 1 \(Zip file of all documents\)](#)
- [Standard 2 \(Zip file of all documents\)](#)
- [Standard 3 \(Zip file of all documents\)](#)
- [Standard 4 \(Zip file of all documents\)](#)
- [Standard 5 \(Zip file of all documents\)](#)
- [Standard 6 \(Zip file of all documents\)](#)
- [Standard 7 \(Zip file of all documents\)](#)
- [Standard 8 \(Zip file of all documents\)](#)
- [Standard 9 \(Zip file of all documents\)](#)
- [Standard 10 \(Zip file of all documents\)](#)
- [Standard 11 \(Zip file of all documents\)](#)



## Bloom's Taxonomy Across Stages of Language Acquisition

### LINKING THINKING, LANGUAGE FUNCTIONS, AND LANGUAGE ACQUISITION

Source: Adapted from Bloom's Taxonomy, Halliday's Language Functions, and Krashen's Stages of Language Acquisition.

<p><b>Levels of thinking and language functions</b> Level of thinking and academic language move from concrete recall to more complex and more abstract in any undertaking.</p>	Language use across stages of second-language acquisition moves from simple to complex in grammatical tenses, forms, vocabulary, etc.				
	<p><b>Preproduction</b> 0-6 months Nonverbal response. Minimal comprehension. Nods <i>yes</i> or <i>no</i>. Draws and point.</p>	<p><b>Early Production</b> 6-12 months 1-2 word response. Limited comprehension. Participates using key words and familiar phrases. Uses present tense verbs.</p>	<p><b>Speech Emergence</b> 1-3 yrs. Phrases or short sentences. Good comprehension. Can produce simple sentences. Makes grammar &amp; pronunciation errors. Frequently misunderstands jokes.</p>	<p><b>Intermediate Fluency</b> 3-5 yrs. Longer and more complex sentences. Excellent comprehension. Makes few grammatical errors.</p>	<p><b>Advanced Fluency</b> 5-7 yrs. Near native-like.</p>
	<p><b>EVALUATION</b> Appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, select, support, value, evaluate</p>	Teacher mismatches animal with its environment and asks: Is this the right environment? Find the right environment.	What are the best materials for the duck to build a nest?	What makes a good home for a bear? (Examine settings and evaluate: "A cave makes a good home.")	What would happen if you put a worm in the desert?
	<p><b>SYNTHESIS</b> Arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up</p>	Point to the animals that live in the soil.	Say the names of the animals that live in the soil.	How could you change a scorpion so it could swim?	What would a clam need to survive in the desert?
	<p><b>ANALYSIS</b> Analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test</p>	Show me an animal that cannot live in the forest.	Name the parts of a fish that help it live in the water.	How are raccoons and squirrels the same? How are they different?	How does a bear use its claws to catch fish? Gather berries?
	<p><b>APPLICATION</b> Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use</p>	Show me what would happen if we put the fish in the desert.	Tell me what would happen if we put a fish in the desert.	How could you change the body of a fish to make it fly?	How would you capture and transport scorpions to a zoo?
<p><b>COMPREHENSION</b> Classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate</p>	Show me where a deer lives.	Tell me which animals eat meat.	Why is a toad the color it is?	Explain how a snake catches its prey.	How would a deer camouflage itself in the forest during the winter? In the desert?
	<p><b>KNOWLEDGE</b> Arrange, order, define, duplicate, label, list, name, recognize, relate, recall, repeat, reproduce</p>	Where is the raccoon?	What is the name of this animal?	What are the body parts of a turtle?	Give the definition of a mammal.
					Tell me everything you know about a clam.

## Language Objectives with Expressive Verbs and Specified Language Targets

2011 Kate Kinsella, Ed. D. and Tonya Ward Singer

### **Related to Reading Standards:**

Students will...

- Make predictions using future tense, and text feature vocabulary (e.g. headings, captions).
- Formulate pre-reading questions using appropriate question structure.
- Articulate main idea and details using key vocabulary: main idea, detail.
- Prioritize arguments in a text using target adjectives: important, essential, or significant.
- Specify bias in a text by identifying adjectives and opinions.
- Articulate cause and effect relationships within a thinking map using subordinating conjunctions: since, because, when.
- Describe a character's emotions using precise adjectives.
- Retell a narrative story using past tense verbs and adverbs of time (e.g. the next day, later that week)
- Read text passages containing target vocabulary with prosody
- Ask and answer "how" questions about main events using the past-tense.

### **Related to Writing Standards:**

Students will...

- Express an opinion in a topic sentence for a persuasive paragraph using strong verbs.
- Write a persuasive paragraph using correct present and conditional verb tenses.
- Articulate a position using strong present tense verbs: support maintain contend, believe.
- Qualify a position using adverbs: agree/disagree...somewhat, entirely, absolutely, completely.
- Justify a position using relevant details and complete sentences.
- Develop a supporting detail using complete and varied sentences.
- Replace everyday vocabulary with precise word choices.
- Write a personal narrative using regular and irregular past-tense verbs.
- Provide anecdotes to support a point using regular and irregular past-tense verbs.
- Summarize a non-fiction text using general present tense and citation verbs.
- Revise sentence fragments into complex sentences.
- Write habitual present tense sentences about a classmate's routines using correct pronouns and subject verb agreement.
- Provide cohesion between sentences in exposition with appropriate transitional expressions.
- Compose complex and simple sentences to support points in expository and persuasive writing.
- Utilize precise word choices to convey actions, feelings descriptors in narrative writing.
- Utilize vocabulary, syntax, and grammar reflective of academic register within writing.
- Edit final drafts of sentences and paragraphs for appropriate tense, subject-verb agreement, pronoun reference, fragments and run-on sentences.

## Language Objectives with Expressive Verbs and Specified Language Targets

### **Related to Classroom Discussion (Listening and Speaking):**

Students will...

- Restate a partner's response using paraphrasing expressions (e.g. so what you are saying is)
- Listen for and point out similarities in ideas using target language: My idea is similar to?
- Report a group consensus using past-tense citation verbs: determined, concluded.
- Articulate a perspective using strong present tense verbs: believe, agree/disagree, support.
- Analyze word parts to determine meaning using precise terms: prefix, suffix, root word.
- Define the unit concept stereotype using complete sentences and target vocabulary.
- Listen for and record precise adjectives used by classmates to describe a character's reactions.

## Linguistic Scaffolds for Writing Effective Language Objectives

2011 Kate Kinsella, Ed. D. and Tonya Ward Singer

### **An effectively written language objective:**

- Stems from the linguistic demands of a standards-based lesson task
- Focuses on high-leverage language that will serve students in other contexts
- Uses active verbs to name functions/purposes for using language in a specific student task
- Specifies target language necessary to complete the task
- Emphasizes development of expressive language skills, speaking, and writing, without neglecting listening and reading

### **Sample Language Objectives:**

- *I can* articulate main idea and details using target vocabulary: topic, main idea, detail.
- *I can* describe a character's emotions using precise adjectives.
- *I can* revise a paragraph using correct present tense and conditional verbs.
- *I can* report a group consensus using past tense citation verbs: determined, concluded.
- *I can* use present tense persuasive verbs to defend a position: maintain, contend.

### **Language Objective Frames:**

- *I can* (function: active verb phrase) using (language target).
- *I can* use (language target) to (function: active verb phrase).

### **Active Verb Bank to Name Functions for Expressive Language Tasks**

Articulate	Defend	Express	Narrate	Share
Ask	Define	Identify	Predict	State
Compose	Describe	Justify	React to	Summarize
Compare	Discuss	Label	Read	Rephrase
Contrast	Elaborate	List	Recite	Revise
Debate	Explain	Name	Respond	Write

Language objectives are most effectively communicated with verb phrases such as the following:

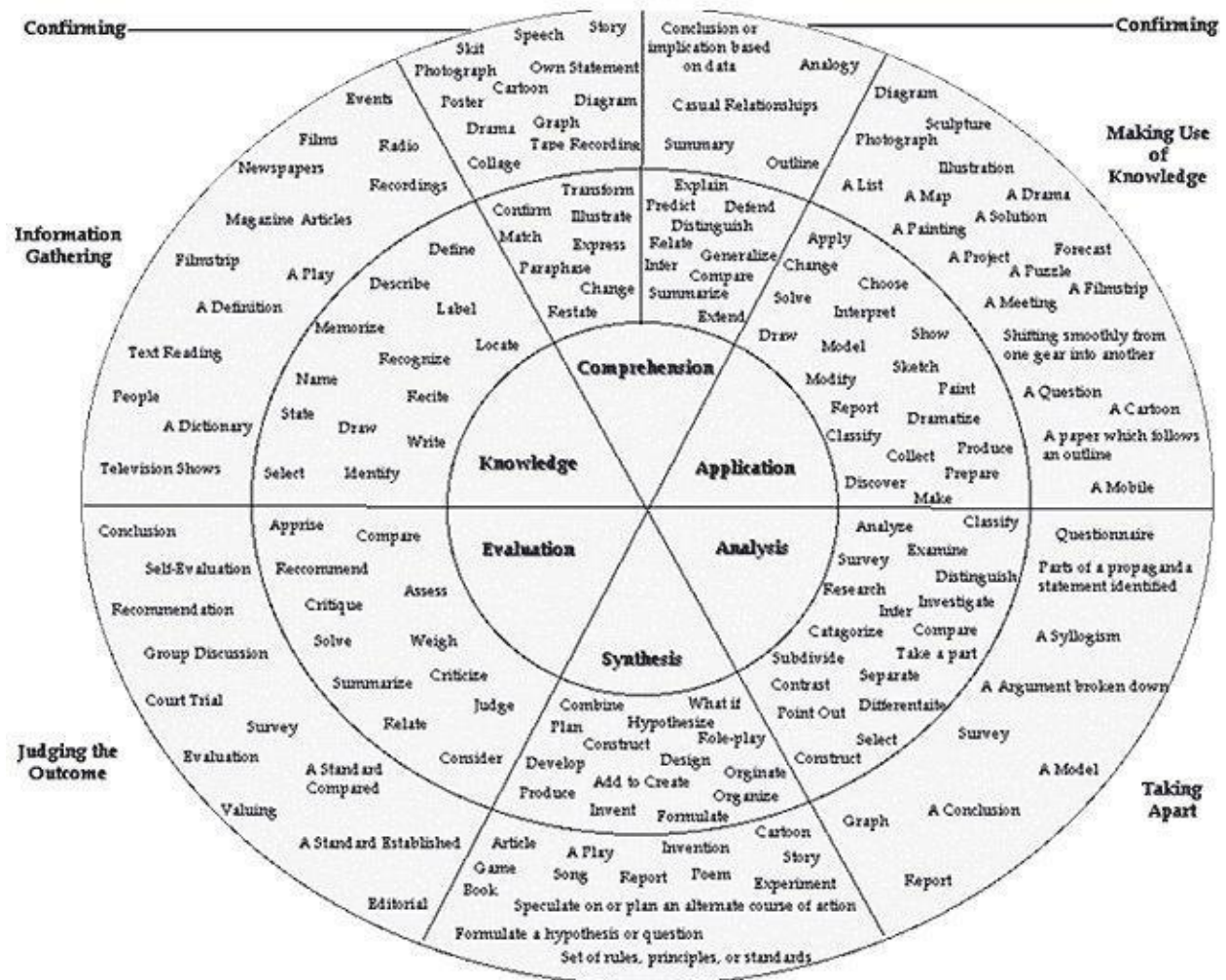
- *I can* point out similarities between...
- *I can* express agreement...
- *I can* articulate events in sequence...
- *I can* state opinions about...

### **Sample Noun Phrases Specifying Language Targets**

Academic vocabulary	Complete sentences	Subject-verb agreement
Precise adjectives	Complex sentences	Personal pronouns
Citation verbs	Clarifying questions	Past-tense verbs
Noun phrases	Prepositional phrases	Gerunds (verb+ing)

## Task Oriented Question Construction Wheel

### Based on Bloom's Taxonomy



Task Oriented Question Construction Wheel Based on Bloom's Taxonomy.

## Academic Language Functions and Demands

Academic language offers students ways to participate in their learning.

**Language Functions:** The content and language focus of the learning task represented by the active verbs within the learning outcomes.

- **WHAT STUDENTS DO**

**Language Demands:** Specific ways that academic language (vocabulary, discourse, syntax) is used by students to participate in learning task through reading, writing, listening, and/or speaking to demonstrate their understanding.

- **TOOLS STUDENTS USE TO PARTICIPATE IN THEIR LEARNING**

- **Vocabulary:** Includes words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.
- **Discourse:** includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.
- **Syntax:** The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentence frames, graphs, tables).

**Planning a Lesson:** Begin with the end in mind! Start with content standards and objectives. What are the verbs? What are students expected to **do** with language? What will they produce to show they've done it?

- Identify the language function: content and language objectives/"I can..." / "Students will..."
- Identify the language demands.
- Identify the performance task/assessment/success criteria.

### **ACCOUNTABLE TALK** holds students accountable:

**Accountable to the Learning Community** is about how students talk to and with one other. When they speak, they speak loudly and clearly so everyone can hear. If not, chances are they'll be asked politely to repeat/explain. When students listen, they do not simply think about what they will say next. They focus on classmates' contributions so they can understand, challenge, build upon, and refine one another's ideas. "Can anyone repeat what Susan said so everyone can hear?" "Does anyone agree or disagree? If so, please share your thoughts." "Does anyone want to add on? "Can someone please elaborate upon Miguel's response?"

- Careful and respectful listening to one other
- Using and building on/elaborating upon one another's' ideas
- Paraphrasing and seeking clarification
- Respectful disagreement
- Using sentence stems/frames/prompts

**Accountable to Accurate Knowledge** is about what students discuss. They respond/make claims and try to be as specific and accurate as possible. "Can you show me how you got that answer?" "What is your basis for that conclusion?" "Where did you see that in the text?" So, Accountability to Accurate Knowledge is about getting the facts straight—individually and as a community.

