

I am an ESL Student

I need one year to listen and adjust
(The Silent Period)

It may take me 5 to 7 years to catch up with my American peers.
(Model for me)

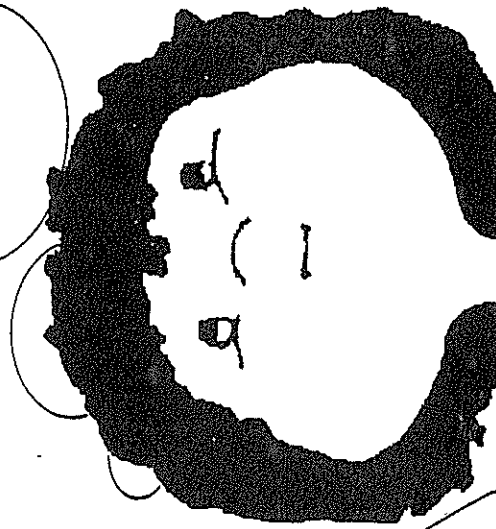
Even though I have mastered conversational English,
I'm still an ESL student.
(Model for me)

Start me out with Yes or No questions.

Rephrase for me. Remember to go from concrete to abstract.

This is very important. Remember how you learned your first language.
Naturally!

Ask me about my culture. Learn something
about my culture - please. I did not come to you knowing nothing.
Thank you for reading!
ESL Student



1. ESL Program Document
2. Enrollment Information
 - a. ESL Building Level Procedures
 - b. Registration Packet
3. ELL Identification
 - a. Home Language Survey
 - b. Dual Language Learner Identification Procedure – Pre-K
 - c. English Learner Identification Procedure Grades K-12
 - d. State Required Reclassification, Monitoring, and Re-designation of English Learners (ELs)
 - e. Evaluating Foreign Transcripts
4. ESL Documents/Forms
 - a. BEC (Educating English Learners (ELS))
 - b. Parental Waiver Form
 - c. Explanation of Consequences for Refusing English Learner Services
 - d. English Learner Program Placement (Letter to parents)
 - e. Request for Change in English Learner Program
 - f. MEMO to teachers about English Language Learners Proficiency Levels
 - g. Reclassification, Monitoring, Re-designation of English Learners (ELs)
 - h. English Learner Program Exit Letter
 - i. Post-Exit ELL Monitoring Form (Elementary)
 - j. Post-Exit ELL Monitoring Form (Middle/Secondary)
 - k. Standards for English Language Development
 - l. PDE pamphlets – Educating Students with Limited English Proficiency (in different languages: English, Arabic, French, Russian, Spanish, and Vietnamese)
 - m. Can Do Descriptors
 - Grade Level Cluster Pre-K-K
 - Grade Level Cluster 1-2
 - Grade Level Cluster 3-5
 - Grade Level Cluster 6-8
 - Grade Level Cluster 9-12
 - n. Resource Supports for Proficiency Levels
 - Grade Pre-K-K – Math & Language Arts
 - Grade 1-3 – Math & Language Arts
 - Grade 4-5 – Math & Language Arts
 - Grade 6-8 – Language Arts
 - Grade 9-12 – Language Arts
 - Grade 6 – Math
 - Algebra I
 - Algebra II
 - Geometry

o. ELL Overlays

- Listening & Reading: English Language Arts
 1. Pre-Kindergarten-Kindergarten
 2. Grades 1-2
 3. Grades 3-5
 4. Grades 6-8
 5. Grades 9-12
- Speaking & Writing: English Language Arts
 1. Pre-Kindergarten-Kindergarten
 2. Grades 1-2
 3. Grades 3-5
 4. Grades 6-8
 5. Grades 9-12
- Listening & Reading: Mathematics
 1. Pre-Kindergarten-Kindergarten
 2. Grades 1-2
 3. Grades 3-5
 4. Grades 6-8
 5. High School – Algebra I
 6. High School – Algebra II
- Speaking & Writing: Mathematics
 1. Pre-Kindergarten-Kindergarten
 2. Grades 1-2
 3. Grades 3-5
 4. Grades 6-8
 5. High School – Algebra I
 6. High School – Algebra II
- Listening & Reading: Science
 1. Pre-Kindergarten-Kindergarten
 2. Grade 1
 3. Grades 4-5
 4. Grades 6-8
 5. Grades 9-12
- Speaking & Writing: Science
 1. Pre-Kindergarten-Kindergarten
 2. Grade 1
 3. Grades 4-5
 4. Grades 6-8
 5. Grades 9-12

5. Cultural Information

a. Cultural Information from PDE

- Albania
- Cambodia
- China
- Cuba

- India
- Iraq
- Korea
- Russia
- Somalia
- Ukraine
- Vietnam

b. Culture Grams

- Islamic Republic of Pakistan (Asia)
- Japan (Asia)
- Mexico (North America)
- Republic of Colombia (South America)
- Republic of Moldova (Europe)
- Russian Federation (Eurasia)
- South Korea (Asia)

c. Linguistic Interference

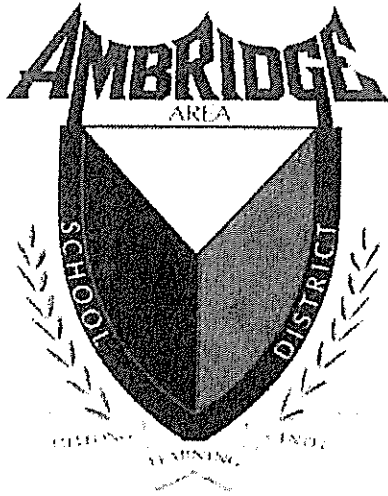
- Arabic
- Chinese
- Croatian/Serbian
- Czech
- Farsi (Persian)
- French
- German
- Hindi
- Hmong
- Hungarian
- Japanese
- Korean
- Polish
- Portuguese
- Russian
- Spanish
- Tagalog (Filipino)
- Thai
- Turkish
- Vietnamese

6. Accommodations & Modifications

- a. Letter to teaching staff
- b. Accommodations for students with IEPs, 504s, and ELLs Letter
- c. What are accommodations/modifications and some examples
- d. Regular Classroom Modification/Adaptations for ELL Students
- e. Accommodations Guidelines for English Learners (ELs) – 2021 PSSA and Keystone Exams

7. ELL Administration Information
 - a. District ELL Administrator/Coordinator Handbook (An A to Z Guide)
 - b. ESL Administration Guide – Supporting English Learners’ Success: A Practical Guide for School Administrators
 - c. Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with them

8. ESL Letters to School Personnel
 - a. Crossing Guards
 - b. Custodians
 - c. Nutritional Services
 - d. Secretaries
 - e. Security Guards
 - f. The Bus Company



Ambridge Area School District

909 Duss Avenue, Ambridge, PA 15003

Language Instruction Educational Program (LIEP)

WRITTEN PROGRAM PLAN AND DESCRIPTION

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I. PURPOSE

Pennsylvania Regulation, (22 PA. Code §4.26) requires that:

*Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards for § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction.**

As used here, the term "program" refers to:

- 1. planned English language development instruction by a qualified ESL/Bilingual Education teacher, and*
- 2. adaptations/modifications in the delivery of content instruction and assessments by all teachers based on student's language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs as well as the Pennsylvania academic standards.*

According to Ambridge Area School District Board Policy ____. ENGLISH AS A SECOND LANGUAGE PROGRAM, the Board shall approve a written program plan of educational services for students whose dominant language is not English.

This document serves as the written program plan and Language Instruction Educational Program (LIEP) Description, which includes the ESL Program Design and Program Model.

*"English as a second language (ESL)" is used synonymously with English Language Development (ELD) throughout this document. ELD is a required component of all LIEPs. ELD takes place daily throughout the day for ELs and is delivered by both ESL Teachers and non-ESL teachers.

II. LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP) GOAL / ELD MISSION

The Language Instruction Education Program (LIEP) in the Ambridge Area School District (AASD) provides English Learners (ELs) the support and English Language Development (ELD) needed to become successful within the core curriculum, as well as informed and productive members of the community.

III. IDENTIFICATION AND PLACEMENT

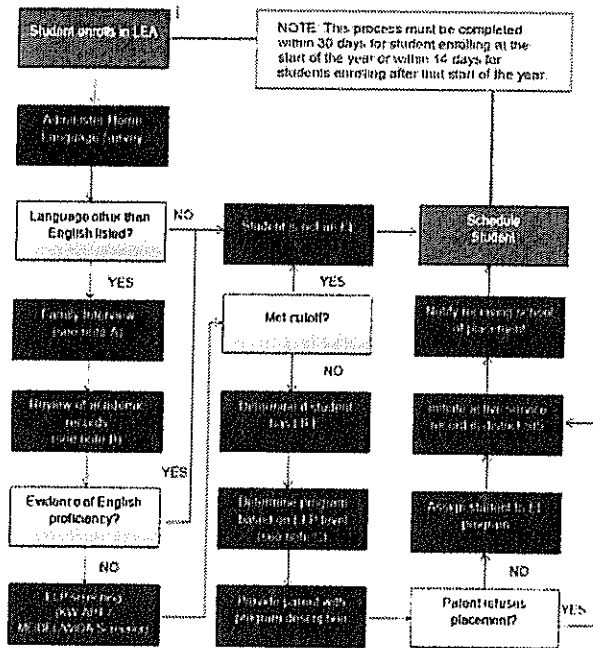
ESL Teachers and Ambridge Area School District staff use the following process and resources to identify English Learners (ELs) and provide English Language Development (ELD) instruction.

ENGLISH LEARNER (EL) IDENTIFICATION

All parents/guardians enrolling a student in the District must fill out a **Home Language Survey (HLS) (APPENDIX A)** when registering. The HLS is included as part of the registration packet for all new students. A translated version of the HLS can be generated from the Trans ACT website www.transact.com. Administrative staff places a completed copy of the HLS in the student's cumulative file.

If the parent/guardian responds YES to any of the questions on the HLS, the office staff working through registration forwards a copy of the HLS to an ESL Teacher. Based on the responses to the questions on the HLS, the office staff follows the **PDE English Learner Identification Procedure K-12 (APPENDIX B)** (see flowchart below). This process must be completed within 30 calendar days for students enrolling at the start of the school year or within 14 calendar days for students enrolling after the start of the school year.

English Learner (EL) Identification Procedure Flowchart



Note A:

Students are not automatically determined to be English Learners (EL) when they come from an environment where English is not the dominant language or if they have been exposed to another language. The purpose of the Family Interview is to determine if a student is an EL and if screening for English language proficiency is needed. Parent permission to screen for English language proficiency is not required; however, a Family Interview must be conducted prior to screening.

Note B:

If after completing a Family Interview it is unclear whether or not a student should be screened for English language proficiency, a complete review of any available academic records should be completed.

Some examples of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records

Note C - Special Education Consideration:

If a student is identified as a potential EL via the HLS and has an Individualized Education Plan (IEP) or is suspected of having a disability, the ESL and Special Education personnel must collaborate to determine program and academic placement. If screening is required, it must be completed with appropriate accommodations and the results must be interpreted in consultation with Special Education personnel.