- Being as specific and accurate as possible
- Resisting the urge to say just "anything that comes to mind."
- Getting the facts straight
- Challenging questions that require textual evidence

**Accountable to Rigorous Thinking** is about using that accurate knowledge to build a logical and coherent line of argument. Students use sound reasoning, as well as evidence, to back up their claims. "Since you seem to disagree with what is stated in the text, what lead you to change your view?" "What's your reasoning behind that explanation?"

- Building arguments
- Linking claims and evidence in logical ways
- Working to make statements clear
- Checking the quality of claims and arguments

## Accountable Language Stems

### **Agreement**

"I agree with \_\_\_\_ because \_\_\_\_."

"I like what \_\_\_\_ said because \_\_\_\_."

"I agree with \_\_\_\_; but on the other hand, \_\_\_\_."

### **Disagreement**

"I disagree with \_\_\_\_ because \_\_\_\_."

"I'm not sure I agree with \_\_\_\_ when he/she said \_\_\_\_ because \_\_\_\_."

"I can see that \_\_\_\_; however, the evidence shows that \_\_\_\_."

### **Clarifications**

"Can you please repeat that for me?"

Paraphrase what you heard and ask, "Can you explain \_\_\_\_ a bit more, please?"

"I'm not sure I understood you when you said \_\_\_\_\_. Can you say more about that?"

"How does that support \_\_\_\_?"

"Can you show me how you got that?"

### **Confirmation**

"I think \_\_\_\_."

"I believe \_\_\_\_."

### **Confusion**

"I don't understand \_\_\_\_."

"I am confused about \_\_\_\_."

### **Extension**

"I was thinking about what \_\_\_\_ said, and I was wondering what if \_\_\_\_."

"This makes me think \_\_\_\_."

"I want to know more about \_\_\_\_."

"Now I am wondering \_\_\_\_."

"Can you tell me more about \_\_\_\_?"

### **Review**

"I want to go back to what \_\_\_\_ said."

"In other words, \_\_\_\_"

## **Plática Responsable**

### **Accountable Talk**

#### **Your responses:**

I discovered that  
I noticed that  
I wonder  
I was confused...  
This reminds me of. . .  
I predict that.  
I like. . .  
I didn't like...  
I think...

#### **Your comments:**

I agree because  
I disagree because  
In my opinion  
Why do you think that?  
Can you tell me more about that?  
Why do you feel that way?  
Can you show me?  
Can you explain that another way?

#### **Tus Reacciones:**

Descubrí que  
Yo noté que  
Me pregunto  
Estaba confundido cuando...  
Esto me recuerda de. . .  
Mi predicción es. . .  
Me gusta...  
No me gustó...  
Pienso que...

#### **Tus Comentarios:**

Estoy de acuerdo porque . . .  
No estoy de acuerdo porque . . .  
En mi opinión . . .  
¿Por qué crees eso?  
¿Puedes hablar más sobre eso?  
¿Por qué te sientes así?  
¿Me puedes enseñar?  
¿Lo puedes explicar de otra manera?



## Language of Learning

Language Objective	What is it?	What does it sound/look like?
To instruct	Giving directions	"The first step is ..." "Finally..." "In order to solve this word problem I..."
To inquire	Asking questions	Who? What? When? Where? Why? How? "What do you think?"
To test	Deciding if something makes sense	"I still have a question about ..." "In other words, you are saying that..."
To describe	Telling about something	"An animal cell is made up of ____." "The author describes the character as ____ because..."
To compare and contrast	Showing how two things are alike and different	"Both possess _____, yet ____" "____ are different from each other because ..."
To explain	Giving examples	"This is an example of ..." "This is important because ..."
To analyze	Discussing the parts of a bigger idea	"The main idea is supported by ____ ..." "We can categorize this into...using ..."
To hypothesize	Making a prediction based on what is known	"I can predict that ..." "I believe that ____ will happen because ..." "What might happen if ...?"
To deduce	Drawing a conclusion or arriving at an answer	"Based on _____, we, may conclude that ____." "Difference in this problem indicates subtraction, therefore we must ..."
To evaluate	Judging something	"I agree with _____because ..." "I disagree because ..." "I recommend that ..." "A better solution would be ..." "The factors that are most important are ..."

<http://www.ascd.org/publications/books/108035/chapters/Procedures-for-Classroom-Talk.aspx>

COLLINS WRITING **FREE** RESOURCES: <https://collinsed.com/free-resources/>

COLLINS WRITING PROGRAM

# Five Types of Writing

**Type 1: Capture Ideas**

Type One writing gets ideas on paper—brainstorming. Type One is timed and requires a minimum number of items or lines. Questions and/or guesses are permitted. Evaluated with a check (✓) or minus (-). *One draft.*

**Type 2: Respond Correctly**

Type Two writing shows that the writer knows something about a topic or has thought about the topic. It is a correct answer to a specific question, graded as a quiz. *One draft.*

**Type 3: Edit for FCAs**

Type Three writing has substantive content and meets up to three specific standards called focus correction areas. It is *read out loud* and reviewed to see if the draft meets the following criteria: completes the assignment, is easy to read, and meets standards set by the focus correction areas. Revision and editing are done on the original. *One draft.*

**Type 4: Peer Edit for FCAs**


Type Four writing is Type Three writing that is *read out loud* and critiqued by another. *Two drafts.*

**Type 5: Publish**

Type Five writing is error free and of publishable quality. *Multiple drafts.*

**For All Types**

For all types, skip lines. For Types One and Two, label the type on top left-hand side of paper. For Types Three and Four, list focus correction areas on top left-hand side. Type Three and Four papers should be saved and used to practice editing skills.



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## Frequently Asked Questions FAQ

### **1. How do I decide what to teach in English and what to teach in Spanish?**

- ✓ Please refer to the units of study chart
- ✓ Consider carefully the intellectual demand of concepts, students' familiarity with concepts in the home language or English, and the academic language required for using and mastering concepts.

### **2. Are the content areas taught in both English and Spanish?**

- ✓ Yes, bilingual teachers are encouraged to use the Preview, View, Review method of instruction. That is, you may introduce a lesson in L1, teach it in L2, and review it in L1. Regardless of their proficiency level, students of English need to be exposed to academic language in English and Spanish.

### **3. What do I do if a student who does not speak Spanish is placed in my bilingual class?**

- ✓ Reach out to the student's guidance counselor so he/she can access the student's CUM Folder for correct placement.
- ✓ Inform your Department Chairperson and/or building principal and the Bilingual/ENL Office.

### **4. How do I share instructional responsibilities using the Co-Teaching Model?**

- ✓ Please refer to the Co-Teaching Handbook for Teachers of English Language Learners.

## Online Resources

### Reading

- iRead: <https://h100000190.education.scholastic.com/ScholasticCentral>
- iReady: <https://login.i-ready.com/>
- Rosetta Stone: <http://www.rosettastone.com> <https://login.i-ready.com/>
- Collins free resources for teachers: <https://collinsed.com/free-resources/>
- ¡Colorín Colorado!: <http://www.colorincolorado.org>
- ESL Library (with paid subscription): <https://esllibrary.com>
- NewsELA & NewsELA en español: <https://newsela.com/>
- Reading A-Z: <https://www.readinga-z.com>
- Reading Rockets: <http://www.readingrockets.org>
- ReadWorks: <http://www.redworks.org>
- BookFlix: <http://auth.grolier.com/login/bookflix/>
- NON-FICTION articles students can LISTEN to: <https://listenwise.com/>
- Help with Twi (Akan) Basic Translation: Africa for the Africans  
<https://www.africaforthafricans.org/index.php/103-ghana-tour-oct-2014/155-ghana-language-twi-translation-2>
- Help with Urdu, Sindhi, Punjabi, Pushto, etc. Basic translation <https://www.travel-culture.com/pakistan/urdu-phrases.shtml>
- Glossaries for Different Languages <https://steinhardt.nyu.edu/metrocenter/resources/glossaries>

### Math

- <https://www.aleks.com/>
- That Quiz: <https://www.thatquiz.org>
- XtraMath: <https://xtramath.org/#/home/index>

### General

- BrainPop JR.: <https://jr.brainpop.com/>
- Regional Bilingual Education - Resource Networks (RBE-RN):  
<http://www.p12.nysed.gov/biling/bilinged/betac.html>
- <https://www.esboces.org/Page/505> Long Island RBE-RN at Eastern Suffolk BOCES
- NYU-Steinhard (RBE-RN)
- Super Teacher Worksheets (with paid subscription): <https://www.superteacherworksheets.com/>
- Teachers Pay Teachers (with paid subscription): <https://www.teacherspayteachers.com/>
- Test Wizard: <https://www.testwizard.com/login.aspx>
- Virtual Reference Collection (Easter Suffolk BOCES):  
<http://xaaa.auth.orc.scoolaid.net/bin/dblisting#top>

## The Metropolitan Center for Research on Equity and the Transformation of Schools

### Resources - Glossaries for ELLs/MLLs Accommodations

<https://steinhardt.nyu.edu/metrocenter/resources/glossaries>

These glossaries are to PROVIDE PERMITTED TESTING ACCOMMODATIONS of ELL/MLL students. They should also be used for INSTRUCTION during the school year. These glossaries may be downloaded, printed and disseminated to educators, parents and ELLs/MLLs.

Bilingual glossaries are an essential and expected test accommodation for ELLs/MLLs in the State of New York. The languages of these glossaries cover the top 10 languages at the state level, with new languages added based on changing language populations in the NY State student demographic data.

Schools should provide testing accommodations to ELLs/MLLs, as needed, on all NYS ELA and content-area assessments (i.e., Mathematics, Science and Social Studies). Districts/schools must make all necessary arrangements to make these accommodations available for ELLs/MLLs who need them. **Please click here for the New York State Office of Bilingual Education and World Languages Webpage on "Assessment and Testing Accommodations".**

#### **ENGLISH LANGUAGE ARTS (ELA) GLOSSARIES**

Albanian, Arabic, Bengali, Burmese, Chinese (simplified & traditional), French, Fulani, Greek, Haitian, Hindi, Italian, Japanese, Karen, Khmer, Kinyarwanda, Korean, Malay, Mandinka, Marshallese, Nepali, Pashto, Polish, Portuguese, Punjabi, Russian, Slovak, Somali, Spanish, Swahili, Tagalog, Thai, Tibetan, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof

#### **MATH GLOSSARIES**

- Elementary School Math  
Albanian, Arabic, Bengali, Burmese, Chinese (simplified), Chinese (traditional), Dutch, French, Fulani, Greek, Haitian, Hindi, Italian, Japanese, Karen, Kinyarwanda, Korean, Malay, Mandinka, Nepali, Pashto, Polish, Portuguese, Punjabi, Romanian, Russian, Slovak, Spanish, Swahili, Tagalog, Thai, Tibetan, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof

#### **SCIENCE GLOSSARIES**

- Elementary School Science  
Albanian, Arabic, Bengali, Burmese, Chinese (simplified), Chinese (traditional), Dutch, Farsi, French, Fulani, Greek, Haitian, Hindi, Italian, Japanese, Karen, Kinyarwanda, Korean, Malay, Mandinka, Nepali, Pashto, Polish, Portuguese, Punjabi, Russian, Slovak, Spanish, Swahili, Tagalog, Thai, Tibetan, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof

#### **Supplementary Science Glossaries**

Burmese, French, MS Earth Science - Vietnamese, MS Life Science - Vietnamese, MS Physical Science - Vietnamese

**SOCIAL STUDIES GLOSSARIES**

- Elementary School Social Studies

Albanian, Arabic, Bengali, Burmese, Chinese (simplified), Chinese (traditional), Dutch, French, Fulani, Greek, Haitian, Hindi, Italian, Japanese, Karen, Kinyarwanda, Korean, Malay, Mandinka, Nepali, Pashto, Polish, Portuguese, Punjabi, Russian, Slovak, Spanish, Swahili, Tagalog, Thai, Tibetan, Turkish, Twi, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof

**GLOSSARIES OF COGNATES**

English/French cognates, English/Haitian cognates, English/Spanish cognates

False Cognates - English/Spanish

**GUIDES OF LITERARY TERMS & DEVICES FOR LANGUAGE ARTS**

Arabic, Bengali, Chinese (simplified), Chinese

(traditional), French, German, Haitian, Hindi, Italian, Japanese, Karen, Khmer, Korean, Nepali, Portuguese, Punjabi, Russian, Somali, Spanish, Ukrainian, Urdu, Vietnamese

GUIDE OF KEY TERMS USED TO DESCRIBE IN ENGLISH AND SPANISH THE PRACTICES RELATED TO THE EDUCATION OF ELLS/MLLS IN NEW YORK

## APPENDIX and Supplemental Resources

## Purple Cum Folder



### BRENTWOOD PUBLIC SCHOOLS BILINGUAL/ENL PROGRAMS

#### Required State Documents in CUM Folders

DATE: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_  
Last First MI

Language Spoken: \_\_\_\_\_ Preferred Language of Communication: \_\_\_\_\_

Date of Entry to U.S. School: \_\_\_\_\_ ☐ Re-Entry \_\_\_\_\_

#### Step 1: Screening

☐ Home Language Questionnaire ☐ Individual Interview ☐ Students w/ Disabilities w/ an IEP ☐ Yes ☐ No ☐  
 Language Proficiency Team (LPT) Required ☐ Yes ☐ No ☐

#### Step 2: Initial ENL Identification Assessment

☐ Initial ENL Identification Assessment – NYSITELL ☐ NYSESLAT: \_\_\_\_\_  
YEAR  
☐ Parent Notification of ENL Determination  
☐ Parent Orientation for New English Language Learners

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Step 3: ENL Program Placement

☐ Bilingual/ENL Placement Form  
☐ Entering (Beginning) ☐ Emerging (Low Intermediate) ☐ Transitioning (Intermediate)  
☐ Expanding (Advanced) ☐ Commanding (Proficient)  
☐ Bilingual Program ☐ ENL Program

Wanda Ortiz-Rivera Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Assistant Superintendent for Bilingual Programs K-12 and Student Intake

Rev. 7/23/18

Bilingual/ENL Dept. 2018 – Brentwood School District – New York

**NOTE: This legal document must be reviewed and completed by the student's teacher every year.**

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
School Year: 20__ - 20__	School Year: 20__ - 20__	School Year: 20__ - 20__	School Year: 20__ - 20__	School Year: 20__ - 20__	School Year: 20__ - 20__
Program Placement Notification letter: <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Bil Program <input type="checkbox"/> ENL Program	Program Placement Notification letter: <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Bil Program <input type="checkbox"/> ENL Program	Program Placement Notification letter: <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Bil Program <input type="checkbox"/> ENL Program	Program Placement Notification letter: <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Bil Program <input type="checkbox"/> ENL Program	Program Placement Notification letter: <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Bil Program <input type="checkbox"/> ENL Program	Program Placement Notification letter: <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Bil Program <input type="checkbox"/> ENL Program
Test History Sheets: NYSITELL: _____ NYSESLAT: _____  Other: _____ Other: _____	Test History Sheets: NYSITELL: _____ NYSESLAT: _____  Other: _____ Other: _____	Test History Sheets: NYSITELL: _____ NYSESLAT: _____  Other: _____ Other: _____	Test History Sheets: NYSITELL: _____ NYSESLAT: _____  Other: _____ Other: _____	Test History Sheets: NYSITELL: _____ NYSESLAT: _____  Other: _____ Other: _____	Test History Sheets: NYSITELL: _____ NYSESLAT: _____  Other: _____ Other: _____
Reviewed by:	Reviewed by:	Reviewed by:	Reviewed by:	Reviewed by:	Reviewed by:
Date:	Date:	Date:	Date:	Date:	Date:

**NOTE: This legal document must be reviewed and completed by the student's teacher every year.**

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
School Year: 20__ - 20__	School Year: 20__ - 20__	School Year: 20__ - 20__	School Year: 20__ - 20__	School Year: 20__ - 20__	School Year: 20__ - 20__
Program Placement Notification letter: <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Bil Program <input type="checkbox"/> ENL Program	Program Placement Notification letter: <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Bil Program <input type="checkbox"/> ENL Program	Program Placement Notification letter: <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Bil Program <input type="checkbox"/> ENL Program	Program Placement Notification letter: <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Bil Program <input type="checkbox"/> ENL Program	Program Placement Notification letter: <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Bil Program <input type="checkbox"/> ENL Program	Program Placement Notification letter: <input type="checkbox"/> Yes <input type="checkbox"/> No  <input type="checkbox"/> Bil Program <input type="checkbox"/> ENL Program
Test History Sheets: NYSITELL: _____ NYSESLAT: _____  Other: _____ Other: _____	Test History Sheets: NYSITELL: _____ NYSESLAT: _____  Other: _____ Other: _____	Test History Sheets: NYSITELL: _____ NYSESLAT: _____  Other: _____ Other: _____	Test History Sheets: NYSITELL: _____ NYSESLAT: _____  Other: _____ Other: _____	Test History Sheets: NYSITELL: _____ NYSESLAT: _____  Other: _____ Other: _____	Test History Sheets: NYSITELL: _____ NYSESLAT: _____  Other: _____ Other: _____
Reviewed by:	Reviewed by:	Reviewed by:	Reviewed by:	Reviewed by:	Reviewed by:
Date:	Date:	Date:	Date:	Date:	Date:

**Brentwood Union Free School District  
Bilingual SIFE Exit Criteria Form**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ Home School: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ SIFE Grade: \_\_\_\_\_ ID#: \_\_\_\_\_ Age: \_\_\_\_\_

Number of Years in an ENL Program: \_\_\_\_\_ Number of Years in a SIFE Program: \_\_\_\_\_

MLS SCORES (If applicable): Date: \_\_\_\_\_ Read Comp: \_\_\_\_\_ Math: \_\_\_\_\_

LAST NYSESLAT SCORES: L \_\_\_\_\_ S \_\_\_\_\_ R \_\_\_\_\_ W \_\_\_\_\_ Total: \_\_\_\_\_ Proficiency Level: \_\_\_\_\_

Include Copies of the Following Assessments: Pre & Post Tests of: ELA: ☐ Math: ☐ SS: ☐ SC: ☐

Writing Samples: Fall: ☐ Spring: ☐

**Please Fill Out Where Applicable**

*Please be sure to take in consideration the following exiting criteria for each subject when recommending a student.*

**Language Arts**

- ☐ Comprehends when reading different genres.
- ☐ Writing contains mostly grade appropriate simple sentences and rarely contains errors that obscure meaning.
- ☐ Writing includes transitional words and sentence structures that introduce, develop, link or complete ideas and facts.
- ☐ Applies basic punctuation and grammar when writing.
- ☐ Reads with expression and fluency.

Teacher Signature: \_\_\_\_\_

**Mathematics**

- ☐ Comprehends the difference between the four math operations.
- ☐ Can add and subtract large numbers with sums up to 1,000,000 with re-grouping.
- ☐ Completes basic multiplication (3 numbers by 2 numbers).
- ☐ Completes basic division (dividing 4 digits numbers by 1).
- ☐ Recognizes and identifies basic geometrical vocabulary, figures and ideas.
- ☐ Understands basic fractions and decimal concepts.

Teacher Signature: \_\_\_\_\_

**Social Studies**

- ☐ Comprehends basic geography skills.
- ☐ Writing contains appropriate simple sentences and in sequential order that introduce, develop, link or complete ideas and facts.
- ☐ Has basic understanding of United States history and governmental structure.
- ☐ Can compare and contrast different types of communities, societies and describe the relationships of each other.

Teacher Signature: \_\_\_\_\_

**Science**

- ☐ Comprehends and explains the process of the scientific method.
- ☐ Can perform basic lab experiments and follows directions.
- ☐ Writing includes transitional words and sentence structures that introduce, develop, link or complete ideas and facts.
- ☐ Demonstrates basic understanding of the scientific procedures and/or properties introduced.
- ☐ Reads with expression and fluency.

Teacher Signature: \_\_\_\_\_

**Comments:**

Parent Notification to Exit SIFE Program: YES: ☐ NO: ☐  
Effective Date: \_\_\_\_\_

Academic Placement: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assistant Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Bilingual/ENL Dept. 2013 - Brentwood School District - New York





Lisette Colón-Collins, Assistant Commissioner  
Office of Bilingual Education and World Languages

55 Hanson Place, Room 594  
528EB Brooklyn, New York 11217  
Tel: (718) 722-2445 / Fax: (718) 722-2459

89 Washington Avenue, Room  
Albany, New York 12234  
(518) 474-8775 / Fax: (518) 474-7948

## Home Language Questionnaire (HLQ)

Dear Parent or Guardian:

In order to provide your child with the best possible education, we need to determine how well he or she understands, speaks, reads and writes in English, as well as prior school and personal history. Please complete the sections below entitled Language Background and Educational History. Your assistance in answering these questions is greatly appreciated. Thank you.

Please write clearly when completing this section.

STUDENT NAME:

First Middle Last

DATE OF BIRTH:

Month Day Year

GENDER:

☐ Male

☐ Female

PARENT/PERSON IN PARENTAL RELATION INFO:

HOME LANGUAGE CODE

### Language Background

(Please check all that apply.)

1. What language(s) is(are) spoken in the student's home or residence?	<input type="checkbox"/> English	<input type="checkbox"/> Other	_____
			specify
2. What was the first language your child learned?	<input type="checkbox"/> English	<input type="checkbox"/> Other	_____
			specify
3. What is the Home Language of each parent/guardian?	<input type="checkbox"/> Mother	<input type="checkbox"/> Father	_____
	<input type="checkbox"/> Guardian(s)		_____
			specify
4. What language(s) does your child understand?	<input type="checkbox"/> English	<input type="checkbox"/> Other	_____
			specify
5. What language(s) does your child speak?	<input type="checkbox"/> English	<input type="checkbox"/> Other	<input type="checkbox"/> Does not speak
			specify
6. What language(s) does your child read?	<input type="checkbox"/> English	<input type="checkbox"/> Other	<input type="checkbox"/> Does not read
			specify
7. What language(s) does your child write?	<input type="checkbox"/> English	<input type="checkbox"/> Other	<input type="checkbox"/> Does not write
			specify

THIS SECTION TO BE COMPLETED BY DISTRICT IN WHICH STUDENT IS REGISTERED:

SCHOL DISTRICT INFORMATION:

STUDENT IDNUMBER IN NYS STUDENT  
INFORMATION SYSTEM:

District Name (Number) & School

Address

# Home Language Questionnaire (HLQ)—Page Two

## Educational History

8. Indicate the total number of years that your child has been enrolled in school \_\_\_\_\_

9. Do you think your child may have any difficulties or conditions that affect his or her ability to understand, speak, read or write in English or any other language? If yes, please describe them.

Yes\* ☐ No ☐ Not sure ☐

\*If yes, please explain: \_\_\_\_\_

How severe do you think these difficulties are? ☐ Minor ☐ Somewhat severe ☐ Very severe

10a. Has your child ever been referred for a special education evaluation in the past? ☐ No ☐ Yes\* \*Please complete 10b below

10b. \*If referred for an evaluation, has your child ever received any special education services in the past?

☐ No ☐ Yes – Type of services received: \_\_\_\_\_

Age at which services received (Please check all that apply):

☐ Birth to 3 years (Early Intervention) ☐ 3 to 5 years (Special Education) ☐ 6 years or older (Special Education)

10c. Does your child have an Individualized Education Program (IEP)? ☐ No ☐ Yes

11. Is there anything else you think is important for the school to know about your child? (e.g., special talents, health concerns, etc.)

12. In what language(s) would you like to receive information from the school?

\_\_\_\_\_  
Signature of Parent or of Person in Parental Relation  
Month: \_\_\_\_\_ Day: \_\_\_\_\_ Year: \_\_\_\_\_  
Date

Relationship to student: ☐ Mother ☐ Father ☐ Other: \_\_\_\_\_

## OFFICIAL ENTRY ONLY - NAME/POSITION OF PERSONNEL ADMINISTERING HLQ

NAME: \_\_\_\_\_ POSITION: \_\_\_\_\_

IF AN INTERPRETER IS PROVIDED, LIST NAME, POSITION AND CREDENTIALS:

## NAME/POSITION OF QUALIFIED PERSONNEL REVIEWING HLQ AND CONDUCTING INDIVIDUAL INTERVIEW

NAME: \_\_\_\_\_ POSITION: \_\_\_\_\_

ORAL INTERVIEW NECESSARY: ☐ No ☐ Yes

\*\*DATE OF INDIVIDUAL  
INTERVIEW:

Mo. DAY YR.

OUTCOME OF  
INDIVIDUAL  
INTERVIEW:

☐ ADMINISTER NYSITELL  
☐ ENGLISH PROFICIENT  
☐ REFER TO LANGUAGE PROFICIENCY TEAM

## NAME/POSITION OF QUALIFIED PERSONNEL ADMINISTERING NYSITELL

NAME:  
DATE OF NYSITELL  
ADMINISTRATION:  
PROFICIENCY LEVEL

ACHIEVED ON  
NYSITELL:

☐ ENTERING

Mo. DAY YR.

POSITION:

☐ EMERGING ☐ TRANSITIONING ☐ EXPANDING ☐ COMMANDING

FOR STUDENTS WITH DISABILITIES, LIST ACCOMMODATIONS, IF ANY, ADMINISTERED IN ACCORDANCE WITH IEP PURSUANT TO CSE RECOMMENDATION



### Brentwood Union Free School District Bilingual Evaluation Placement Form

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ Student # \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ Birth Place: \_\_\_\_\_ Age: \_\_\_\_\_  
 Student Language: \_\_\_\_\_ Home Language/s: \_\_\_\_\_  
 Preferred Language of Communication: \_\_\_\_\_  
☐ Student is Non English speaking ☐ English Only ☐ Non Verbal  
 Home School: \_\_\_\_\_ Grade Assigned: \_\_\_\_\_  
 Blend to: \_\_\_\_\_ Due to: \_\_\_\_\_

Date Last Attended School: \_\_\_\_\_ Date First Entered U.S.A. \_\_\_\_\_ First Entered a U.S. School: \_\_\_\_\_  
 Name of Previous School: \_\_\_\_\_ City/State/Country: \_\_\_\_\_  
 No previous school records at time of registration: \_\_\_\_\_  
 Number of Years in an ELL Program: \_\_\_\_\_ Last Grade Completed/Year: \_\_\_\_\_ CG: \_\_\_\_\_

#### Please Check All That Is Applicable

- A. ☐ Student is coming from another New York State Public School. HLQ indicates a SECOND LANGUAGE. Previous school must be contacted in order to determine if student is ELL. Bilingual Department MUST be notified of information (i.e. NYSESLAT, NYSITELL, or ELL scores).  
 • NYSESLAT SCORES: L \_\_\_\_\_ S \_\_\_\_\_ R \_\_\_\_\_ W \_\_\_\_\_ Total: \_\_\_\_\_ Proficiency Level: \_\_\_\_\_ Date: \_\_\_\_\_  
 • NYSITELL SCORES: L \_\_\_\_\_ S \_\_\_\_\_ R \_\_\_\_\_ W \_\_\_\_\_ Total: \_\_\_\_\_ Proficiency Level: \_\_\_\_\_ Date: \_\_\_\_\_  
 • ELD Assessment from another STATE \_\_\_\_\_ Proficiency Level: \_\_\_\_\_ Date: \_\_\_\_\_
- B. ☐ Special Education student. ☐ Re-Entry over 2 years. ☐ Special Education student on hold.
- C. ☐ Re-entering NYS Public School coming from another country. Date Left the U.S.: \_\_\_\_\_ Grade: \_\_\_\_\_
- D. ☐ Re Entry: \_\_\_\_\_ Left District \_\_\_\_\_ # of Yrs./Months: \_\_\_\_\_ Vague: \_\_\_\_\_ Moved: \_\_\_\_\_  
 NYSESLAT: ☐ L \_\_\_\_\_ S \_\_\_\_\_ R \_\_\_\_\_ W \_\_\_\_\_ Proficiency Level: \_\_\_\_\_ Score: \_\_\_\_\_ Date: \_\_\_\_\_  
 NYSITELL: ☐ L \_\_\_\_\_ S \_\_\_\_\_ R \_\_\_\_\_ W \_\_\_\_\_ Proficiency Level: \_\_\_\_\_ Score: \_\_\_\_\_ Date: \_\_\_\_\_
- E. ☐ Student is coming from a school outside of New York State or a PRIVATE NYS school from \_\_\_\_\_ City/State \_\_\_\_\_
- F. ☐ Student is entering New York State Public School for the FIRST TIME from \_\_\_\_\_ Country \_\_\_\_\_
- G. ☐ Student should be placed in the SIFE Program. (Student with Interrupted/Inconsistent Formal Education).
- H. ☐ Bilingual/ ENL Dept. Request of ELL Test Scores.