If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening (e.g. requires a testing accommodation that was not offered), then the student must be re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the district must contact PDE to remove the EL identifier and the student should be removed from the LIEP.

PLACEMENT PROCEDURE

- 1) Parent permission to identify students as ELs, including screening for English proficiency is **not** required, but a Family Interview should be completed prior to testing.
- 2) The KW-APT, WIDA SCREENER, or WIDA MODEL score, along with multiple criteria, must inform the identification and/or placement decision (See **APPENDIX B**).
- 3) Following the assessment, the ESL Teacher will notify parent(s)/guardian(s) of the screening results and/or placement in the District's Language Instruction Educational Program (LIEP). A copy of this letter must also be placed in the student's cumulative folder (**APPENDIX D: Program Placement Letter**). Placement into the LIEP may not be made without notifying the parent(s)/guardian(s). A copy of the screening results must also be placed in the student's cumulative folder. A translated version of Program Placement Letter can be generated from the Trans ACT website www.transact.com.
- 4) Parents have the right to refuse placement in the Ambridge Area School District LIEP. This decision must be informed and voluntary. Should a parent choose to refuse placement, the procedures outlined in PDE's English Language Development Program **Parental Waiver Form (APPDENDIX D)** should be followed.
- 5) Instructional placement of ELs must be age and grade appropriate. ELs must be given equal access to all educational programs, opportunities, and extra curricular activities. Students with IEPs must be placed in coordination with the IEP team. (**APPENDIX J: Evaluating Foreign Transcripts**)
- 6) Federal Law requires that ELs will be tested annually. PDE requires that WIDA ACCESS for ELLs 2.0® be used until the student attains English proficiency. This includes ELs whose parent(s)/guardian(s) have completed the Parent Waiver Form. No students identified as an EL may be exempt from these tests, including those students with disabilities. Accommodations may be made based on PDE guidelines.

IV. INSTRUCTIONAL PROGRAM

PROGRAM DESIGN

The Language Instruction Educational Program (LIEP) is designed to provide English Learners (ELs) with English Language Development (ELD) instruction based on language proficiency levels, the **PA English Language Development Standards (Appendix E)**, **WIDA CAN DO Descriptors (Appendix F)**, PA Core Standards, and PA Academic Standards. Language instruction is provided by a qualified ESL Teacher and focuses upon needs in listening, speaking, reading, and writing. Language instruction is modified and adapted based on language proficiency levels. ELs participate in content area instruction where accommodations and/or modifications are determined and provided as a result of collaboration between the content area teacher and ESL Teacher. Based upon need, ELs have access to additional supports such as tiered interventions in literacy and mathematics, Special Education, and Gifted Support. ELs are included in special activities, such as field trips, assemblies, and school celebrations. They can also participate in extracurricular activities. In High School, ELs also have the opportunity to take Advanced Placement Courses, participate in dual enrollment opportunities, and attend the Beaver County Career and Technology Center.

ENGLISH PROFICIENCY LEVELS

ELD instruction in the LIEP is based on the following English proficiency levels:

Entering - Level 1: Knows and uses minimal social English and minimal academic language with visual support

Beginning - Level 2: Knows and uses social English and general academic language with visual support

Developing - Level 3: Knows and uses social English and some specific academic language with visual support

Expanding - Level 4: Knows and uses social English and some technical academic language

Bridging - Level 5: Knows and uses social and academic language working with grade level materials

Reaching - Level 6: Knows and uses technical content area language and use oral and written communication in English comparable to native speakers

Monitoring: Academic progress is monitored by an ESL Teacher for 2 years after the EL is reclassified as a Former English Learner (FEL)

PROGRAM MODEL

The Program Model of the District's LIEP is **Mixed Classes with English-Only Support**. ELs are included in classrooms where the students' native language is not used for instruction. English Language Development (ELD) instruction focuses on helping ELs acquire English language skills and an understanding of content. Support could be provided either inside or outside of the content area classroom. ELD may include:

- **Pull-Out Direct Instruction** is in addition to content area instruction and focuses on increasing the English proficiency of ELs. Pull-Out Instruction may include One-to-One and/or Small Group Instruction. Small Group instruction is based on English proficiency levels and may span grade levels.
- **Push-In Classroom Support** focuses on assisting ELs in applying English language skills during content area instruction.
- **Consultation** is a process by which an ESL Teacher periodically meets with ELs to monitor progress with English proficiency in the classroom. It includes collaboration with the content area teacher and/or instructional assistants to facilitate the application of English language skills during content area instruction.

V. ACCOMMODATIONS

INSTRUCTIONAL ACCOMODATIONS

ELD must be incorporated into all classes taught by non-ESL licensed teachers in which ELs are enrolled. These teachers are responsible for deliberately planning for and incorporating language instruction as well as supports, modifications, and accommodations needed to allow ELs to access the standards to which the course is aligned.

Evidence of all appropriate modifications and accommodations to instruction and assessment aligned to the student's English language proficiency must be documented using the **EL Modification and Accommodation Checklists (APPENDIX G)**.

The non-ESL licensed teacher works collaboratively with the ESL Teacher in order to determine appropriate modifications and accommodations.

TESTING ACCOMODATIONS

PDE annually publishes the allowable accommodations for ELs on state academic achievement assessments. Visit the PDE Assessment and Accountability webpage for information on state testing and allowable accommodations.

The WIDA Consortium annually publishes the allowable accommodations for ELs on the ACCESS for ELLs. Visit the WIDA Assessment webpage for information on testing and allowable accommodations.

VI. GRADING

English Learners (ELs) are graded using the same grading system as all other students. The ESL Teacher and the content area teacher collaborate to determine grades for each EL.

In addition to the information that is provided to all students, the WIDA ACCESS Parent Report is sent home annually to inform parent(s)/guardian(s) about English language proficiency.

HIGH SCHOOL TRANSCRIPTS

The EL designation and/or English language development information must not appear on the EL's high school transcript unless it is part of a course title or code.

FAILING AND RETENTION OF ENGLISH LEARNERS (ELs)

An EL may not fail a course or be retained in a grade based solely on his/her lack of English proficiency. Evidence must show that all appropriate modifications and accommodations to instruction and assessment aligned to the student's English language proficiency to all allow the EL meaningful access to the general curriculum as well as to promote second language learning were implemented and documented over time prior to considering failing or grade retention.

VII. RECLASSIFICATION CRITERIA

The District employs uniform procedures in accordance with the State requirements for reclassifying ELs as Former ELs (FELs). Each school year, the English proficiency and school performance on English Learners (ELs) is evaluated using the State-Required English Learner Reclassification Criteria, (see **APPENDIX H: State required Reclassification, Monitoring, and Re-designation of English Learners**). Reclassification of ELs occurs annually between June and September 30th. Student's current status must be reported in the PIMS October Student Enrollment Collection.

In order to be considered for reclassification, an EL must demonstrate the ability to interact with students and teachers both academically and socially in the English language, as well as access challenging academic content in English. As per the State-required reclassification criteria, evidence of ability is determined through:

- **WIDA ACCESS for ELLs 2.0 Scores** (The State English language proficiency assessment)
- **Two Language Use Inventories Scores** (Listening, Speaking, Reading, Writing)

Based on results from the WIDA ACCESS for ELLs 2.0 assessment and the Language Use Inventories, a single score is produced. If that score exceeds the state-defined threshold, then the EL is eligible to be reclassified.

The Language Use Inventories are available in **APPENDIX H**. One Language Use Inventory is to be completed by the ESL Teacher when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete the inventory (e.g. students whose parent have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL Teacher regularly), both inventories may be completed by content teachers or teams of teachers. The inventories must be completed prior to the release of ACCESS scores for ELs who are likely to reach the threshold.

VIII. MONITORING OF FORMER ELs (FELs)

Once ELs are reclassified as Former ELs (FELs), their academic progress is monitored for two years by an ESL Teacher. This is a collaborative process that includes the content area teacher(s) and other support service personnel as needed. This collaboration includes frequent and ongoing communication to ensure that FELs receive appropriate supports aligned with instructional needs.

After every marking period, a **POST EXIT ELL MONITORING FORMS (APPENDIX I)** is completed for all FELs who have been reclassified within the last two years. A copy of the report is filed in the student's LIEP folder.

After two years of monitoring, classroom grades for FELs are no longer actively monitored. However, their status continues to be documented for two more years for the State's reporting purposes.

IX. FAMILY ENGAGEMENT

Ambridge Area School District is committed to reaching out to engage parent(s)/guardian(s) in being a partner in supporting their children's success. Parent(s)/Guardian(s) should feel open to share ideas and be part of the school community. Family engagement focuses on collaboration between parents and teachers to share the responsibility for student achievement.

Schools should:

- Connect with EL families
- Communicate important information
- Provide opportunities for parents to participate in their child's learning and the school community.

The following is recommended to promote family engagement:

- Annual Parent Nights
- Oral Translation Services
- Document Translation
- Parent Teacher Conferences
- Opportunities to Volunteer

X. PROGRAM EVALUATION

An annual evaluation of the LIEP is conducted. Evaluations are based on student outcomes. They must include evidence of student growth toward proficiency in English and may include evidence of academic achievement and/or feedback from stakeholders

APPENDIX A - Home Language Survey

APPENDIX B - English Learner Identification Procedure - Pre-K

PDE Identification Procedure K-12 Checklist

APPENDIX C - TRACY HAS A COPY OF THE PROGRAM PLACEMENT LETTER ON HER DRIVE

APPENDIX D - Parent Refusal Waiver

APPENDIX E - PDE English Language Development Standards for English Learners

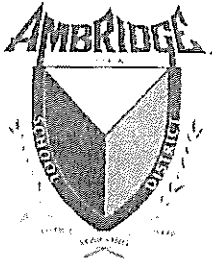
APPENDIX F - List of WIDA Can Do Descriptors

APPENDIX G - List of Accommodations and Modifications (Short)

APPENDIX H - Reclassification, Monitoring, and Re-designation of English Learners (ELs)

APPENDIX I - Post Exit ELL Monitoring Forms

APPENDIX J - Evaluating Foreign Transcripts



Ambridge Area School District
909 Duss Avenue, Ambridge, PA 15003

English as a Second Language
Building Level Procedures

1. The enrollment packet contains the Home Language Survey to be completed by all new enrollees to the district. This is placed in the student's permanent record folder.
 - a. If the parent cannot speak or read English and does not have a translator accompanying them, the principal or the designee will contact the ESL Coordinator. The ESL Teacher(s) will also be notified.
 - b. If the Home Language Survey shows that English is not the first language spoken, the principal or the designee will call the District ESL Coordinator and then fax a copy of the HLS. The ESL Teacher(s) will also be notified.
2. The parents will be made fully aware of the instruction being provided to their students and how they may communicate questions and concerns to the ESL teacher or the school district.
3. The tech department will be notified of the new family and the language that they speak, so that the district blasts and emails can be translated to their native language.
4. The student and parent(s) can meet with the principal and on the elementary level, with the homeroom teacher and ESL teacher; on the secondary level, they will meet with the guidance counselor and ESL teacher. Each student may be assigned a "buddy" to make movement through the school facility and the school day less confusing. At the secondary level, the ESL teacher or an available student, will try to help by giving them a tour of the building so that they are able to follow their schedule of classes.

5. Information on the county adult literacy program will be made available to the parents.

Primary contact for Literacy Pittsburgh Beaver Office:

Mary Leitao

(724) 773-7810 Ext:4123937600

MLeitao@literacypittsburgh.org

336 College Ave

Beaver, PA 15009

6. If the Home Language Survey indicates a student speaks, listens, or corresponds in a language other than English – further assessment for ESL is required. The ESL district coordinator and ESL teacher(s) will be notified. The ESL teacher(s) will check the student's previous records to see whether the student received services in their previous school. If no information is given, the ESL teacher(s) will then complete the WIDA Screener placement test within 5 school days, to see whether the student will require services. Once the test is completed, a report will then be written giving the students tests results and the outcome. This report will be sent to the ESL district coordinator and will also be given to the building secretary to place in the student's permanent record file. All of the necessary people will then be contacted depending on the results.



Ambridge Area School District

Central Administration Office • 901 Duss Ave. • Ambridge, PA 15003 • 724-266-2833 • 724-266-3981 fax
Barry J. King
Assistant to the Superintendent
Amy Filipowski, D.Ed.
Interim Director of Special Education
Joseph M. Pasquerella, Ed.D.
Superintendent of Schools
Leonard Corazzi
Interim Business Manager

Welcome to the Ambridge Area School District!

The following documents are required for enrollment:

- Registration Packet – must be filled out completely
- Birth Certificate or Passport
- Current Immunizations
- Two (2) Proofs of Residency or Certificate of Residency
 - Rental/Lease or Deed/Mortgage Agreement, copy of tax bill from municipality you live in, driver's license, current insurance policy, or utility bill
 - Certificate of Residency is page 4 of the Registration Packet

While under the social distancing protocol, registration paperwork can be scanned and emailed to: ch Hopkins@ambridge.k12.pa.us or you can contact Cathy Hopkins to schedule an appointment to bring the paperwork to the High School.

Once the registration packet and supporting documents are received, the paperwork will be processed and forwarded to the appropriate school staff.

If you have any questions regarding the Registration process, please contact:

Cathy Hopkins
T: 724-266-2833 ext. 1273
F: 724-266-8459
E: ch Hopkins@ambridge.k12.pa.us



Ambridge Area School District Registration Form

STUDENT DEMOGRAPHIC

Grade: _____

First Name _____ Middle _____ Last _____

Nickname _____ Date of Birth _____ City/State of Birth _____

Gender Male Female

Ethnicity Hispanic Non Hispanic

Race
 American Indian/Alaska Native
 Black/African American
 Native Hawaiiin/Pacific Island

Asian
 White

Military Family: Yes No

STUDENT RESIDENCY INFORMATION (where the student resides)

Address Phone Email				
	Street	Email		
	City	State	Home Number	Cell Number
	Zip Code	Student lives with: Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian <input type="checkbox"/> Other: _____		

Borough or Township of Residence (check one)

Ambridge Baden South Heights Homeless:
 Economy Harmony Other: _____

PRIMARY HOUSEHOLD INFORMATION (Student lives with:)

Both Mother Step-Mother Guardian

Name _____

Cell Number _____ Employer _____

Email Address _____ Work Number _____

Both Father Step-Father Guardian

Name _____

Cell Number _____ Employer _____

Email Address _____ Work Number _____

IF student is living with Guardian(s), please fill in this section

Name _____

Employer _____

Cell Number _____

Work Number _____

Email Address _____

Please indicate:

Foster Care Yes No

Name of biological parent: _____

Agency: _____

Are there special custodial court instructions? Yes No

If yes, please provide copy of court order to the school building principal.

EMERGENCY INFORMATION List two local persons (other than yourself) usually available during the school day who have agreed to care for and provide transportation for your child if he/she becomes ill or injured and you cannot be reached. We will attempt to contact parents first.

Name	Relationship to Student	Telephone #	Email

SCHOOL INFORMATION

Last School Attended _____ Grade _____

Address of Previous School _____

City _____ State _____ Zip Code _____ Telephone _____

Has your child ever attended a school in the Ambridge Area School District?

If Yes, School(s) Attended _____ Grade _____

Has your child participated in an Early Intervention Program? Yes No

If yes, which program?

Has your child participated in English as a Second Language Program? Yes No

If yes, which program?

Does your child have an IEP or 504 (Special Ed)? Yes No

SIBLING INFORMATION

Please list all children living in your household
birth to age 21

Sibling Name	M/F	Date of Birth	Grade/Age	School

RESIDENCY INFORMATION

Please provide 2 of the following documents as proof of residency in the Ambridge Area School District

- Lease, rental, mortgage or deed
- Current insurance policy
- Tax bill/payment
- Driver's License
- Utility Bill

OR Certificate of Residency
page 4 of Enrollment Packet
Must be notarized

PLEASE READ THE FOLLOWING STATEMENT CAREFULLY BEFORE YOU SIGN

I declare that the information on this form is correct. I am a resident of the Ambridge Area School District and I reside at the address listed on this document. Furthermore, I am aware that the School District reserves the right to verify claims of residency, dependency, and guardianship and to remove from school attendance as a non resident, any student whose claim is invalid.

Signature of Parent/Guardian _____

Date _____

AMBRIDGE AREA SCHOOL DISTRICT
Certification of Residency Instructions

This form is required **ONLY** if you and your student(s) are residing in the Ambridge Area School District but the lease or sales agreement and utility bill are not in your name.

The resident with whom you are living must complete this form. You and the resident must sign the form verifying that the information provided is correct. The form must be notarized.

In addition to the completed Certification of Residency form, the resident must also provide his/her proof of residency (copy of original lease or sales agreement and utility bill).

I do hereby certify:

The _____ family is residing with me (*resident's name*) _____

at _____
(*street, city, state, zip code*)

(*List all children and their date of birth*)

(*List all children and their date of birth*)

The child(ren) listed above is/are the (daughter/son) of (*parent's name*) _____
who permanently resides at my address in the Ambridge Area School District.

I certify that those listed above is/are bona fide residents in the Ambridge Area School District and I agree to pay all tuition that would be payable by a non-resident student if it determined that any facts in this certificate are false.

Resident's Signature

Parent/Guardian's Signature

Resident's Telephone Number

Parent/Guardian's Telephone Number

Sworn to and subscribed before me

This _____ day of _____, 20____

(Notary Public)

4903. False swearing

- a) *False swearing in official matters: "A person who makes a false statement under oath or equivalent affirmation, or swears or affirms the truth of such a statement previously made, when he does not believe the statement to be true is guilty of a misdemeanor of the second degree if: (2)falsification is intended to mislead a public servant in performing his official function/"*

In addition, residency may be verified by the school district's home school visitor periodically through the year and if the Ambridge Area School District discovers the fact set forth are false; it will seek restitution from the resident.

AMBRIDGE AREA SCHOOL DISTRICT
STUDENT HEALTH HISTORY

Name _____ Sex _____ Date of Birth _____ Grade _____

HEALTH CONDITIONS: check all that apply

- | | | |
|---|--|---|
| <input type="checkbox"/> Arthritis, type _____ | <input type="checkbox"/> Ear infections | <input type="checkbox"/> Nosebleeds (freq.) |
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Eczema | <input type="checkbox"/> Seizures |
| <input type="checkbox"/> Behavior problems | <input type="checkbox"/> Hay fever | <input type="checkbox"/> Sickle cell disease |
| <input type="checkbox"/> Birth/congenital malformations | <input type="checkbox"/> Headaches (freq.) | <input type="checkbox"/> Sinus infections (freq.) |
| <input type="checkbox"/> Bronchitis | <input type="checkbox"/> Hearing loss | <input type="checkbox"/> Stool soiling |
| <input type="checkbox"/> Cancer, type _____ | <input type="checkbox"/> Heart disease | <input type="checkbox"/> Strep throat |
| <input type="checkbox"/> Chicken Pox (year) | <input type="checkbox"/> Kidney disease | <input type="checkbox"/> Tics/nervous twitches |
| <input type="checkbox"/> Constipation or diarrhea (freq.) | <input type="checkbox"/> Meningitis/encephalitis | <input type="checkbox"/> Urinary tract infections |
| <input type="checkbox"/> Diabetes, type _____ | | |
| <input type="checkbox"/> Other _____ | | |

Please comment on any of the above checked items:

1. Does your child have any allergies (foods, medications/drugs, bee or other insect stings, etc.): Yes No

If yes, list allergy to what, type of reaction and the recommended treatment, if any.

2. Does your child have asthma? Yes No

3. Does your child take any medication on a regular basis? Yes No

Name of medication(s) _____

Reason(s) _____

4. Has your child ever had a serious illness, injury or operation? Please describe and give dates.

5. Does your child have any vision problems? _____ wear glasses/contacts _____

6. Does your child have any hearing problems? _____

7. Are there any other health problems (physical or emotional) you feel we should be aware of _____

8. Additional comments _____

Parent/Guardian Signature _____ Date _____

The above information will be reviewed and other forms will be sent to you if additional information is required.

Ambridge Area School District
Emergency Record for Accident or Illness

Student's Last Name First Name Grade/ School Yr. Date of Birth

Street Address City Zip Code

Home Phone Cell Phone Parent/Guardian Email Address

Siblings: Please list first and last name, school and grade

Please indicate with whom your child is living with at the above address and the relationship to the child
(Parent, guardian, step-parent, grandparent)

Mother's Place of Employment:

Phone: _____

Father's Place of Employment:

Phone: _____

Emergency Contacts: (Parent will be contacted first in case of emergency; this person should be able to supply transportation for your child if called.)

Name and Relationship: _____ Phone: _____

Name and Relationship: _____ Phone: _____

Child's Medication: _____ For: _____ Child's Doctor: _____

Put an (X) in each box if your child has (or has had) any of the following: (give details on back)

- | | | | |
|---|--|--|---------------------------------------|
| <input type="checkbox"/> Allergies | <input type="checkbox"/> Asthma | <input type="checkbox"/> Diabetes | <input type="checkbox"/> Hypertension |
| <input type="checkbox"/> Emotional Problems | <input type="checkbox"/> Hypoglycemia | <input type="checkbox"/> Hyperactivity | <input type="checkbox"/> Convulsions |
| <input type="checkbox"/> Kidney Disease | <input type="checkbox"/> Physical Handicap | <input type="checkbox"/> Rheumatic Fever | |
| <input type="checkbox"/> Other: _____ | | | |

Ambridge Area School District Medical Information Authorization Form

In order to comply with federal and state laws, the Ambridge Area School District requires that this form be completed in its entirety.