Comments:

#### Test Administered:

DATE: \_\_\_\_\_  
 NYSITELL: ☐ Listening \_\_\_\_\_ Reading \_\_\_\_\_ Speaking \_\_\_\_\_ Writing \_\_\_\_\_ Score \_\_\_\_\_ Prof. Level \_\_\_\_\_

Parent Notification for Bilingual Program: YES: ☐ NO: ☐ PLACEMENT: \_\_\_\_\_  
 Parent Notification for ENL Program: YES: ☐ NO: ☐

TESTER: \_\_\_\_\_ DATE: \_\_\_\_\_  
 CC: Intake Office - Gold Copy School CUM Folder - Pink Copy Bilingual Department - White and Yellow REV. 04/2017

## ELL/MLL STUDENT PLACEMENT FORM

TODAY'S DATE \_\_\_\_\_

## INSTRUCTIONS

*Items 1-5 are to be completed by school personnel. Item 6 is to be completed by parent or guardian.*

1. Please sign and return this form by \_\_\_\_\_ to \_\_\_\_\_  
DATE PERSON/ADDRESS

## AVAILABLE ELL SERVICES

2. Your child \_\_\_\_\_ who is enrolled in Grade \_\_\_\_\_  
at \_\_\_\_\_ School has been identified as entitled to receive English  
Language Learner/ Multilingual Learner (ELL/MLL) services (*Bilingual Education* or  
*English as a New Language*).

*Bilingual Education (Transitional Bilingual Education or Dual Language)* is the program in which a student will be placed provided there are enough students within the school and/or district to create a *Bilingual Education* program in their home language. If there are not enough students to create a *Bilingual Education* program at the school in which the student is enrolled, transportation can be provided to a school within the district that has such a program. If a *Bilingual Education* program is not available due to low numbers, your child will be placed in an *English as a New Language* program.

3. The following ELL/MLL programs are currently available at this school:

- ☐ Bilingual Education ☐ English as a New Language\*  
☐ Transitional Bilingual Education  
☐ Dual Language

4. The following Bilingual Education programs are currently available at other school(s) within the District:

- ☐ Transitional Bilingual Education at \_\_\_\_\_ School(s)  
☐ Dual Language at \_\_\_\_\_ School(s)

\* At a minimum, *English as a New Language* programs are available at all New York State public schools at which ELLs/MLLs are enrolled.

## PLACEMENT

5. Your child has been provisionally placed in a \_\_\_\_\_  
program at \_\_\_\_\_ School.

**To be completed by parent/guardian:**

6. If your child has been provisionally placed in a **Transitional Bilingual Education** or a **Dual Language** program, you **must** complete the following (check **ONE**):

I have received ELL/MLL program information and accept my child's placement in a

- ☐ *Transitional Bilingual Education* or a  
☐ *Dual Language* program at his or her school of enrollment.

I have received ELL/MLL program information and accept my child's placement in a *Transitional Bilingual Education* or a *Dual Language* program at the district school indicated above.

- ☐ *Transitional Bilingual Education* or a  
☐ *Dual Language* program at his or her school of enrollment.

I have received ELL/MLL program information, and I am exercising my right to place my child in an

- ☐ *English as a New Language* program.

I understand that if I do not return this form by \_\_\_\_\_ my child may be placed in a **Bilingual Education** (*Transitional Bilingual Education* or *Dual Language*) program at the school of enrollment, if there are enough students, or at a Bilingual Education program at another school within the district. Otherwise, my child will be placed in an *English as a New Language* (ENL) program.

Address:

Daytime Telephone:

Evening Telephone:

Email Address:

Signature:

Date:

**CERTIFICATION**

**To be completed by school officials:**

I certify that I have reviewed the above information and that the parent or guardian is fully informed regarding ELL/MLL programs and the student has been placed in the appropriate program.

Print Name:

Print Title:

Signature:

Date:



## Brentwood School District – Bilingual and ENL Programs

School Name: \_\_\_\_\_ Date: \_\_\_\_\_

Dear \_\_\_\_\_:

Based on your responses to the Home Language Questionnaire completed at registration and the results of an individual interview, your child, \_\_\_\_\_, was tested on \_\_\_\_\_ using the New York State Identification Test for English Language Learners (NYSITELL). The results of the NYSITELL determine his or her level of English language proficiency and eligibility to receive English Language Learner (ELL) / Multilingual Learner (MLL) services. Your child scored at the \_\_\_\_\_ level on the NYSITELL (see explanation below), entitling him or her to receive English Language Learner (ELL) / Multilingual Learner (MLL) services in a Bilingual Education program, or an English as a New Language program.

Check <input checked="" type="checkbox"/> level	Level	Description of English Language Proficiency Level
	<b>Entering (Beginning)</b>	The student has great dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
	<b>Emer. ging (Low Intermediate)</b>	The student has some dependence on supports and structures to advance his or her academic language skills and has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
	<b>Transitioning (Intermediate)</b>	The student shows some independence in advancing his or her academic language skills, but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.
	<b>Expanding (Advanced)</b>	The student shows great independence in advancing his or her academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within this grade level.

**It is important that you attend the PARENT ORIENTATION so that you can learn about the different English Language Learner programs and services that are available for your child.**

In New York State, schools are required to hold orientations for families of newly enrolled ELLs/MLLs to inform parents and guardians about the different ELL/MLL programs available in their schools or district. At the orientation, you will receive information and materials in your home language about ELL/MLL programs and you will be able to ask questions about ELL/MLL services, with assistance from an interpreter, if needed. At the end of the orientation, you will fill out an ELL/MLL Parent Orientation Checklist to confirm that you have the information needed to make decisions for your child. In addition, you will also receive an ELL/MLL Student Placement form that will allow you to make a final decision regarding the services that your child will receive. This information will be made available in your home language.

The PARENT ORIENTATION will be held on \_\_\_\_\_ at \_\_\_\_\_ at the following location: \_\_\_\_\_. Please arrive early so that we can be sure to start on time. If you cannot attend this orientation, please call \_\_\_\_\_ at \_\_\_\_\_ to schedule an appointment to discuss ELL/MLL programs available for your child. We look forward to a successful academic year for your child in our school. Should you have any questions concerning your child's program, please contact \_\_\_\_\_ at \_\_\_\_\_.

Sincerely, \_\_\_\_\_  
Principal

Date: \_\_\_\_\_

Superintendent for Bilingual and ENL Services K-12 & Student Intake

Date: \_\_\_\_\_

\_\_\_\_\_ Check here if orientation occurs during registration.

**SCHOOL MUST MAINTAIN COPY IN STUDENT'S CUMULATIVE RECORD - Entitlement Letter**



# NYSITELL

New York State Identification Test for English Language Learners



Level I Answer Sheet

I

School (if placed)	School Address
Student's Name (First/Given) (Last/Family/Surname)	Test Administrator's Name

**DIRECTIONS**

Examiners are responsible for completing all the questions on this page. In boxes A–G, write or fill in a circle to indicate the student's District or School BEDS code, date of test administration (if tested on multiple days, enter the first day), the local student ID, the student's ethnicity, the primary language spoken at home, the student's gender and grade.

Before the test has been administered, fill in (in box H) any IEP or 504 Plan accommodations which will be provided for this test. If in administering the test the student was unable to answer any questions in one or more of the subtests, fill in the appropriate circle(s) in box I. After the test has been scored, fill in the subtest and total test raw scores. Fill in the student's proficiency level based on the Conversion Chart.

**A DISTRICT OR SCHOOL BEDS CODE**

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**B DATE OF ADMINISTRATION**

	/		/		/														
--	---	--	---	--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**C LOCAL STUDENT ID**

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**F GENDER**

☐ Female

☐ Male

**D STUDENT ETHNICITY**  
(Select One)

☐ American Indian or Alaska Native

☐ Black (not of Hispanic origin)

☐ Hispanic or Latino

☐ Asian

☐ White (not of Hispanic origin)

☐ Multiracial (not of Hispanic origin)

**G GRADE**

☐ K

☐ ungraded

**E HOME LANGUAGE**

☐ Arabic

☐ Bengali

☐ Chinese

☐ French

☐ Haitian-Creole

☐ Karen

☐ Korean

☐ Russian

☐ Spanish

☐ Urdu

☐ Other \_\_\_\_\_

**H IEP OR 504 PLAN ACCOMMODATIONS**  
(fill in as many as apply)

☐ Flexibility in Scheduling (Timing N/A)

☐ Flexibility in Setting

☐ Method of Presentation (excluding Braille, Large Type, and Text Read)

☐ Other \_\_\_\_\_

☐ Braille

☐ Large Type

☐ Text Read (excl. Reading subtest)

**I Tested, but unable to answer any questions in:**

☐ Listening

☐ Speaking

**J TOTAL RAW SCORE**  
(from other side)

--

36

**K PROFICIENCY**

☐ Beginning


☐ Intermediate

☐ Advanced

☐ Proficient



# Sample of NYSESLAT Parent Report

	<b>NEW YORK STATE EDUCATION DEPARTMENT</b> <b>NYSESLAT</b> <b>Score Report</b> <b>2014-15</b>	<b>Your Child's 2014-15 New York State English as a Second Language Achievement Test (NYSESLAT)</b> For the parent or guardian of: XXXXXX Local Student ID: XXXXXXXX Assessment Grade: XXXXXX School: XXXXXX BEDS Code: XXXXXXXX
---	--	---

Dear Parent/Guardian,

Each spring, English Language Learners in Kindergarten through Grade 12 take part in the New York State English as a Second Language Achievement Test (NYSESLAT) as required by the Federal Elementary and Secondary Education Act (ESEA). This year, a new version of the NYSESLAT was introduced reflecting New York's new learning standards and updated English language proficiency levels. Prior to the spring 2015 NYSESLAT, the proficiency levels were Beginning, Intermediate, Advanced, and Proficient. Starting with the spring 2015 NYSESLAT, the new proficiency levels are Entering, Emerging, Transitioning, Expanding, and Commanding. This report explains your child's scores and level.

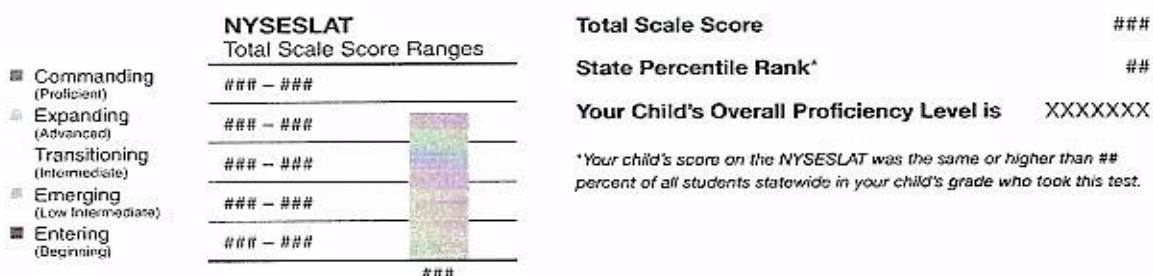
NYSESLAT scores and levels provide one of a variety of ways for parents and educators to understand a child's English language development. You are encouraged to use this report to discuss your child's proficiency in the English language with your child's teachers and/or school officials. If you would like more information about your child's performance on this year's test, please contact your child's school. Thank you for your continued partnership in your child's education.

For more information regarding the NYSESLAT, please see the resources located online at: <https://www.engageny.org/resource/spring-2015-nyeslat-resources>.

Translated editions of this report and additional information are available in the following languages:

Arabic	لرؤية هذا التقرير باللغة العربية، قم بزيارة الموقع أدناه.
Bengali	এই নিবেদিত বাণীকে দেখার জন্য নীচের ওয়েবসাইট দেখুন।
Chinese	要查看中文报告，请访问以下网站。
Haitian Creole	Pou gade rapò sa a an kreòl ayisyen, ale nan sit ki anba a.
Korean	한국어로 이 보고서를 보려면, 아래 웹사이트를 방문하십시오.
Russian	Чтобы увидеть этот отчет на русском языке, посетите следующий веб-сайт.
Spanish	Para ver este informe en español, visite el sitio web abajo.
Urdu	یہ رپورٹ کو دیکھنے کے لیے نیچے دی گئی ویب سائٹ پر جائیں۔ <a href="http://www.p12.nysed.gov/assessment/nyeslat">http://www.p12.nysed.gov/assessment/nyeslat</a>

## Your Child's Total Score and English Language Proficiency Level



In order to be considered Commanding (Proficient), students must meet two requirements: (1) their total scale score must be in the "Commanding" range, and (2) their scale score for each modality (Listening, Speaking, Reading, and Writing) must be at or above the minimum scale score required for an overall proficiency level of "Commanding." Thus, it is possible for a student's proficiency level to be Expanding even if their total scale score meets the Commanding range. In these cases, please refer to page two of this report and see the column entitled "Met Score for Commanding" for a "Yes" or "No." If applicable, this column will show you the modality (Listening, Speaking, Reading, and Writing) for which your child did not earn the required score.

Differences in students which may affect English language development (e.g., level of ELL services and level of literacy in home language) should be considered when interpreting scores.