I authorize Kristine McCloskey, Kathy Meder, Sharon Kilmer, Stuart Rusnak, Karen Smith and/or any School Nurse from the Ambridge Area School District to use/disclose the following Protected Health Information from the records of:

Individual/Student Name

Date of Birth

as described below to: Any other AASD teacher or staff member, including substitutes, building principals and secretaries who may be responsible for my child.

The information is requested for the purpose of: To inform any such staff member or administrator who may be responsible for my child of any serious medical conditions, allergies, medications and/or emergency contacts.

The information to be used/disclosed is identified as follows (please check all that apply):

Medical History & Physical Exams

Psychiatric/Psychological Evaluations

Occupational Therapy

Physical Therapy

IEP

ER's

Discharge Summary/Instructions

Immunization Records

Physician Orders

Verbal Information

Other (please specify): Any health information appearing on the Student Emergency Information Card submitted to the School Nurse regarding serious medical need/conditions, allergies, medications, emergency contacts or health insurance.

I understand the following:

- That the information used or disclosed may include records relating to my identity, diagnosis, prognosis and treatment;
- That the information used or disclosed may relate to psychiatric disorders, drug and/or alcohol use, AIDS and HIV, as the same are permitted by the Mental Health Procedures Act, the Confidentiality of Alcohol and Drug Abuse Individual Records Act, the Confidentiality of HIV-Related Information Act and the Privacy Rule of the Health Insurance Portability and Accountability Act;
- That I have the right to revoke this authorization at any time, except to the extent that Ambridge Area School District has already acted in reliance on the Authorization and that such revocation must be made in writing and directed to the Privacy Officer, Superintendent, Dr. Joseph Pasquerilla;

- That the information used or disclosed pursuant to this Authorization may be subject to re-disclosure by the recipient and no longer subject to privacy protections provided by law;
- That Ambridge Area School District may not condition the provision of treatment, payment, enrollment in a health plan or eligibility for benefits on whether I sign this Authorization, except as provided by law; and
- That if the Ambridge Area School District seeks this Authorization for the use or disclosure of Protected Health Information, the district must provide me with a copy of the signed Authorization.

Date

Signature of Individual/Student

Date

Signature of Parent/Legal Guardian/Personal Representative

Print Name

Specify Relationship/Authority

Ambridge Area School District
Home Language Survey*

Economy State St. Highland MS SH Date: _____

Student Name: _____

Date of Birth: _____ M F Grade: _____

Home Phone: _____ Cell Phone: _____

*The Civil rights Act of 1964, Title VI-Language Minority Compliance Procedures, requires that school districts/charter schools identify limited English proficient (LEP) students. Pennsylvania Department of Education has selected the Home Language Survey as the method for the identification.

What is the students first language? _____

Does the student speak a language other than English? Yes No

If yes, please indicate language; do not include languages learned in school.

What languages are spoken in your home?

Has the student attended any U.S. schools in any three (3) years during his/her lifetime?

Yes No If yes, please complete the following:

Name of School	State	Dates Attended
_____	_____	_____
_____	_____	_____
_____	_____	_____

U.S. Entry Date: _____

Name of person completing this form (if other than parent/guardian): _____

Parent/Guardian Signature: _____ Date: _____

****ONLY** complete if it is determined your child is an "English as a second language student" ******

English as a Second Language
Student Background
Questionnaire

Student's Name: _____

Native Language: _____ Native Country: _____

Parent's Name: _____ Cell Phone: _____

Names/ages of siblings: _____

English speaking contact (if needed): _____

When did this student come to the United States? _____

What language is used with parents? _____ With siblings? _____
With friends? _____

Can student read home language? No Easy words Easy sentences Yes

Can student write home language? No Easy words Easy sentences Yes

Can student understand English? No Easy words Easy sentences Yes

Can student speak English? No Easy words Easy sentences Yes

Can student read English? No Easy words Easy sentences Yes

Can student write English? No Easy words Easy sentences Yes

If student studied English:

How long? 1 year or less 1-2 years 3-4 years more

How often? Once a week 2-4 times a week 5 or more

Class lasted? 45 minutes or less 45 minutes-1 hour more

COMPLETE THIS PAGE ONLY WHEN ENROLLING GRADES 1-12

Ambridge Area School District
ACT 26 – ACT OF VIOLENCE
REGISTRATION – SWORN STATEMENT

Student Name _____ Grade _____ Date of Birth _____

Parent/Guardian _____ Telephone _____

Address _____

1. I attest that I _____ am the parent, guardian or legal guardian of
(name)

(name)

→ 2. I attest that the above student [HAS] OR [HAS NOT] (please check one) been previously suspended or expelled from any public or private school of this Commonwealth or any other State for an act or offense involving weapons, alcohol or drugs, or for the willful infliction of injury to another person or for any act of violence committed on school property.

3. I understand this sworn statement shall be maintained as part of the above student's disciplinary record.

4. I understand that any willful false statement made under this section shall be a misdemeanor of the third degree. I further understand the District shall proceed for immediate prosecution regarding any misrepresentation.

5. I understand that a certified copy of my child's disciplinary record shall be transmitted to the school entity in the event we relocate outside the boundaries of the Ambridge Area School District. I further understand my permission is not required.

6. Failure or noncompliance with completion of the sworn statement will result in permission for entry being withheld.

I submit this document as my sworn statement and affirmation of my child's disciplinary status as defined by ACT 26 on this _____ day of _____ 20____.

Parent/Guardian

District Representative

Title

Ambridge Area School District
Transportation Office
901 Duss Avenue
Ambridge, PA 15003

Bus Rider Registration Information

Welcome to the Ambridge Area School District!

To maintain a high level of safety for bus riders, the Transportation Department has implemented a bus rider registration procedure.

Even if you do not need transportation, please complete this form.

Thank you for your assistance and cooperation.

Name of Student: _____ Telephone No.: _____

Address: _____ Alternate No.: _____

If there is another adult who is authorized to receive a student at the bus stop, please provide his/her name and telephone number: _____

If you will require transportation from a babysitter/daycare, please be advised of the following: The babysitter/daycare must be located within the Ambridge Area School District and on an established route to/from your child's school.

Babysitter/Daycare: _____

Address/Telephone: _____

Will your child require transportation from a babysitter/daycare both ways? _____

If not, please specify pick-up/drop-off arrangements: _____

PLEASE LIST BROTHERS/SISTERS – GRADE/SCHOOL: _____

*NOTE: To balance classroom size, it may be necessary to assign a student to a building based on enrollment and not residence address.



Ambridge Area School District

REQUEST FOR RELEASE OF RECORDS

Please send all records indicated below to:

Cathy Hopkins
F: 724-266-8459
E: chopkins@ambridge.k12.pa.us
T: 724-266-2833 ext. 1273

TO: Name of School: _____

Tel #: _____

Fax #: _____

I have read this authorization and understand its content and purpose. I understand that the provision of services is not contingent upon my decision to release information. I understand that I may cancel this authorization at any time by notifying, in writing, the parties responsible for maintaining records. I give my consent voluntarily.

Student's Name

Grade

Parent/Guardian Signature

Date

Please send the following information regarding the student listed above:

- Student Records – including transcripts, standardized assessments
- Discipline Records
- Attendance Records
- Birth Certificate
- Immunizations
- Special Ed Records IEP
- Other: _____

AMBRIDGE AREA SCHOOL DISTRICT
Federal Programs – Household Information Survey
2021-2022 School Year

Parent/Guardian Name(s):		
Street Address:		
City:	State:	Zip:

Please list all children living in your home:

#	Student's Legal Name (As on Birth Certificate)	Date of Birth	Grade
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Look at the chart below and find your household size (number of people living in your home).

Household Size	Annual Income
1	\$23,107
2	\$31,284
3	\$39,461
4	\$47,638
5	\$55,815
6	\$63,992
7	\$72,169
8	\$80,346
Each additional member	+\$8,177

Is the total yearly income of your household*, less than or equal to the amount listed for your household size on the chart? (please check one)

YES NO

*Total yearly income of your household includes the following income sources for all persons living in your home: earnings from work, public assistance (cash assistance, SSI, and SSDI), child support, alimony, pensions, retirement and all other income.



McKinney-Vento Homeless Assistance Act

Life is uncertain, but your child's education doesn't have to be. Even if you lack a permanent residence, your child can receive help to stay in their home school district. Pennsylvania's Education for Children and Youth Experiencing Homelessness Program ensures every child deserves school stability.

The McKinney-Vento Homeless Assistance Act can help provide school stability for your child if you do not have a permanent home and are:

- Staying with friends or family because you lost housing.
- Living in a shelter, including transitional programs
- Staying in motels because you cannot get your own home.
- Living on the streets, in a car, van, tent or other nonpermanent structure.

Information for School-Age Youth

You may qualify for certain rights and protections under the federal McKinney-Vento Act. If you live in any of the following situations:

- A shelter.
- A motel or campground due to the lack of an alternative adequate accommodation.
- A car, park, abandoned building, bus to train station.
- Doubled up with other people due to loss of housing or economic hardship.

As an eligible student you have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in the local school or continue attending your school of origin (the school you attended when permanently housed or the school in which you were last enrolled), if that is your preference and is feasible.

If the school district believes that the school selected is not in your best interest, the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.

- Receive transportation to and from the school of origin, if you request this.
- Receive educational services comparable to those provided to other students, according to your needs as a student.

If **you** believe you may be eligible, contact one of the individuals below to find out what services and supports may be available:

Ambridge Area School District: Jo Ann Hoover, Principal 724-266-2833 ext. 4213

Local Contact: Visit: <http://homelesscenter-schools.org/homeless-direct/>

Storm Camara State Coordinator (717)772-2066

Ambridge Area School District
Home Language Survey*

Economy State St. Highland MS SH Date: _____

Student Name: _____

Date of Birth: _____ M F Grade: _____

Home Phone: _____ Cell Phone: _____

*The Civil rights Act of 1964, Title VI-Language Minority Compliance Procedures, requires that school districts/charter schools identify limited English proficient (LEP) students. Pennsylvania Department of Education has selected the Home Language Survey as the method for the identification.

What is the students first language? _____

Does the student speak a language other than English? Yes No

If yes, please indicate language; do not include languages learned in school.

What languages are spoken in your home?

Has the student attended any U.S. schools in any three (3) years during his/her lifetime?

Yes No If yes, please complete the following:

Name of School	State	Dates Attended
_____	_____	_____
_____	_____	_____
_____	_____	_____

U.S. Entry Date: _____

Name of person completing this form (if other than parent/guardian): _____

Parent/Guardian Signature: _____ Date: _____

****ONLY** complete if it is determined your child is an “English as a second language student” ******

**English as a Second Language
Student Background
Questionnaire**

Student's Name: _____

Native Language: _____ Native Country: _____

Parent's Name: _____ Cell Phone: _____

Names/ages of siblings: _____

English speaking contact (if needed): _____

When did this student come to the United States? _____

What language is used with parents? _____ With siblings? _____

With friends? _____

Can student read home language? No Easy words Easy sentences Yes

Can student write home language? No Easy words Easy sentences Yes

Can student understand English? No Easy words Easy sentences Yes

Can student speak English? No Easy words Easy sentences Yes

Can student read English? No Easy words Easy sentences Yes

Can student write English? No Easy words Easy sentences Yes

If student studied English:

How long? 1 year or less 1-2 years 3-4 years more

How often? Once a week 2-4 times a week 5 or more

Class lasted? 45 minutes or less 45 minutes-1 hour more



Dual Language Learner Identification Procedure – Pre-K

(See K-12 identification guidance for K-12 students)

- STEP 1:** Review the Home Language Survey. If the HLS indicates a language other than English for any question, proceed to STEP 2. If the HLS indicates a language other than English for **all questions**, the family interview is optional and you may skip to STEP 4.

NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia) constitute a language other than English for identification purposes.

- STEP 2:** Conduct family interview to determine if the student is potentially a DLL.

Family Interview

Conducted by district-trained enrollment personnel - not to be completed by the parent/guardian

Interviewed:

Date:

Phone:

Name of Student:

PASID:

Students Date of Birth:

Age:

Student's Date of Entry to U.S. (if born in the U.S., then same as DOB):

Parent Country of Origin:

Student Country of Origin:

Parents' Primary Country of Education:

1. Is this student a Native Alaskan, Native American, or Native Hawaiian?

YES

NO

2. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
 YES NO
3. When at home, how often does this student hear a language other than English?
 Always Occasionally Never
4. When at home, how often does this student speak a language other than English?
 Always Occasionally Never
5. When interacting with their parents or guardians, how often does this student hear a language other than English?
 Always Occasionally Never
6. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
 Always Occasionally Never
7. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?
 Always Occasionally Never

Review of the family interview must be conducted by an ESL professional.

Based on the answers to the parent interview questions, determine if the second language exposure/use is significant or superficial in nature. If the student's development of English may have been impacted by exposure to another language in any way, then **proceed to STEP 3**.

Comments:

- STEP 3:** Review the information on the family interview. If the information from the family interview indicates that English is not the student's native language or that exposure to another language may have had a significant impact on the student's English language development, **proceed to STEP 4**.

- **STEP 4:** Screen the student for English language proficiency **if a screening instrument is available**. Acceptable screening instruments include, but are not limited to, the Pre-IPT, Pre-LAS or Pre-LAS Observational Tool. The school/district must provide the screener if it will be used for this step. Record the screening scores below.

Name of screener	Score(s)	Score descriptor

If no screening instrument is available, then the determination to identify the student as a DLL must be based on the evidence produced by the HLS and family interview. If the evidence suggests that the student's first language is not English and/or that exposure to another language may have had an impact on the student's English development and that the student will most likely need supports to overcome language barrier in order to participate in the academic program, then the student should be identified as an DLL and you should **proceed to STEP 5**.

- **STEP 5:** Determine the most appropriate language supports that will be provided based on the student's English language proficiency.

Supports to be provided:

- Specialized English language instruction
- Native language support
- Additional language enrichment activities
- Use of additional/specialized visuals to communicate and convey meaning
- Pairing student with English-speaking peer(s)
- Pairing student with native language peers(s)
- Other: Click here to enter text.

Proceed to STEP 6.

- **STEP 6:** Provide the parent(s) with a description of the program and/or the supports that will be provided to their child(ren) and explain the identification decision. Parents have the right to refuse placement in a specialized, separate setting if that is the proposed program design for the DLL. See PDE guidance concerning parental right to refuse services. If the school will **not** place the student into a separate setting based on the DLL status, then **skip to STEP 8**, otherwise **proceed to STEP 7**.
- **STEP 7:** Parent accepts or refuses placement in part or in whole in the program. If, after the district notifies the parent of their option to refuse specialized services provided in a separate setting, the parent does not respond, then the school may proceed with the recommended program placement. **Proceed to STEP 8**.

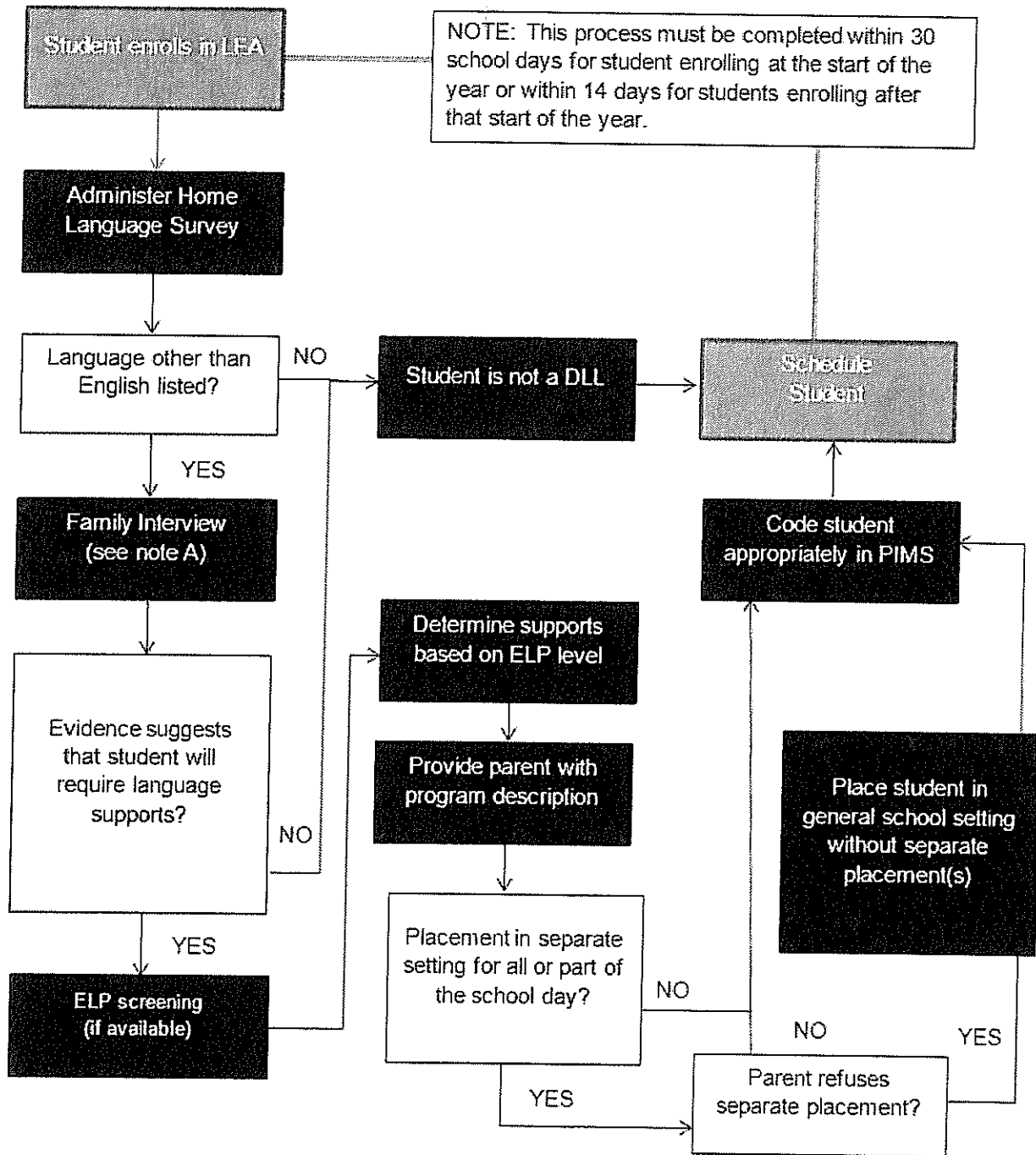
- **STEP 8:** Complete the Student/Student Snapshot template in PIMS. In field 41, code the student as *01 – Current EL* (there is no code for DLL in PIMS). In field 45, code the student as *26 – Mixed Classes with English-Only Support* unless another code is more appropriate (e.g. *22 - EL bilingual*). **Proceed to STEP 9.**
- **STEP 9:** Schedule student based on program placement and English language proficiency.

NOTE: Enrollment personnel are responsible for ensuring that all teachers who will be working with DLLs have English language proficiency information for their DLLs. *This includes general education teachers.*

The procedure is complete. Attach the HLS form and parent refusal acknowledgement form (if completed) to this form and file in student's record. Copies of this form should be given to ESL and general education teachers who will be working with this student.

Appendix A

Pre-K EL Identification Procedure Flowchart





English Learner Identification Procedure Grades K-12

(See Pre-K identification guidance for Pre-K students)

- STEP 1:** Review the Home Language Survey.
 - If the HLS indicates a language other than English for **any** question, **proceed to STEP 2.**
 - If the HLS indicates a language other than English **for all questions**, the family interview is optional and you may **skip to STEP 4.**

NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia) constitute a language other than English for identification purposes.

- STEP 2:** Conduct family interview to determine if the student is potentially an EL. Use an interpreter if necessary.

Family Interview

Conducted by district-trained enrollment personnel - not to be completed by the parent/guardian

Interviewed:

Date:

Phone:

Name of Student:

PASID:

Students Date of Birth:

Age:

Student's Date of Entry to U.S. (if born in the U.S., then same as DOB):

Parent Country of Origin:

Student Country of Origin:

Parents' Primary Country of Education:

Complete the following table for the student. Indicate if the student moved schools, states, or countries during a school year.

Grade	State (City & School if PA)	Country	Primary Language of Instruction
Pre K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

- Is this student a Native Alaskan, Native American, or Native Hawaiian?
 YES NO
- Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
 YES NO
- When at home, how often does this student hear a language other than English?
 Always Occasionally Never
- When at home, how often does this student speak a language other than English?
 Always Occasionally Never
- When interacting with their parents or guardians, how often does this student hear a language other than English?
 Always Occasionally Never
- Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
 Always Occasionally Never
- When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?
 Always Occasionally Never

Review of the family interview must be conducted by an ESL professional.

Based on the answers to the parent interview questions, determine if the second language exposure/use is significant or superficial in nature. If the student's development of English may have been impacted by exposure to another language in any way, then **proceed to STEP 3**.

Comments:

- **STEP 3:** If the student has an IEP or is suspected of having a disability (e.g. the parent states that the student has a disability), then see Appendix A before proceeding.

- **STEP 4:** Conduct a review of the student's academic records from previous schooling if available. Look for evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. If the academic records are not available, or they do not contain reasonable evidence of English proficiency, then **proceed to STEP 5**.

*NOTE: A student who has an overall composite proficiency level ACCESS score from the previous school year that does not meet or exceed 4.5 does not need to be re-screened. In this case, **skip to STEP 6**. If a student has an overall composite proficiency level ACCESS score from the previous school year that meets or exceeds 4.5, then the student may be reclassified if the additional criteria from the state-defined reclassification guidance are met (i.e. language use evaluations can be conducted prior to October 1).*

- **STEP 5:** Screen the student for English language proficiency using the KW-APT, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener. Record the screening scores below. See Appendix D for information about the appropriate test form to administer.