**These results cannot be compared directly to results from previous years.**

Entering (Beginning)	Emerging (Low Intermediate)	Transitioning (Intermediate)	Expanding (Advanced)	Commanding (Proficient)
A student at the Entering level has great dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.	A student at the Emerging level has some dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.	A student at the Transitioning level shows some independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.	A student at the Expanding level shows great independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level is approaching the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.	A student at the Commanding level is now designated as a Former ELL, and entitled to receive two years of continued ELL services. As measured by the NYSESLAT, a student at this level has met the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

## More about the NYSESLAT score for

School  
Student ID  
Assessment Grade

The NYSESLAT measures four different language areas: Listening, Speaking, Reading, and Writing. The test is a combination of multiple-choice listening and reading questions, as well as speaking and writing responses. The NYSESLAT measures a student's ability to use academic English to succeed in classroom instruction. Your child's scores are provided below to assist you in understanding the degree to which your child is proficient in Listening, Speaking, Reading, and Writing. For comparison with students across New York State within your child's grade level, you will also find the State average scale score for each modality.

English Language Proficiency Areas/Modalities	Scale Score Range	Scale Score Required for Commanding	State Average Scale Score	Your Child's Scale Score	Met Score for Commanding
<b>Listening</b>					
Students listen to determine information and develop ideas in grade-level academic discussions.	## - ##	##	##	##	XXX
<b>Speaking</b>					
Students use grade-appropriate language to contribute to discussions about academic texts and topics.	## - ##	##	##	##	XXX
<b>Reading</b>					
Students read grade-level academic texts to determine information and develop ideas.	## - ##	##	##	##	XXX
<b>Writing</b>					
Students use grade-appropriate language to structure thoughts and ideas in writing, and write about literary and informational texts and topics.	## - ##	##	##	##	XXX

### What's Next?

If your child scored at the "Commanding" (Proficient) English language proficiency level, he/she is no longer considered an English Language Learner (ELL), but is entitled to continue to receive Former ELL services and accommodations on State assessments for the next two school years. Former ELL services for these next two years will be determined by your child's teachers and/or school officials.

If your child scored "Entering" (Beginning), "Emerging" (Low Intermediate), "Transitioning" (Intermediate), or "Expanding" (Advanced), he/she is entitled to participate in a Bilingual Education and/or an English as a New Language (ENL) Program. Please see the chart below for the amount of time your child is entitled to according to his/her English language proficiency level:

Bilingual Education or English as a New Language Program Services		
English Proficiency Level	Grades K-8	Grades 9-12
Entering (Beginning)	At least 360 minutes / week	At least 540 minutes / week
Emerging (Low Intermediate)	At least 360 minutes / week	At least 360 minutes / week
Transitioning (Intermediate)	At least 180 minutes / week	At least 180 minutes / week
Expanding (Advanced)	At least 180 minutes / week	At least 180 minutes / week

**You are encouraged to discuss your child's test performance with his/her teacher and/or school officials.**

You can obtain a complete and accurate picture of your child's strengths and needs, review classroom work, other test results, and progress reports with your child's teacher and/or school officials.



## Bilingual and ENL Department NYSESLAT Letter



Wanda Ortiz-Rivera  
Assistant Superintendent for Bilingual Services K-12 and  
Student Intake

Brentwood, NY 11717  
Telephone 631-434-2511 FAX 631-434-2239

Dear Parent/Guardian:

As an English Language Learner (ELL), your child, \_\_\_\_\_, participated in an English as a New Language/Bilingual Program. During the 20\_\_ - 20\_\_ school year your child was assessed using the New York State English as a Second Language Achievement Test (NYSESLAT) to determine his or her English language development and proficiency. This letter is to inform you that your child has exited ELL status by [check one]:

- ☐ Scoring at the Commanding level on the NYSESLAT
- ☐ Scoring at the Expanding level on the NYSESLAT and scoring level three or above on the Common Core English Language Arts Test Grades 3-8
- ☐ Scoring at the Expanding level on the NYSESLAT and scoring level 65 or above on the English Regents Exam

Based on these results, your child is now a Former ELL. As Former ELL, your child is entitled to receive at least two years of Former ELL services and two years of testing accommodations on New York State assessments. Your child's teacher will inform you of the different services available for your child.

Sincerely,

A handwritten signature in black ink, appearing to read 'Wanda Ortiz-Rivera', is written over a horizontal line.

Wanda Ortiz-Rivera  
Assistant Superintendent for Bilingual Services K-12 and Student Intake

ELL



## Sample of Intake Assessment Score Report

### SCORE REPORT

Name: I  
 Date of Birth: 10/10/2007  
 Age: 12  
 Sex: M  
 Date of Testing: 06/29/2016

School: F  
 Teacher: Guidance  
 Grade:  
 ID:  
 Examiner: Ms. Melgar/ Ms. Maldonado

#### TABLE OF SCORES

*Batería III Normative Update Pruebas de aprovechamiento*

WJ III NU Compuscore and Profiles Program, Version 3.0

Norms based on grade 6.0

<u>CLUSTER/Test</u>	<u>Raw</u>	<u>W</u>	<u>GE</u>	<u>EASY</u>	<u>to</u>	<u>DIFF</u>	<u>RPI</u>	<u>PR (68% Band)</u>	<u>AE</u>
AMPLIA LECTURA	-	505	5.3	4.0		7.1	85/90	40 (33-46)	10-8
BREVE LECTURA	-	507	5.2	4.1		6.8	83/90	38 (32-45)	10-7
DES en CÁLC MAT	-	497	4.2	3.0		5.6	70/90	9 (5-16)	9-6
<hr/>									
Ident de letras y palabras	60	529	7.8	6.4		9.5	97/90	75 (68-82)	13-3
Fluidez en la lectura	37	500	5.7	3.5		7.8	88/90	44 (28-62)	11-1
Cálculo	16	498	4.2	3.4		5.2	60/90	11 (5-22)	9-7
Fluidez en matemáticas	52	495	3.8	1.9		6.7	79/90	14 (10-19)	9-1
Comprensión de textos	25	484	2.6	2.1		3.5	39/90	9 (5-14)	8-0

## Intake Writing Sample

Nombre: Jesus M. Cruz

Fecha: 2 de junio de 2016

Jugar pelota por que es un buen deporte  
alg. dia puede ser profesional y pueda ganar  
mucho dinero y pueda comprar lo que  
lla y con cuanta lla este grande a ayudar  
a toda mi familia y a todos los que me  
ayudan a mi





**Brentwood Union Free School District  
Bilingual and ENL (K-12) Services  
Monitoring Form Elementary and Secondary Level Students**

**Former ELL/MLL Students**

Academic Year \_\_\_\_\_ Student Name: \_\_\_\_\_  
ID #: \_\_\_\_\_

Choose One:      Year 1 Monitoring      Year 2 Monitoring

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Performance	Agree	Disagree	Comments if Applicable
The student is highly proficient ( if yes, disregard below)			
The student participates effectively in class			
The student is progressing satisfactorily			
The student shows difficulty with academic language			
The student requires additional assistance			




**Include the following Reports:**

























- ☐ End of Year Reading Record - Grades 1-5  
☐ RI results - Grades 3-12  
☐ Progress Report Card - Grades 1-12  
☐ CAM Tests or Quarterly Tests- Grades 1-12  
☐ Other \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date: \_\_\_\_\_


Teacher's Signature \_\_\_\_\_ Date: \_\_\_\_\_

# eSCHOOL Symbols

- ★ Limited English Proficient/ELL/MLL: 
- ★ Former Limited English Proficient/FLEP: A
- ★ Students with Disabilities: Special ED 
- ★ 504 Plan 

						LEP	ID Number	Last Name	First Name	MI	Gender	Grade	Homeroom
							A	J					
								R					
								R					
								S					
								J					
								J					

## IT Portal HELP Desk


Brentwood UFSD
Departments
Brentwood Schools
Brentwood Principals

### How-to Guides

#### eSchool Guides

Name	Document Description
eSD Portal - Student View User Guide v 3.8.0	eSchool Student Portal Guide
Teacher of Record QR	How to enter teacher of record
bufsd - Student Portal	Student Portal Guide
Language Translation Flag in eSchoolData	How to use the language translation flag in eSchool
Kindergarten Pre-Registration Process in eSchoolData	How to Pre-Register Kindergarten Students in Brentwood
ESL and ELA classes in eSchoolData	How to Assign ELA and ESL Classes to Elementary Students
Standard Based Report Cards Teacher View	Standard Based Report Card Teacher View
Standard Based Reports for Administrators	Standard Based Reports for Administrators
Standard Based Report Cards Viewing and Printing	Secretarial guide for viewing/printing elementary SBRC
3rd Quarterly Math Exam 2016 in eSD	How to enter 3rd Quarter Math assessment scores in eSchool
Local Assessment Scores in eSD CAM 2016	How to enter CAM assessments into eSchool
Assigning Co Teacher or Teacher of Record in eSchoolData	How to Assign Co Teacher and Teacher of Record in eSchoolData
eSD Classic Gradebook Setup	How to set up Gradebook in eSchoolData
eSD Classic Gradebook_Creating Report Templates	How to Creating Report Templates for Gradebook in eSchoolData

#### RightPath Guides

Name	Document Description
Right Path Guide for Administrators	Complete RightPath guide for administrators which includes observation forms information, EOY process, and other commonly used forms.
Right Path Guide for Teachers	Complete RightPath guide for teachers which includes observation forms information, SLO process, and other commonly used forms.
RightPath Admin Guide for New 3012d Walkthroughs	Administrator Guide for New 3012d Walkthrough Observation Forms
APPR Power Point Presentation 3012d Roll Out	APPR Power Point Presentation 3012d Roll Out
BUFSD 2014 NYSUT Teacher Practice Rubrics	2014 NYSUT Teacher Practice Rubrics with Highlighted Removed Indicators for BUFSD
Right Path SLO Guide for Teachers	Teachers guide for SLO verification process

#### Windows Guides

Name	Document Description
New Windows Password Scheme	This document will describe the new Windows password scheme
Connecting to Remote Desktop	This document provides guidance on how to access a Brentwood desktop from home.
Student Login Guide	How to lookup your student's username and password.
Student Shared Folder Guide	How to use the Student Shared folder to work with your students

#### Miscellaneous Guides

Name	Document Description
Deleting Cached Email entries	how to delete cache entries
How to Submit an IT ticket	How to open a ticket when you have technical issues.
Adding Email to Mobile Device	This document describes how to add your BUFSD email to your mobile phone
Outlook Distribution List Guide	Guide provides steps to create a personal distribution list in Outlook.
Sony Digital Recorder ICD-PX333 Guide	User Guide for Sony Digital Recorder ICD-PX333
BUFSD Office 365 Sign Up Guide	Instructions for Signing Up for a Free Office 365 Account
IT_EOY_Guide	Guide includes information to keep accounts current during the break.
Equipment for End of Year Collection	This document includes pictures of equipment for end of year Collection

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Week (A or B): \_\_\_\_\_

ROOM # \_\_\_\_\_

\*If you co-teach/changes classrooms, please indicate the Room # on the appropriate time slot in the chart below.

**Bilingual - Demo Schedule**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:35-9:00</b> Breakfast Morning Routine	<b>8:35-9:00</b> Breakfast Morning Routine	<b>8:35-9:00</b> Breakfast Morning Routine	<b>8:35-9:00</b> Breakfast Morning Routine	<b>8:35-9:00</b> Breakfast Morning Routine
<b>9:00-10:12</b> (72 min) ENL/ELA Good Habits Great Readers <b>Interdisciplinary</b>	<b>9:00-10:12</b> (72 min) ENL/ELA Good Habits Great Readers <b>Interdisciplinary</b>	<b>9:00-10:12</b> (72 min) ENL/ELA Good Habits Great Readers <b>Interdisciplinary</b>	<b>9:00-10:12</b> (72 min) ENL/ELA Good Habits Great Readers <b>Interdisciplinary</b>	<b>9:00-10:12</b> (72 min) ENL/ELA Good Habits Great Readers <b>Interdisciplinary</b>
<b>10:12-10:48</b> (36 min) HLA Tesoros/Buenos Hábitos Grandes Lectores <b>Interdisciplinary</b>	<b>10:12-10:48</b> (36 min) HLA Tesoros/Buenos Hábitos Grandes Lectores <b>Interdisciplinary</b>	<b>10:12-10:48</b> (36 min) HLA Tesoros/Buenos Hábitos Grandes Lectores <b>Interdisciplinary</b>	<b>10:12-10:48</b> (36 min) HLA Tesoros/Buenos Hábitos Grandes Lectores <b>Interdisciplinary</b>	<b>10:12-10:48</b> (36 min) HLA Tesoros/Buenos Hábitos Grandes Lectores <b>Interdisciplinary</b>
<b>10:50-11:40</b> LUNCH	<b>10:50-11:40</b> LUNCH	<b>10:50-11:40</b> LUNCH	<b>10:50-11:40</b> LUNCH	<b>10:50-11:40</b> LUNCH
<b>11:50-12:50</b> (40+ min) Math L1/ L2	<b>11:50-12:20</b> (30 min) Computers	<b>11:50-12:35</b> (45 min) Writers Workshop L1/L2	<b>11:50-12:20</b> (30 min) Music	<b>11:50-12:40</b> (50 min) Writers Workshop L1/ L2
<b>12:50-1:20</b> (30 min) Music	<b>12:20-12:55</b> (35 min) Writers Workshop L1/ L2	<b>12:35-1:35</b> (45+ min) Math L1/ L2	<b>12:20-1:10</b> (50 min) Writers Workshop L1/ L2	
<b>1:20-2:05</b> (45 min) Writers Workshop L1/L2	<b>12:55-1:25</b> (30 min) Gym	<b>1:35-2:10</b> (35 min) Social Studies / Science L1/ L2	<b>1:10-2:10</b> (45+ min) Math L1/ L2	<b>12:40-1:40</b> (45+ min) Math L1/ L2
<b>2:05-2:35</b> (30 min) Social Studies/r Science L1/ L2	<b>1:25-1:55</b> (30 min) Social Studies/ Science L1/ L2			<b>1:40-2:10</b> (30 min) Gym
<b>2:35-2:55</b> <b>Library</b>	<b>1:55-2:55</b> (45+ min) Math L1/ L2	<b>2:10-2:55</b> (45 min) Art	<b>2:10-2:55</b> (45 min) Social Studies/ Science L1/ L2	<b>2:10-2:55</b> (45 min) Social Studies/ Science L1/ L2
<b>2:55</b> Start Dismissal	<b>2:55</b> Start Dismissal	<b>2:55</b> Start Dismissal	<b>2:55</b> Start Dismissal	<b>2:55</b> Start Dismissal

# of Entering: \_\_\_\_\_ #of Emerging: \_\_\_\_\_ # of Transitioning: \_\_\_\_\_ # of Expanding \_\_\_\_\_ # of Commanding \_\_\_\_\_

# Learning Disabilities and Language Acquisition

Ideas to consider when suspecting a learning disability:

- Hypothesis that the causes of the student's learning difficulties are primarily external factors until data suggest otherwise and all plausible external factors have been ruled out.
- There are no tests that can definitively reveal whether a student has LD.
- Determine if instruction is appropriate. If most ELLs/MLLs or similar peers are thriving, then it is likely that instruction is appropriate. Conversely, if most ELLs/MLLs are showing little progress, then instruction needs to be changed to better meet their language and learning needs.