Listening PL	Speaking PL	Reading PL	Writing PL	Literacy CPL	Oral CPL	Overall CPL

KW-APT only

Listening and Speaking raw score	Reading raw score	Writing raw score

If the student's scores meet the criteria for identification as an EL on the following table, then **proceed to STEP 6**. If not, then the student is not an EL and you do not need to proceed.

Grade Level	Screeners	Criteria for identification as an EL
Kindergarten	KW-APT	Raw score for oral language of 19 or lower OR Between 20-24 inclusive AND reading ≤ 6 OR writing score ≤ 4 <i>See kindergarten identification and placement process flowchart in Appendix B</i>
Kindergarten	K MODEL	<i>1st semester K: Assess all 4 domains</i> Oral language composite below 5.0 (<i>Use literacy scores for instructional plans</i>) <i>2nd semester K: Assess all 4 domains</i> Overall composite proficiency level below 5.0 AND Literacy Composite below 4.2
1 st semester 1 st grade	K MODEL	Assess all 4 domains Overall composite proficiency level below 5.0
1-12	WIDA Screener	Overall composite proficiency level below 5.0
1-12	MODEL Screener	Overall composite proficiency level below 5.0

NOTE: If a student is unable to complete the full screener (e.g. because of a disability or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the HLS, parent interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, then the student should be identified as an EL.

- STEP 6: OPTIONAL** - Screen the student for native language proficiency if a screening instrument is available. Record the score(s). If no screening instrument is available, then **proceed to STEP 7.**

Name of screener	Score(s)	Score descriptor

- STEP 7:** Determine if the student has **limited or interrupted formal education (LIFE)** using the criteria below:
 - Is enrolling after grade two, AND
 - Has a Literacy score of less than 3.5 on the W-APT, MODEL Screener, or WIDA Screener, AND
 - Has at least two fewer years of age appropriate schooling than peers **or** has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND
 - Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

Does this student have limited or interrupted formal education?

- YES NO

Proceed to STEP 8.

- STEP 8:** Determine the most appropriate language instruction educational program (LIEP) based on the student’s English language proficiency and native language proficiency if available.

NOTE: If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement.

Program Placement:

Proceed to STEP 9.

- STEP 9:** Provide the parent with a detailed program description and explain the identification and placement decision. The parent has the right to refuse placement in a specialized, separate LIEP. See PDE guidance concerning parental right to refuse services. **Proceed to STEP 10.**

- ❑ **STEP 10:** The parent accepts or refuses placement in part or in whole in the LIEP. If, after the district notifies the parent of their option to refuse specialized LIEP services, the parent does not respond, then the district may proceed with the recommended program placement. **Proceed to STEP 11.**
- ❑ **STEP 11:** Notify the receiving school of student's identification and placement. **Proceed to STEP 12.**
- ❑ **STEP 12:** Initiate an active service record in the district SIS. If the student has limited or interrupted formal education, then ensure that LIFE is identified. **Proceed to STEP 13.**
- ❑ **STEP 13:** Schedule the student based on program placement and English language proficiency.

NOTE: The school is responsible for ensuring that all teachers with whom ELs are scheduled have English language proficiency information for their ELs. *This includes general education teachers.*

The procedure is complete. Attach the HLS form and parent refusal acknowledgement form (if completed) to this form and file them in student's record. Copies of this form should be given to ESL and general education teachers who will be working with this student.

Appendix A

Students who have or are suspected of having a disability

If a student arrives with an IEP or is suspected of having a disability (i.e. parent informs enrollment personnel that the student has a disability), then enrollment personnel must coordinate with Special Education staff to complete this procedure.

If the student arrives with an IEP:

Screening, if required, must be completed with appropriate accommodations and the test results must be interpreted in consultation with Special Education personnel.

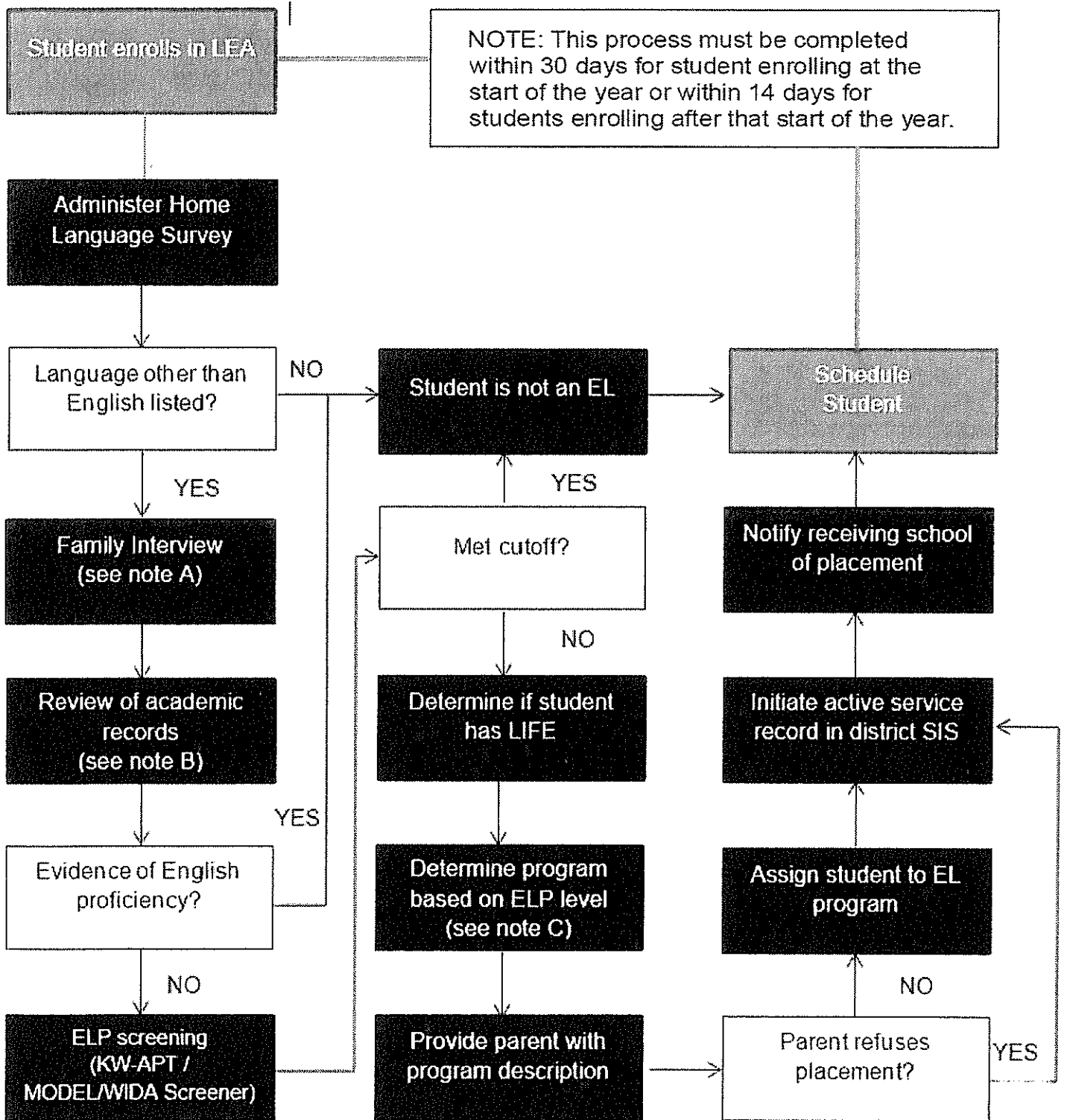
If the student is suspected of having a disability but a determination cannot be made prior to completing this procedure:

Screening, if required, must be completed with any administrative considerations, universal tools, or accommodations that the ESL/SPED educators deem necessary. This procedure must be completed in accordance with the outlined guidelines and the student must be placed in the appropriate language instruction educational program (LIEP) based on the information available at the conclusion of the identification procedure.

If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening (e.g. requires a testing accommodation that was not offered), then the student must be re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the district must contact PDE to remove the EL identifier and the student should be removed from the LIEP.

Appendix B

English Learner (EL) Identification Procedure Flowchart



Note A:

A student who comes from an environment where English is not the dominant language or who has been exposed to another language (HLS indicates other languages) is not necessarily an EL and does not necessarily need to be screened for English language proficiency if there is compelling evidence suggesting that the student is proficient in English. Parent permission to screen for language proficiency is **NOT** required; however, a parent interview must be conducted prior to screening. The parent interview should be standardized to some degree (see parent interview on pages 1 and 2) and the information gathered should be filed with the student's other enrollment documentation. The parent interview can serve to determine whether or not to screen a potential EL. If the evidence gathered during the parent interview is indeterminate, then an academic records review may be used to indicate English proficiency and preclude screening.

Note B:

If after the parent interview it is unclear whether or not a student should be screened for English proficiency, then a thorough review of any available academic records should be conducted to find evidence of English language proficiency. Some examples of this type of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records

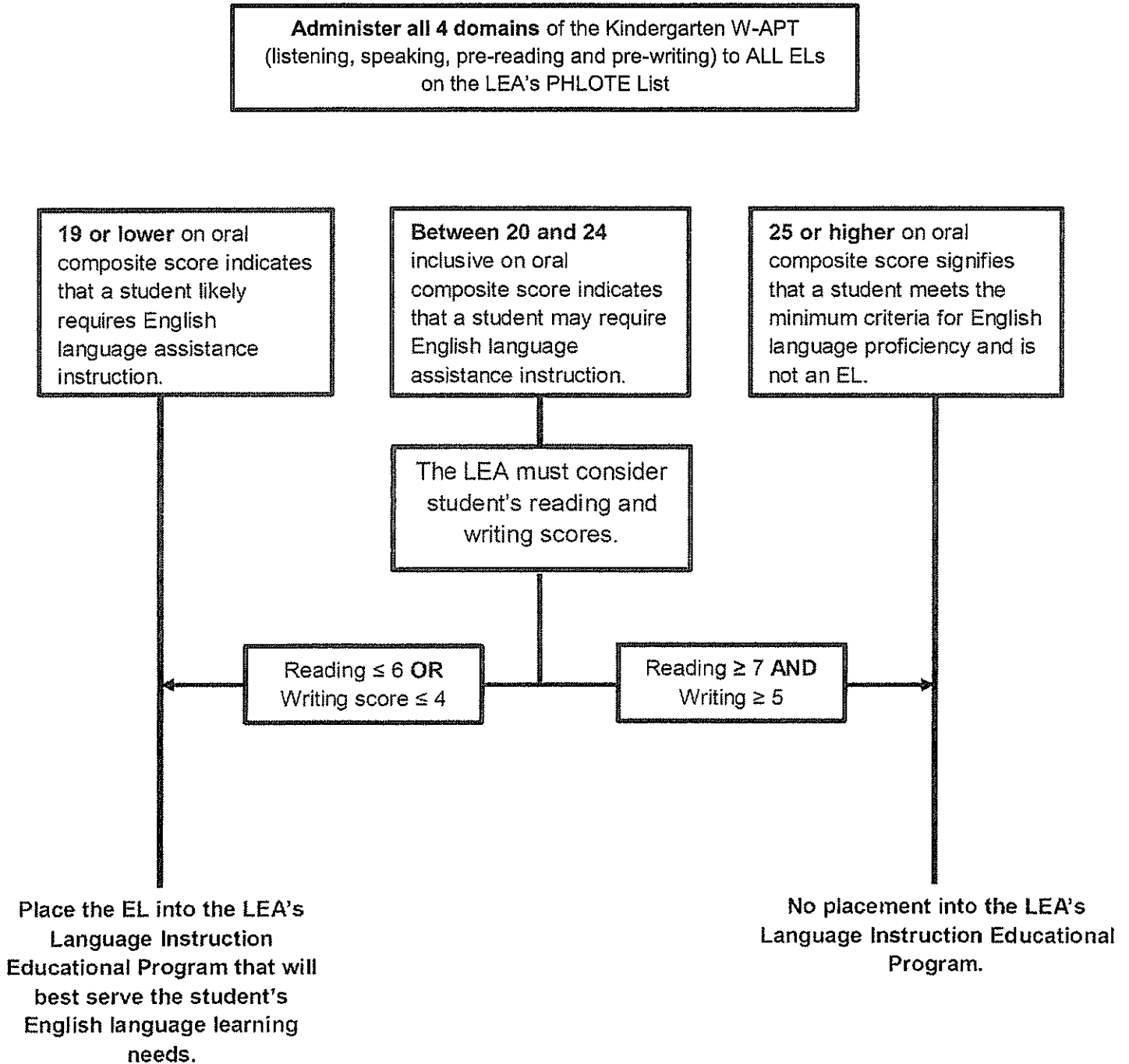
Note C:

If the student has an IEP, then EL and Special Education personnel **MUST** collaborate to determine program and academic placement.

Appendix C

Kindergarten English Learner (EL) Identification and Placement Process Flowchart

When using the KW-APT only



Appendix D

Selection of appropriate grade-level cluster test forms

For the WIDA Screener and MODEL, the appropriate grade-level cluster form to administer to students depends on the time of year when the test is being administered and the current grade of the student. For students in the first semester of the first year of a grade-level cluster, the district should administer the next lower grade cluster form. See the table below.

WIDA Screener Selection

Grade	1*		2		3		4		5		6		7		8		9		10		11		12		
	Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
		Grade-Cluster Form	Grade 1 Test		Grades 2-3 Test				Grades 4-5 Test				Grades 6-8 Test				Grades 9-12 Test								

* Districts have the option of using the grade 1 WIDA Screener or the Kindergarten MODEL for first semester 1st graders.

WIDA MODEL Selection

GRADE	K		1		2		3		4		5		6		7		8		9		10		11		12			
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	K Screener		Grades 1-2 Screener				Grades 3-5 Screener				Grades 6-8 Screener				Grades 9-12 Screener													

Kindergarten students may be administered the KW-APT or the MODEL. The KW-APT may NOT be administered to first semester 1st graders.

KW-APT

GRADE	K	
Semester	1	2
Grade-Cluster Form	KW-APT	



State required Reclassification, Monitoring, and Re-designation of English Learners (ELs)

State required reclassification criteria

Districts must employ uniform procedures in accordance with state requirements for reclassifying English learners (ELs) as former ELs (FELs) when they attain proficiency. This document outlines the procedure and rules for doing so.

An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for ELLs®, and gathered by teachers using standardized language use inventories (Appendix A).

Using the following system, the ACCESS for ELLs® and the language use inventory together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified.

See Appendix D for a sample reclassification cover sheet. Districts are free to develop their own form of documenting the reclassification decision for ELs, but it must, at a minimum, include the information contained on the sample form.

Two language use inventories must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory (e.g. elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed and the single score is multiplied by two. **The two inventories do not need to agree.**

The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

NOTE: In some cases, students who were not identified as likely to reach the ACCESS score threshold and for whom no language use inventories were completed will unexpectedly achieve a score exceeding the threshold. Language use inventories may be completed after ACCESS scores are released in these limited cases, but they must be completed prior to October 1 of the following school year.

The reclassification window begins when ACCESS scores are published and ends on October 1 of the following school year. Although language use inventories must be completed as part of the reclassification decision-making and evidence-gathering process prior to the opening of the window, no changes to a student's status can be made in local data systems or in PIMS between October 1 and the date on which the district receives ACCESS scores each year.

Districts must develop local plans for how to:

- select content teachers who will complete the inventories
- manage the decision-making/reporting process using this procedure and these criteria
- train staff to use the rubrics and evaluate the students' language use
- hold teachers accountable for completing the inventories
- select students for whom inventories will be completed in anticipation of qualifying ACCESS scores

Each language use inventory produces a single score and the sum of the two inventory scores is added to the ACCESS for ELLs® *points assigned* to determine if the student meets the minimum threshold for reclassification.

The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Language Use Inventories		ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
Rubric 2	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Report & Essays	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

Total possible points from both inventories 7.6

Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a student *should* be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

ELs with Disabilities - taking the ACCESS for ELLs®

An EL with a disability who has not met the criteria outlined above may be considered for reclassification if:

1. The student has an IEP, **AND**
2. The student has been continuously enrolled in an LIEP for at least four years, **AND**
3. The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% between any two years or total over the three most recent testing cycles, **AND**
4. The school has documented evidence* that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP, **AND**
5. A school-based team recommends reclassification. *See below for team composition and recommendation protocol.*

* Documented evidence can include schedules indicating ELD instructional times, specific language supports used, ELD curriculum indicating areas of language instruction covered, language use evaluations based on WIDA rubrics or PA reclassification rubrics, modifications made to assessments, IEP addressing ELD instruction or language needs, etc.

To calculate the percent difference between scores, use the following formula:

$$\Delta \text{OCPL} / \text{OCPL1} (100) = \% \text{ change}$$

Δ OCPL: *Difference between the overall composite proficiency level from year one and year two, year two and year three, or year one and year three*

OCPL1: *overall composite proficiency level from the first of the two years being compared*

For example, the percent difference between a score of 4.3 and 4.5 is $(.2/4.3)*100$, which is 4.65%.

School-based team composition and recommendation protocol:

The following individuals must be included on the team that considers the body of evidence and determines whether to reclassify an EL with a disability:

- At least one expert on the student's English language acquisition
- At least one expert on the student's special education goals and services
- At least one expert on the student's general education content achievement
- At least one family member (and any requisite interpreters/cultural liaisons)
- Any related service providers who work with the student

A single team member may fill more than one of the roles identified above.

High Priority Evidence to consider:

- Standardized or curriculum-based assessments special education teachers and related service providers use to monitor students' progress towards IEP goals that are relevant to developing English language proficiency
- Classroom observations of students' language use
- Language samples demonstrating listening, speaking, reading, and writing skills
- Student work samples or portfolios
- Teacher input on students' English language development progress
- Family input on students' language development and use at home
- Data related to how the student was initially identified as an EL
- Review of English learner services across the most recent four years to ensure the student has received adequate English language development instruction and language support for content learning during that time

Evidence to consider if available:

- Assessments that evaluate students' proficiency in their home/primary language
- Language use inventories
- Comparable data from similar EL peer group (other ELs with similar profiles)

Questions that must be addressed by the team:

1. Has the student received adequate ELD instruction and language supports commensurate with his/her ELP level for the most recent four years?
2. Is this student able to effectively communicate in English?
3. Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles?
4. Are any ACCESS for ELLs domain scores that affect the student's ability to reach an overall composite proficiency level of 4.5 directly related to the student's disability?

If the answer to any of these questions is 'no', then the team must carefully consider the student's continued participation in the LIEP until such time that the student will no longer benefit from continued specialized English language development instruction and supports.

See Appendix E for a sample reclassification cover sheet. Districts are free to develop their own form of documenting the reclassification decision for ELs with disabilities, but it must at a minimum include the names of the team members involved, the evidence that was analyzed, the student's current ACCESS scores, and answers to the four questions above. The form should be filed with the student's permanent record.

ELs with Disabilities (taking the Alternate ACCESS for ELLS®)

ELs who are eligible for and take the Alternate ACCESS for ELLs® may be considered for reclassification when:

1. they achieve a score of at least P2 on two consecutive administrations of the test **OR** achieve the same score for three consecutive administrations of the test, **AND**
2. the IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

Although language use inventories are not required for ELs with disabilities as part of the reclassification process, teachers should consider completing them in cases where it is appropriate as a way to document language proficiency at the time of reclassification and for future reference if needed.

For more detailed guidance related to ELs with disabilities, please see the guidance contained on the Bureau of Special Education website at www.pattan.net.

Monitoring of former ELs

Districts must include in their LIEP uniform procedures in accordance with state requirements for actively monitoring the progress of former ELs (FELs) for a period of two years after reclassification and reporting FELs to the state for an additional two years (total of four years of monitoring status).

Active Monitoring Period – first two years after reclassification

Districts must ensure that ELs in the first two years after reclassification do not struggle academically as a result of persistent language barriers. In order to do this, districts must develop and implement a process for actively monitoring students' progress and achievement in the general academic program delivered without specialized, planned language supports.

Districts are free to create their own process, but it must, at a minimum, include tracking student progress in all core academic classes and soliciting feedback from core academic teachers periodically throughout the school year with sufficient frequency to preclude a student falling significantly behind.

Additional monitoring period – third and fourth years after reclassification

Districts are required to continue reporting FELs to the state in PIMS for an additional two years after the active monitoring period. Districts are not required to actively monitor the progress and academic achievement of ELs in the general education program during these years. At the end of the fourth year after reclassification, ELs are coded as *Former ELs – no longer monitored* for the remainder of their time in school.

Re-designating former ELs

If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then the district must have plans in place to re-designate that former EL as an active EL and re-enroll him/her in the LIEP. The district must demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions.

FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

Grade: Kindergarten

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

Reading:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support.	Can apply grade-level phonics and word analysis skills in decoding.	

Total Points:

Grade: Kindergarten

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use drawings and/or labels to link some or most details in a story.	Can use drawings OR words to link details in a story.	Can use drawings, words AND simple phrases to link details in a story.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can sequence some letters needed to produce frequently used sight words, but with significant errors that hinders readability. Not able to be to produce phrases or sentences.	Can sequence most letters needed to produce recognizable frequently used/sight words. May include inventive spelling. Can produce phrases and some simple sentences.	Can sequence most letters needed to produce recognizable words. May include inventive spelling following recognizable conventions. Can produce simple sentences.	