<b>Some Similarities Between LD and Language Acquisition</b>	
<b><i>Behaviors Associated w/ LD</i></b>	<b><i>Behaviors when Acquiring an L2</i></b>
Difficulty following directions	Difficulty following directions because the directions were not well understood; it can be harder to remember directions in a second language.
Difficulty with phonological awareness	Difficulty auditorily distinguishing between sounds not in one's first language, or sounds that are presented in a different order.
Slow to learn sound-symbol correspondence	Confusion with sound-symbol correspondence when it is different than in one's first language. Difficulty pronouncing sounds not in the first language.
Difficulty remembering sight words	Difficulty remembering sight words when word meanings are not understood.
Difficulty retelling a story in sequence	Difficulty retelling a story in English without the expressive skills to do so; yet the student might understand more than s/he can convey (i.e., receptive skills in English might be stronger than expressive skills).
Confusion with figurative language	Confusion with figurative language, idioms, pronouns, conjunctions, and words with multiple meanings.
Slow to process challenging language	Slow to process challenging language because it is not well understood.
May have poor auditory memory	May seem to have poor auditory memory if sounds or words are unfamiliar or not well understood.
May have difficulty concentrating	Learning in a second language is mentally exhausting; therefore, ELLs may seem to have difficulty concentrating at times.
May seem easily frustrated	Learning in a second language can be frustrating.

JANETTE KLINGNER

IN PARTNERSHIP WITH NYC DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT



# OFFICE BILINGUAL AND ENL PROGRAMS

## **ELL/MLL Recommended Service**

**Please submit this document 10 days prior to the signing of the referral, with written rationale attached.**

### Student Information

Student's Name:	ID#:	Grade:
Teacher(s):	School:	Date of Birth:
Current Program:	Number of years receiving ELL Services:	Date:

### Student's Academic History/Performance

<input type="checkbox"/> New Referral
<input type="checkbox"/> Requesting a Change in Program
Last Year's NYSESLAT Scores: Year _____ Scale Score _____
Indicate English Proficiency Level: _____
Current Year's NYSESLAT Scores: Year _____ Scale Score _____
Number of minutes student receiving ELL/MLL services: _____

<b>Current Fountas and Pinnell Level</b>	
Language: English Level _____	Spanish Level _____
Lexile Level: _____	

1. Was the student retained? <input type="checkbox"/> YES <input type="checkbox"/> NO
2. Do parents need communications translated? <input type="checkbox"/> YES <input type="checkbox"/> NO
If so, what language?
3. Please indicate person initiating the referral and other professionals involved:
4. Are there any interventions in place? <input type="checkbox"/> YES <input type="checkbox"/> NO
5. Please attach a written rationale to this form including the reason for referral and a list of interventions with their outcome.

\_\_\_\_\_  
Bilingual/ENL Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Building Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Assistant Superintendent for Bilingual Services K–12 and Student Intake

\_\_\_\_\_  
Date

### Example of a Written Rationale A

**Student:** John Doe  
**I.D#:** 123456  
**School:** Loretta Park  
**Teacher:** Jane Smith  
**Date:** April 20, 2014  
**Ref:** New Referral

- John is a kind boy who demonstrates good effort in class. His social strengths are that he works well with others (particularly partnerships) and he treats others with respect. He demonstrates command of BICS in English and communicates his ideas clearly. Academically, he demonstrates strength in math in the area of simple computation. In reading, he successfully uses pictures to sequence and answer questions with evidence, and make inferences using background knowledge. John enjoys non-fiction stories, particularly about science, and when stories are read aloud (when he is focused), he is eager to participate to share ideas and recall details.
- John needs a lot of support in the reading areas of decoding, fluency, and comprehension. John began the school year reading at level B in English and A in Spanish. He demonstrates more verbal command and understanding of information in English so remediation strategies in the area of reading have been provided in this language. John also receives small group remediation in math to provide support with number concepts such as place value, number patterns and comparisons. I also sit with John three times a week during writing to help him plan and write his ideas. We practice sounding out words as he writes and re-planning sentences by re-reading his work to help him remember his ideas.
- In the area of reading for the first two semesters, John was working in a small group of six students that also needed extra support in the areas of decoding, fluency, and comprehension. Like the other students in this group, John practiced individualized kindergarten and first grade sight words (based on high frequency word assessments), reviewed all sight and story words for each book read daily, and read books with one or two lines of text alongside detailed pictures or photographs. This group also focused on word-solving strategies such as segmenting, chunking, pictures clues (along with first letter sounds), and constant monitoring (“Does this sound right? Does it make sense?”) This group was also assigned a modified word study list each week for the spelling pattern studied whole class (5 words instead of 10). All grade 2 level benchmark assessments have been read aloud to this group in order to better assess reading comprehension and determine specific skills for future focus. Most of the students have shown differing amounts of progress since the first semester (increasing between 2 to 6 reading levels), and groups have been restructured in order to focus on the students’ individual needs.
- Despite these interventions strategies, John has remained at a reading level B in English (as of his March Fountas and Pinnell guided reading assessment). I feel that the intervention strategies used were ineffective because the reading group was too large for him. As further discussed below, John’s difficulty to maintain focus and retain and apply strategies has kept him from benefiting from a small group that “large”. He continues to need support with one to one word correspondence and sight word recognition, as he tends to depend greatly on segmenting as a decoding strategy.
- John has been receiving RTI services since March 26, 2014, the date of our first meeting. The focus of the intervention services provided is sight word recognition and retention. John’s group now consists of 2 students instead of 6 and he learns 6 new sight words each week (in addition to cumulative review). The methods used are flash card concentration, word building with magnetic letters and dictation for writing. John is tested each Friday using the same list of the first 50 high frequency words and has increased by 11 words. He sometimes misreads words of which he had previously demonstrated mastery but has begun to self-correct. He practices one to one word correspondence as text is read chorally and continues to demonstrate comprehension skills using picture cues. His parents and doctor have requested an academic evaluation for John and the process has been explained to him.

- In the area of math, John continues to receive AIS services inside the classroom each day in addition to the lesson presented. Re-teach and RTI pages are used in small group work and manipulatives when applicable (he tends to become very distracted with these and they therefore do not support learning effectively.) John demonstrates inconsistent progress in these areas as summative assessments are usually in text format with a lot of information on a page and extensive questions. I modify his work when possible. I continue to sit with John during writing. He is now demonstrating phonemic (as opposed to emerging) writing conventions and is beginning to work with more independence and less opposition. He used to copy words from the walls but now he is writing short stories, which is good progress. He still needs support with letter formation and how to use line space an area where he is resistant to change his habits.
- In terms of his behavior, John has extreme difficulty focusing and sitting still, even working one on one with me. He often plays with a pencil between his fingers and tells me he does so because “His head feels crazy.” One to one correspondence is difficult, as well as letter formation and letter order in simple word recognition. John jumps instead of walking in the hall, tends to bump into others, and does not acknowledge personal space on the carpet. John’s father has taken him to different doctors (clinician, neurologist) for evaluation, and also has tried vitamins to support focus. I filled out an ADHD survey and sent it home and continue to await the results (diagnosis). John has told me he is concerned that “He is going to doctors and they cannot find anything.” His father and I meet often and he has requested a formal academic evaluation.
- For the reasons listed above, I feel John should continue to receive ESL support.

\_\_\_\_\_  
Bilingual/ENL Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Assistant Superintendent for Bilingual and ENL Programs & Student Intake

\_\_\_\_\_  
Date

\_\_\_\_\_  
Building Principal

\_\_\_\_\_  
Date



### Example of a Written Rationale B

**Student:** John Doe  
**I.D#:** 123456  
**School:** Northeast Elem.  
**Teacher:** Jane Smith  
**Date:** January 14, 2013  
**Ref:** New Referral

- John has been an ELL/MLL student for the past two years. In Kindergarten, he was receiving bilingual services. This year, as a first grader, John is receiving ESL services. He is an intermediate ESL student attending ESL five times a week for a total of 360 minutes. On his most recent NYSESLAT Exam (April 2013) he scored the following: Listening-20, Speaking-23, Reading-10, & Writing-7. His environment in ESL consists of a small group instruction with a total of three students. Within our small group setting, he is self-motivated and willing to participate. John is a respectable student who always follows instructions. He is eager to please and always tries his best.
- However, even with just three students we have established a time for John to work one-on-one with an adult to reinforce lessons, strategies, skills, and to assist him in completing the task at hand. His confidence and strength is evident when instruction is one-on-one, interaction is verbal, lessons are modeled and scaffolded, and visuals are being used. I must add that John feels proud and a sense of accomplishment when assignments are finished.
- **Writing:** With writing, we are constantly focused on two objectives. Our goal has been to teach to write organized simple sentences while using proper sentence structure. However, at times John needs to be reminded of capitals and periods. In addition, his sentences are usually difficult to understand because of his omitted words and invented spelling. There is no sound/symbol relationship in his spelling and words are usually way off. The words John usually spells correctly are simple sight words, such as *the, to, & of* to name a few. Also, if left independently, expressing ideas on paper seems to be a struggle and his assignments are usually not completed. In order to complete assignments, the majority of his writing activities have been modified and assisted by me or my T.A. on a one-to-one basis.
- **Reading:** John is currently reading and comprehending on a KNDG level. His independent F&P level is a "C." While reading on his level, John is able to understand the gist of the story. However, he does not read with confidence or accuracy. When challenged by a word, his decoding is weak. John guesses on difficult words instead of using strategies being taught. Usually his guess is way off and the word does not make sense in the sentence. To assist John with tricky words, we have taught him to use beginning and ending sounds, blends, digraphs, chunks, context clues, and illustrations. For comprehension, I always provide him with an overview of the text, vocabulary words are discussed, and a purpose is always set. Also, John is taught pre-reading strategies, such as using background knowledge, making predictions, asking questions, and scanning the book.
- **Listening:** I feel that John is inconsistent when it comes to listening. During good days, John understands the task at hand, is able to follow directions, pays very close attention in class, participates a lot more, and is able to retain information from one day to the next. Unfortunately, there are days when John has difficulty staying focused. During these days, he fails to pay attention to the lesson, is unable to follow single or multi-step directions, and is unable to recall recent information. Usually, directions and instruction need to be explained or simplified.
- **Speaking:** With speaking, John needs to improve his academic and verbal expression. At times, his ability to communicate and fully express his ideas is hindered. He does not clearly articulate or express his ideas well to peers or adults. He seems to pause to gather his thoughts before speaking. It seems as though he has a constant battle/struggle with what he says and wants to say.

\_\_\_\_\_  
Bilingual/ENL Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Assistant Superintendent for Bilingual and ENL Programs & Student Intake

\_\_\_\_\_  
Date

\_\_\_\_\_  
Building Principal

\_\_\_\_\_  
Date

## CR Part 154-2 (K-8) Transitional Bilingual Education Program

ENGLISH PROFICIENCY LEVEL		ENTERING (Beginning)	EMERGING (Low /Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
LANGUAGE ARTS	STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
	INTEGRATED ENL / ELA	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
	FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
	TOTAL ENL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
BILINGUAL INSTRUCTION	HOME LANGUAGE ARTS	1 HLA Class	1 HLA Class	1 HLA Class	1 HLA Class	
	BILINGUAL CONTENT AREA SUBJECTS	Minimum of 2	Minimum of 2	Minimum of 1	Minimum of 1	
	STAFFING/ PERSONNEL	<b>K-8 BILINGUAL EDUCATION PROGRAM</b> <ul style="list-style-type: none"><li>(K-6 Bilingual) Common Branch teacher with a bilingual extension</li><li>(7-8 Bilingual) Content Area teacher with a bilingual extension. [HLA must be taught by a certified Language Other Than English (LOTE) teacher.]</li></ul>		<b>K-8 ENGLISH AS A NEW LANGUAGE PROGRAM</b> <ul style="list-style-type: none"><li>(K-8 STAND-ALONE) ESOL certified teacher</li><li>(K-6 ENL) Common Branch K-6 teachers with a bilingual extension can teach the ENL component of a K-6 Bilingual Education program.</li><li>(7-8 ENL) Integrated ENL can be taught by an ESOL teacher with Content Area certification or two individually certified teachers.</li></ul>		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.						

\*Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress.  
Content Area shall mean ELA, Math, Science, and Social Studies.



## CR Part 154-2 (9-12) Transitional Bilingual Education Program

### CR Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
<b>ENL INSTRUCTIONAL TIME (MINIMUM)</b>					
<b>STAND-ALONE ENL</b>	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional <b>two years</b>
<b>INTEGRATED ENL</b>	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
<b>FLEXIBILITY</b>		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, or other approved Former ELL services for two additional years*
<b>TOTAL</b>	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
<b>STAFFING/ PERSONNEL</b>	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher	<b>INTEGRATED ENL – 1 Dually Certified Teacher</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications  <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)			

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*\*Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress.*

*Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*

Updated May 6, 2015





## CR Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)					
STAND-ALONE ENL	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional <b>two years</b>
INTEGRATED ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA or other Core Content Area (180 min.)	
FLEXIBILITY	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	.5 unit of study in ENL/ELA or other Core Content Area (180 min.)	.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher	INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications  INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)			
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress.

Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

Updated May 6, 2015



**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)					
STAND-ALONE ENL	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional <b>two years</b>
INTEGRATED ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/Core Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Core Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Core Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Core Content Area, <u>or</u> other approved Former ELL services for two additional years*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study	<b>INTEGRATED ENL</b> Core Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies			
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher	<b>INTEGRATED ENL – 1 Dually Certified Teacher</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher			

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a Special Education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

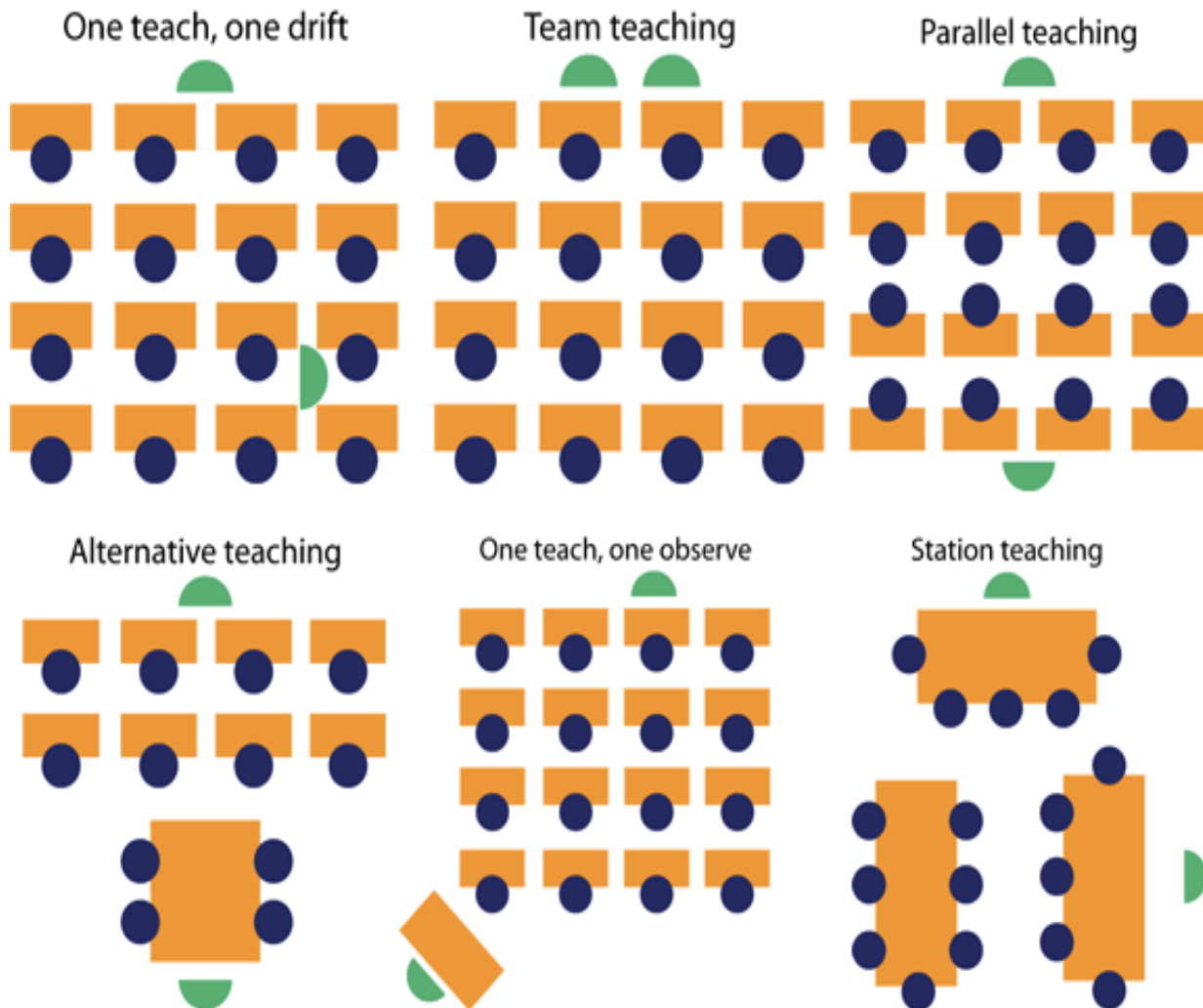
\*Other services that are approved by the NYS Commissioner that monitor and support the student's language development and academic progress.  
Core Content Area shall mean ELA, Math, Science, and Social Studies.

Updated May 6, 2015

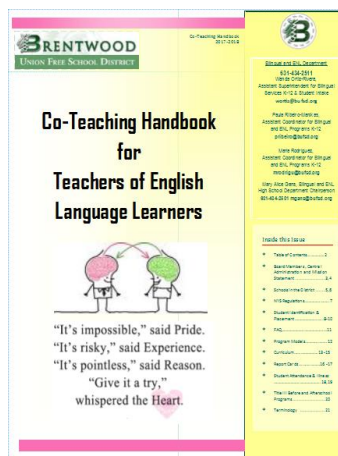




## Co-Teaching Models



For more information on co-teaching, please refer to our [Co-Teaching Handbook for English Language Learners/MLLs.](#)



## Brentwood Union Free School District

### Lesson Plan Template

**(To be submitted by the teacher prior to pre-conference)**

<b>Educator's Name:</b>		<b>School</b>	
<b>Grade Level/Subject Taught:</b>			
<b>Appointment Status:</b>	<input type="checkbox"/> Tenured or <input type="checkbox"/> Non-Tenured (check one)		
<b>Evaluator's Name &amp; Title:</b>		<b>Date:</b>	

The lesson plan submitted for the pre-conference must include the elements listed below.

#### Lesson:

<b>Curriculum Standard(s)</b> Identify the curriculum standards to be taught; connect to other standards within our outside of the discipline.	
<b>Student/Class Profile</b> Identify any accommodations in instruction to meet student learning needs.	
<b>Learning Outcomes</b> Identify the important concepts and skills that students will be expected to learn.	
<b>Assessments</b> Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson.	
<b>Cognitive Engagement</b> Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity.	
<b>Adjustments/Modifications</b> Identify ways in which you may adjust the lesson if formative assessments warrant modification.	
<b>Groups</b> How will students be grouped for each activity of the lesson?	
<b>Resources</b> Identify resources and materials needed for lesson.	



## Brentwood Union Free School District

### Pre-Conference Discussion

#### Agenda and Meeting Notes

Both evaluator and teacher should review the following questions prior to the pre-conference. For the teacher, the “preview” will spur more informed preparation of the lesson plan and other artifacts, and set the stage for what to expect during the pre-conference. For the evaluator, the questions help to frame the range of evidence one might expect to help to frame the range of evidence one might expect to collect through the review of the lesson plan, other artifacts of teacher practice, and in conversation with the teacher being evaluated.

- Identify the curriculum standards to be taught and how they connect to other standards within or outside of the discipline. (2,4)
- How has student achievement data informed your instruction, and how does this lesson specifically address the needs identified from a review of the data? (1,3,2.5, 5.2)
- What do you want students to learn as a result of this lesson? (2.1, 2.2, 2.3, 2.4, 2.5)
- How will you know if students are learning the expected outcome? (5.1, 5.2)
- How do you plan to cognitively engage students in the content? What will you do? What will the students do? (2.2, 2.3, 2.5, 2.6)
- How will differentiation be used to meet student needs? (2.3, 2.4, 2.6, 5.1, 5.2)
- What assessments will be used? (5.1)
- How will you use the results of assessments to adjust instruction? (5.2)
- On what areas would you like specific feedback?

Educator: \_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_

**Brentwood Union Free School District  
Planning and Preparation  
PRE-OBSERVATION CONFERENCE WORKING RUBRIC  
(To be completed by the administrator)**

<b>Educator's Name:</b>		<b>School:</b>	
<b>Grade Level/Subject Taught:</b>			
<b>Appointment Status:</b>	<input checked="" type="checkbox"/> Tenured or <input type="checkbox"/> Non-Tenured (check one)		
<b>Evaluator's Name &amp; Title:</b>		<b>Date:</b>	

**Rating Key:**

**Does Not Meet Standards**

**Meets Standards**

**0 or 1 = Ineffective**

**2 = Developing**

**3 = Effective**

**4 = High Effective**

Standard I: Knowledge of Students and Student Learning	Performance Indicators	Standard I Points	Evidence/Comments:
Element I.1: Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.	A. Demonstrates and plans using knowledge of developmental characteristics of their students.	a.	
Element I.2: Teachers demonstrate research-based knowledge of learning and language acquisition theories and processes.	A. Uses strategies to support learning and language acquisition.	a.	
Element I.3: Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.	A. Plans for student strengths, interests, experiences to meet diverse learning needs of each student.	a.	
Element I.4: Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.	A. Communicates with parents, guardians, and/or caregivers.	a.	

Element I.5: Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.	A. Incorporates the knowledge of school community and environmental factors.	a.	
Element I.6: Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.	A. Understands technological literacy and its impact on student learning.	a.	

**\*This form is to be utilized as a working rubric for evidence collection and as a guide to complete the official year end summative evaluation of teaching standards 1-7. Indicators with a score of 3 or 4 do not require written statements.**

Standard II: Knowledge of Content and Instructional Planning	Performance Indicators	Standard II Points	Evidence/Comments:
Element II.1: Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).	A. Understands key discipline concepts, themes, learning standards and key disciplinary language.	a.	
Element II.2: Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.	A. Incorporates diverse social and cultural perspectives.  B. Incorporates individual and collaborative critical thinking and problem solving	a.  b.	

Element II.3: Teachers use a broad range of instructional strategies to make subject matter accessible.	A. Designs self-directed learning experiences.	a.	
Element II.4: Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.	A. Articulates learning objectives/goals with learning standards.	a.	
Element II.5: Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.	A. Designs instruction using current levels of student understanding.  B. Designs learning experiences using prior knowledge.	a.  b.	
Element II.6: Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.	A. Organizes time.  B. Selects materials and resources.	a.  b.	

**Brentwood Union Free School District**  
**Instruction**  
**FORMAL OBSERVATION WORKING RUBRIC**  
**(To be completed by the administrator)**

<b>Educator's Name:</b>		<b>School:</b>	
<b>Grade Level/Subject Taught:</b>			
<b>Appointment Status:</b>	<input checked="" type="checkbox"/> Tenured or <input type="checkbox"/> Non-Tenured (check one)		
<b>Evaluator's Name &amp; Title:</b>		<b>Date:</b>	

**Rating Key:**

**Does Not Meet Standards**

**Meets Standards**

**0 or 1 = Ineffective**

**2 = Developing**

**3 = Effective**

**4 = High Effective**

Standard III: Instructional Practice	Performance Indicators	Standard III Points	Evidence/Comments:
Element III.1: Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.	A. Aligns instruction to standards.  B. Engages students.	a.  b.	
Element III.2: Teachers communicate clearly and accurately with students to maximize their understanding and learning.	A. Provides directions and procedures.  B. Uses questioning techniques to engage students.  C. Responds to students.  D. Communicates content.	a.  b.  c.  d.	

Element III.3: Teachers set high expectations and create challenging learning experiences for students.	A. Articulates measures of success. B. Implements challenging learning experiences.	a. b.	
Element III.4: Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement.	A. Differentiates instruction	a.	
Element III.5: Teachers engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology.	A. Provides synthesis, critical thinking, problem-solving and opportunities for collaboration.	a.	
Element III.6: Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.	A. Uses formative assessment to monitor and adjust pacing. B. Provides feedback during and after instruction.	a. b.	

Standard IV: Learning Environment	Performance Indicators	Standard IV Points	Evidence/Comments:
Element IV.1: Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.	A. Interactions with students. B. Supports student diversity. C. Reinforces positive interactions among students.	a. b. c.	

Element IV.2: Teachers create an intellectually challenging and stimulating learning environment.	A. Promotes student pride in work and accomplishments. B. Promotes student curiosity and enthusiasm.	a.  b.	
Element IV.3: Teachers manage the learning environment for the effective operation of the classroom.	A. Establishes routines/procedures/transitions and expectations for student behavior. B. Manages instructional groups.	a.  b.	
Element IV.4: Teachers organize and utilize available resources (e.g. physical space, time, people, technology) to create a safe and productive learning environment.	A. Organizes learning environment. B. Manages volunteers and/or paraprofessionals. C. Establishes classroom safety.	a.  b.  c.	

**Concluding Remarks (optional):**

**Teacher Comments (optional):**

**\*This form is to be utilized as a working rubric for evidence collection and as a guide to complete the official year end summative evaluation of teaching standards 1-7. Indicators with a score of 3 or 4 do not require written statements.**



**Sample of Teacher- Parent Conference Tracker**

Teacher's Name \_\_\_\_\_

School Year \_\_\_\_\_

Student's Name	Date of 1 <sup>st</sup> Conference	Date of 2 <sup>nd</sup> Conference
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
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22.		
23.		
24.		
25.		
26.		
27.		
28.		
29.		
30.		

## Community Plaza Members

Community Plaza Members are district teachers who serve as liaisons between parents and school. They offer translation services and informational workshops for parents.




## Title III Community Plaza/Plaza Comunitaria Program Locations and Liaisons


Elementary Schools		
East Kindergarten (05) Principal Ms. Minerva Feliciano	Phone: (631) 434-2525	Ms. Marjorie Zambrano Ms. Kimberly Savage
Hemlock Park Elementary (14) Principal Dr. Christopher Dalley	Phone: (631) 434-2451	Ms. Denise Joya Ms. Diane Horvath
Laurel Park Elementary (13) Principal Mr. Eric Snell	Phone: (631) 434-2464	Ms. Lorena Atanasio Ms. Sonia Argueta Ms. Angelica Diaz
Loretta Park Elementary (03) Principal Mr. Robert McCarthy	Phone: (631) 434-2246	Ms. Denisse Fuentes Ms. Evelyn Marquez Ms. Diana Perez-Romero Ms. Anna Nuñez
North Elementary (06) Principal Mr. Patrick Morris	Phone: (631) 434-2276	Ms. Stephany Perez Ms. Nicole Cortes
Northeast Elementary (09) Principal Ms. Marilyn Ituarte	Phone: (631) 434-2435	Ms. Kimberly Duque (Mazariegos) Ms. Mariel Manrique
Oak Park Elementary (02) Principal Ms. Lisa Catandella	Phone: (631) 434-2255	Ms. Pilar Erdmann Ms. Roxanna Melendez Ms. Nelly Brenner
Pine Park Elementary (01) Principal Ms. Ann Weishahn	Phone: (631) 434-2251	Ms. Maria Tata Ms. Janet Castillo
Southeast Elementary (07) Principal Ms. Lisa Calderaro	Phone: (631) 434-2265	Ms. Yolanda Cepeda
Southwest Elementary (08) Principal Ms. Michele Rogers	Phone: (631) 434-2261	Ms. Carlene Martinez Ms. Hannah McCarthy
Twin Pines Elementary (12) Principal Dr. Gloria Jackson	Phone: (631) 434-2457	Ms. Caroline Torres Ms. Evelyn Montañez


## eSchool Data Icons




## eSchoolData Icons


The RTI icon  indicates the student has an AIS/RTI Plan.


A green checkmark icon  in the LEP column indicates the student is classified Limited English Proficiency / ELL (English Language Learner ), while an A in the LEP column indicates the student was previously in a LEP Accountability Subgroup

An Accommodations icon  indicates the student is entitled to one or more accommodations. Hover over the icon to display the Accommodations

## eSchool Data Icons

The Parent Portal icon  identifies those students who have Parent Portal accounts associated to their records. Hover over the icon to view the Parent Accounts and the date and time they were last accessed. Click on a Parent Account name to open a view of the Gradebook from the Parent Portal (permission based).

Non-zero numbers in the Parent Portal Conversations column  indicate the teacher has Conversation Messages via the Parent Portal with a parent/guardian.

The Guardian Alert icon  indicates that an alert has been created for the corresponding student's guardian, which can be accessed by checking the box at the left end of the student's data row and then clicking View Contact

## Summary of Icons available within eSchoolData

 Export to Excel icon	 Guardian Alert icon	 Medical Allergy icon	 Parent Portal Conversations icon
 Export to Word icon	 Special Education icon	 Medical Condition icon	 Parent Portal Accounts icon
 Partial Schedule icon	 SO4 Plan icon	 Test Accommodations icon	 View Parent Portal Conversation icon
 LEP Student icon	 De-Classified Student icon		



## THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Angelica Infante-Green, Associate Commissioner Office of Bilingual Education and World Languages

55 Hanson Place, Room 594 Brooklyn, New York 11217  
Tel: (718) 722-2445 / Fax: (718) 722-2459

89 Washington Avenue, Room 528B Albany, New York 12234  
(518) 474-8775 / Fax: (518) 474-7948

### PARENTS' BILL OF RIGHTS FOR NEW YORK STATE'S ENGLISH LANGUAGE LEARNERS

The New York State Education Department (NYSED) Commissioner Regulations Part 154 provides you – the parents/guardians of English Language Learners (ELLs) – with:

1. The right for your children to receive a free public education in the school district where you live, regardless of your or your children's immigration status (e.g., whether your family members are citizens, immigrants, or undocumented) and the language that you or your children speak.
2. The right to enroll your children in school without being asked to provide information or paperwork which may reveal your or your children's immigration status. You cannot be asked to provide a social security card or number, an immigration visa or visa status, or citizenship documents or citizenship status.
3. The right under federal law to have a qualified interpreter/translator in your preferred language for critical interactions with the school district.
4. The right to have your children in a Bilingual Education (BE) program when there are 20 or more grade-level students that speak the same home/primary language.<sup>1</sup>
5. The right to written notice in English and your preferred language that your children have been identified as ELLs and will be placed in a Bilingual Education or English as a New Language (formerly called English as a Second Language) program.<sup>2</sup>
6. The right to a high quality orientation session, provided by your school district, that focuses on state standards, tests, and school expectations for ELLs, as well as the program goals and requirements for Bilingual Education and English as a New Language. This orientation must occur before final school program placement, and must be in your preferred language.
7. The right to receive information about your children's English language development, and also about their home language development if they are in a Bilingual Education program.
8. The right to meet with school staff at least once a year, in addition to other generally required meetings, to discuss your children's overall learning and language development progress.
9. The right for your children to be placed in a Bilingual Education or English as a New Language program within 10 days of enrollment, and the right to opt out of a Bilingual Education program. At a minimum, your children must receive English as a New Language instruction.
10. The right for your children to transfer to another school in your district that offers Bilingual Education in your language, if your children's original school does not offer such a program.
11. The right for your children to have equal access to all programming and services offered by the school district, appropriate to age and grade level including those required for graduation, and to all school programs available to other students.
12. The right for your children to receive all core content instruction, and to learn English and other subjects such as Reading/Language Arts, Math, Science, and Social Studies at the same academic level as all other children. Being entitled to ELL services does not limit the ability to get core content instruction.
13. The right for your children to have full access to extracurricular activities (afterschool clubs, sports, etc.). Being entitled to ELL services does not limit the ability to take part in extracurricular activities.
14. The right for your children to get support services (e.g., Academic Intervention Services) aligned with any intervention plans that the school/district provides to all students.
15. The right to have your children tested yearly to determine their English language progress, and to obtain information about your children's performance on academic tests, including New York State tests.
16. The right to have your children continuously enrolled year to year in a Bilingual Education or English as a New Language program while they remain ELLs.
17. The right to contact the New York State Education Department's Office of Bilingual Education and World Languages if any of the above rights have been violated.

Please call the **ELL Parent Hotline** at 1-800-469-8224, or email: [nysparenthotline@nyu.edu](mailto:nysparenthotline@nyu.edu)  
For more information visit:  
[www.p12.nysed.gov/biling](http://www.p12.nysed.gov/biling)  
or write to:  
New York State Education Department  
Office of Bilingual Education & World Languages  
55 Hanson Place, Room 594  
Brooklyn, NY 11217

<sup>1</sup> In New York City, per the Aspire Consent Decree, a BE program is required in grades K-8 if 15 or more grade-level students speak the same language in two contiguous grades. If there is not a sufficient number of qualifying students in a school, but there are within its district, the district must provide a BE program.

<sup>2</sup> All ELLs develop their English skills through "English as a New Language" courses. In addition, those in a Bilingual Education program also take Home Language Arts. Core content area courses (i.e., Math, Science, and Social Studies) are offered in a Bilingual Education program in both English and their home language. Those who are not in a Bilingual Education program take core content area courses in English.

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

Date: \_\_\_\_\_

Period/Subject: \_\_\_\_\_

How do you feel about  
today's lesson?



Why?

NOMBRE: \_\_\_\_\_

Fecha: \_\_\_\_\_

Período/Clase: \_\_\_\_\_

Como te sientes acerca  
de la lección de hoy?



¿Por qué?

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

Date: \_\_\_\_\_

Period/Subject: \_\_\_\_\_

How do you feel about  
today's lesson?



Why?

NOMBRE: \_\_\_\_\_

Fecha: \_\_\_\_\_

Período/Clase: \_\_\_\_\_

Como te sientes acerca  
de la lección de hoy?



¿Por qué?

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

Date: \_\_\_\_\_

Period/Subject: \_\_\_\_\_

**3** things you learned today...**2** questions you still have...**1** thing that made you say, "WOW!"

NOMBRE: \_\_\_\_\_

Fecha: \_\_\_\_\_

Período/Clase: \_\_\_\_\_

**3** Cosas que aprendiste hoy**2** Preguntas que aún tienes**1** cosa que te hizo decir, "¡GUAU!"

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

Date: \_\_\_\_\_

Period/Subject: \_\_\_\_\_

**3** things you learned today...**2** questions you still have...**1** thing that made you say, "WOW!"

NOMBRE: \_\_\_\_\_

Fecha: \_\_\_\_\_

Período/Clase: \_\_\_\_\_

**3** things you learned today...**2** questions you still have...**1** thing that made you say, "WOW!"



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

Date: \_\_\_\_\_

Period/Subject: \_\_\_\_\_



Describe today's lesson in  
3-5 complete sentences.

NOMBRE: \_\_\_\_\_

Fecha: \_\_\_\_\_

Período/Clase: \_\_\_\_\_



Describe la lección de hoy en  
3-5 oraciones completas.

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

Date: \_\_\_\_\_

Period/Subject: \_\_\_\_\_



Create three *who-what-where-when-why* questions about today's lesson.

W:

W:

W:

NOMBRE: \_\_\_\_\_

Fecha: \_\_\_\_\_

Período/Clase: \_\_\_\_\_



Crea tres preguntas de *quién, qué, dónde, cuándo, por qué, sobre la lección de hoy.*

#1:

#2:

#3

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

Date: \_\_\_\_\_

Period/Subject: \_\_\_\_\_

What do you need to review tonight?

What does [teacher's name] need to reteach tomorrow?

NOMBRE: \_\_\_\_\_

Fecha: \_\_\_\_\_

Período/Clase: \_\_\_\_\_



¿Qué necesitas revisar esta noche?



¿Qué necesita [nombre del maestro] volver a enseñar mañana?

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

Date: \_\_\_\_\_

Period/Subject: \_\_\_\_\_

What do you need to review tonight?

What does [teacher's name] need to reteach tomorrow?

NOMBRE: \_\_\_\_\_

Fecha: \_\_\_\_\_

Período/Clase: \_\_\_\_\_



¿Qué necesitas revisar esta noche?



¿Qué necesita [nombre del maestro] volver a enseñar mañana?

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

Date: \_\_\_\_\_

Period/Subject: \_\_\_\_\_



Shade in how well you understood today's lesson and explain why you feel that way.

Very well		
Somewhat		
Not well		

NOMBRE: \_\_\_\_\_

Fecha: \_\_\_\_\_

Período/Clase: \_\_\_\_\_



Sombra lo bien que entendiste la lección de hoy y explica por qué te sientes así.

Muy bien		
Mas o menos		
No entendi tan bien		

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

Date: \_\_\_\_\_

Period/Subject: \_\_\_\_\_

NOMBRE: \_\_\_\_\_

Fecha: \_\_\_\_\_

Período/Clase: \_\_\_\_\_

What part of today's lesson could you teach  
to a classmate?



Why?



¿Qué parte de la lección de hoy podrías  
enseñar a un compañero de clase?



¿Por qué?



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

Date: \_\_\_\_\_

Period/Subject: \_\_\_\_\_

On a scale of 1-5 stars, how well did [teacher's name] teach today's lesson?



Why did you give [teacher's name] that rating?

NOMBRE: \_\_\_\_\_

Fecha: \_\_\_\_\_

Período/Clase: \_\_\_\_\_

¿En una escala de 1-5 estrellas, cómo enseñó [nombre del maestro] la lección de hoy?



¿Por qué le diste a [nombre del maestro] esa calificación?



Name: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Period/Subject: \_\_\_\_\_



Draw a detailed picture  
 about something you  
 learned today.

NOMBRE: \_\_\_\_\_  
 Fecha: \_\_\_\_\_  
 Período/Clase: \_\_\_\_\_



Haz un dibujo detallado  
 sobre algo que aprendiste  
 hoy.

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

Date: \_\_\_\_\_

Period/Subject: \_\_\_\_\_

Explain what you LIKED, LOVED, and  
DISLIKED about today's lesson.



NOMBRE: \_\_\_\_\_

Fecha: \_\_\_\_\_

Período/Clase: \_\_\_\_\_

Explica lo que gustaste, adoraste, y no  
gustaste sobre la lección de hoy.



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

Date: \_\_\_\_\_

Period/Subject: \_\_\_\_\_

Explain what you LIKED, LOVED, and  
DISLIKED about today's lesson.



NOMBRE: \_\_\_\_\_

Fecha: \_\_\_\_\_

Período/Clase: \_\_\_\_\_

Explica lo que gustaste, adoraste, y no  
gustaste sobre la lección de hoy.



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

Date: \_\_\_\_\_

Period/Subject: \_\_\_\_\_



How can you connect  
today's lesson to the real  
world?

NOMBRE: \_\_\_\_\_

Fecha: \_\_\_\_\_

Período/Clase: \_\_\_\_\_



¿Cómo puedes conectar la  
lección de hoy con el  
mundo real?

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Period/Subject: \_\_\_\_\_



Explain [insert what you want students to explain after your lesson].

NOMBRE: \_\_\_\_\_  
Fecha: \_\_\_\_\_  
Período/Clase: \_\_\_\_\_



Explica [inserte lo que quieres que tus alumnos expliquen después de tu lección].

Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Period/Subject: \_\_\_\_\_



Explain [insert what you want students to explain after your lesson].

NOMBRE: \_\_\_\_\_  
Fecha: \_\_\_\_\_  
Período/Clase: \_\_\_\_\_



Explica [inserte lo que quieres que tus alumnos expliquen después de tu lección].

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

Date: \_\_\_\_\_

Period/Subject: \_\_\_\_\_



Solve the following problem.  
[insert a mathematical  
problem by hand or type]

NOMBRE: \_\_\_\_\_

Fecha: \_\_\_\_\_

Período/Clase: \_\_\_\_\_



Resuelve el siguiente  
problema. [inserta un  
problema matemático]

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

Date: \_\_\_\_\_

Period/Subject: \_\_\_\_\_

How can you connect today's lesson to  
[insert other content area]?



What I learned today

Connection

What I've learned in [insert content area]



NOMBRE: \_\_\_\_\_

Fecha: \_\_\_\_\_

Período/Clase: \_\_\_\_\_

¿Cómo puedes conectar la lección de hoy a  
[inserta otra área de contenido]?



Lo que aprendí hoy

Conexión

Lo que aprendí en [inserta área de contenido]





Name:

Date:

Period/Subject:

Nombre:

Fecha:

Período/Clase:



[Insert your exit ticket  
question or direction here]



[Escribe aquí tu pregunta o  
tu respuesta]



# Bilingual and ENL Programs

*Our department wishes you ALL a happy, healthy and successful year!*

Qué tengas una hermosa  
jornada llena de  
satisfacciones, alegrías y  
éxitos.

*Scatter joy!*

*THANK YOU!*

*Wanda, Paula, Maria, Mary Alice, and Karen*