Accuracy: Grammar/

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Consistent errors that may hinder the meaning of the writing regarding grammar.	Regularly contains some grammatical inaccuracy in either capitalization of "I" and beginning of sentence, people names, ending punctuation.	Maintains some grammatical accuracy in capitalization of "I" and beginning of sentence, people names, ending punctuation.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe the picture or story.	Draw a picture and write labels or simple phrases to describe the picture or story.	Draw a picture and write several connected sentences to describe the picture or story.	

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe a single familiar topic with minimal detail or elaboration.	Draw a picture and write labels or simple phrases about a single familiar or academic topic with limited detail or elaboration.	Draw a picture and write several connected sentences about a single familiar or academic topic with detail or elaboration such as form and function.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw and label to explain likes or dislikes about a familiar topic.	Can express an opinion about a familiar topic or a book. May draw and uses labels or a simple sentence to explain reasons. May use conjunction words such as "because" to support their opinion.	Can express an opinion about a familiar topic or a book. May draw and use 1 or more written sentences to explain reasons. Uses conjunction words such as "because" to support their opinion.	

Total Points:

Grade: 1**Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory**

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support. Read grade level text with support for purpose and understanding.	Can apply grade-level phonics and word analysis skills in decoding. Read grade-level text with purpose and understanding.	

Total Points:

Grade 1

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce sentences with limited structure. Shows limited use of organizational patterns, and simple connectors like "and" and "because".	Can produce clear, structured sentences, showing some use of a range of organizational patterns, and connectors.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or "I ...").	Maintains a high degree of grammatical accuracy (capitalization of "I", beginning of sentence, people names/places, ending punctuation, simple tenses. May use a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited descriptions and limited sequential words. Uses some language to delineate either beginning, middle or end.	Can produce linearly structured narrative story with details explaining the experience with elaborations and some sequential words. Uses language to delineate beginning, middle, and end. May use pictures to illustrate their familiar story.	

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no factual details. Writes minimal description or elaboration.	Can present with limited connection some factual information with an introduction using details on a familiar topic, but not an academic topic.	Can present connected factual information with an introduction using details from a source on an academic topic.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in words or simple phrases without use of a conjunction word and no supporting reasons.	Can express a single-stance on a familiar topic in a single sentence stating a reason with a conjunction word such as "because".	Can express a single-stance on a familiar topic in multiple sentences with a supporting reason. May use conjunction words such as "because" to support their opinion.	

Total Points:

Grades 2-3

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics with little to no content-specific vocabulary.	Can use a series of connected phrases and short, simple sentences to talk in simple terms and some content-specific vocabulary about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using content-specific vocabulary.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information with illustrations. Limited understanding of words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics with some support. Use grade-level phonics and word analysis skills in decoding. Begins to understand words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics. Use grade-level phonics and word analysis skills in decoding. Begins to understand idiomatic expressions and words/phrases with multiple meanings.	

Total Points:

Grade: 2-3

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce linear sequence of sentences in writing with limited structure. Shows some use of organizational patterns, and simple connectors like "and", "but", and "because".	Can produce clear, structured language, showing some use of a range of organizational patterns, connectors, and cohesive devices (such as causal, sequential or comparative).	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or "I ...").	Maintains a high degree of grammatical accuracy (capitalization, punctuation, simple tenses, and simple subject-verb agreement). May use a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited elaborations and some sequential words. Uses some language to delineate beginning, middle and end.	Can produce linearly structured narrative story giving robust descriptions of experiences with elaborations and sequential words. Uses language to delineate beginning, middle and end.	

Accuracy: Genre Informative

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on a research topic. Uses linked sentences to provide very short descriptions of details with little to no use of organizational structure.	Can present information using limited grouping with vague connections. Either the introduction or conclusion is omitted. Uses minimal facts with evidence of phrases or text taken directly from other sources.	Can present information grouped and connected logically with an introduction and conclusion using facts from text or other sources in their own words.	

Accuracy: Genre Opinion/Argument

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences which may present supporting details. Uses no conjunction words.	Can express a single-stance on a familiar subject in a text with a delineated introduction or conclusion with 2 or fewer supporting reasons. Uses some conjunction words to link supporting details.	Can express a single-stance on a familiar or academic subject in a clear, well-structured text with delineated introduction and conclusion with 3 or more supporting reasons. Uses conjunction words to link supporting details.	

Total Points:

Grades: 4-12

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/phrases with multiple meanings.	Can understand long and complex fiction and non-fiction texts on unfamiliar topics, appreciating distinctions of style.	

Total Points:

In the event that a teacher finds it challenging to distinguish between two levels in the Interaction, Listening, Speaking, and Reading Inventory rubric, the extension rubric in Appendix B can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Grades: 4-12

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions on familiar topics.	Can strategically select language to express him/ herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader	

Accuracy: Genre Reports & Essays

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics and following a standardized format.	Can present information on complex subjects in clear, well structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can present arguments on complex subjects in clear, well-structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

Total Points:

In the event that a teacher finds it challenging to distinguish between two levels in the Written Expression Inventory rubric, the rubric in Appendix C can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Grades: 4-12

The student's command of language indicates to most audiences that he/she:

Interaction

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the learner is trying to say. Can ask and answer simple questions in areas of immediate need or on very familiar topics.	Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can interact with a degree of fluency and spontaneity (without relying on provided language frames or structures) that makes regular interaction with others possible. Can take an active part in academic discussions in familiar contexts and on familiar topics, accounting for and sustaining his/her views.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.

Listening

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can recognize familiar words and basic phrases on familiar topics when people speak slowly and clearly.	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech and lectures, and follow even complex lines of argument provided the topic is reasonably familiar.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast speed.

Speaking

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can use simple phrases and sentences to describe familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions on a wide range of familiar subjects. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points, and finishing with an appropriate conclusion.	Can present clear, smoothly flowing description or argument in a style appropriate to the context and with an effective structure, which helps the recipient notice significant points.

Reading

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can understand familiar names, words, and very simple sentences, for example on visual representations with little text (such as in posters and ads).	Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/ phrases with multiple meanings.	Can understand non-fiction texts on unfamiliar topics in which the writer adopts a particular attitude or viewpoint. Can identify relevant details in contemporary fiction.	Can understand long and complex fiction and nonfiction texts on unfamiliar topics, appreciating distinctions of style.	Can read with ease virtually all forms of written language, including structurally or linguistically complex texts.

Grades: 4-12

Expansion of Repertoires: Cohesion

Low	Low+	Moderate	Moderate+	High	High+
Can link words or groups of words with very basic linear connectors like "and" or "then."	Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can use a growing number of cohesive devices to link his/her statements into clear, coherent discourse, though there may be some "jumpiness" in a longer text.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and wide range of connectors and other cohesive devices.

Accuracy: Word/Phrase

Low	Low+	Moderate	Moderate+	High	High+
Can use high frequency words and simple phrases related to personal details and particular concrete situations.	Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/herself with some hesitation and circumlocutions on familiar topics.	Has sufficient range of language to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words.	Can strategically select language to express him/herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	Shows great flexibility in reformulating ideas to effectively convey finer shades of meaning, emphasize, differentiate, and clarify. Uses appropriately many idiomatic expressions.

Accuracy: Grammar/Sentence

Low	Low+	Moderate	Moderate+	High	High+
Has some control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Shows relatively high degree of grammatical control. Does not make errors that cause misunderstanding and can correct most of his/her mistakes. Uses simple and some complex sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	Maintains grammatical accuracy when using complex language, even when attention is otherwise engaged (e.g., in forward planning or monitoring others' reactions). Uses a range of grammar and sentence structures <i>strategically</i> .

Accuracy: Genre Narrative

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can produce clear, detailed descriptions of experiences and events. Can follow established genre conventions in marking relationships between ideas and organizing the text.	High	High+
Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader.					

Accuracy: Genre Reports & Essays

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics, following a standardized format.	Can develop an idea with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem and synthesize information from a number of sources.	High	High+
Can present information on complex subjects in clear, well-structured text, underlining relevant salient issues.					
Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.					

Accuracy: Genre Arguments

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases to express an opinion on a familiar topic.	Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can develop an argument, giving reasons in support of or against a particular point of view and explain the advantages and disadvantages of various options. Can synthesize arguments from a number of sources.	High	High+
Can present arguments on complex subjects in clear, well-structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.					

Reclassification Cover Sheet

Student Name:

PASID:

DATE:

Grade:

School District:

School:

ACCESS for ELLs® Proficiency Level (overall composite)	Reclassification Points
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

ACCESS for ELLs® Proficiency Level:

ACCESS for ELLs® Reclassification Points:

Points from language use inventory #1:

Points from language use inventory #2:

TOTAL Points for Reclassification:

Does the total number of points meet or exceed the threshold of 10.5?

Based on the student's ACCESS for ELLs® overall proficiency level score and use of language as observed by his/her teachers, this student **is recommended** / **is not recommended** for reclassification as a former EL.

If the student's score is equal to or exceeds the threshold of 10.5, but the student is not recommended for reclassification, then provide an explanation below:

Notes:

ESL Teacher/Coordinator Signature:

ESL Teacher/Coordinator Printed Name:

Reclassification Cover Sheet

(for ELs with an IEP only)

Student Name:

PASID:

DATE:

Grade:

School District:

School:

Overall composite proficiency level:

Listening proficiency level:

Speaking proficiency level:

Reading proficiency level:

Writing proficiency level:

Team members present for recommendation discussion:

Required criteria

The student is only eligible for reclassification if all the answers to the following questions are YES.

1. Does the student have an IEP? **YES / NO**
2. Has the student been continuously enrolled in an ESL/bilingual education program for at least four years? **YES / NO**
3. Has the student's overall composite proficiency level score on the ACCESS for ELLs® **NOT** increased by more than 10% at any point or total over the three most recent testing cycles? **YES / NO**

List the three most recent ACCESS overall composite proficiency level scores:

- 1.
- 2.
- 3.

4. Is there documented evidence that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP? **YES / NO**

Evidence that was evaluated by the team in making the recommendation for reclassification:

1. Has the student received adequate ELD instruction commensurate with his/her ELP level for the most recent four years? **YES / NO**
2. Is this student able to effectively communicate in English? **YES / NO**
3. Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles? **YES / NO**
4. Are any ACCESS for ELLs domain scores that affect the student's ability to reach an overall composite proficiency level of 4.5 directly related to the student's disability? **YES / NO**

If yes, explain:

If the answer to any of the above questions is "no", then the notes must contain a description of compelling evidence that the student should be reclassified as a former EL in spite of the fact that there is an indication that he/she may benefit from continued participation in the LIEP.

Based on the student's ACCESS for ELLs® overall proficiency level score and use of language as observed by his/her teachers, this student **is recommended / is not recommended** for reclassification as a former EL.

Notes:

ESL Teacher/Coordinator Signature:

ESL Teacher/Coordinator Printed Name:



Evaluating Foreign Transcripts

*A Resource Guide for School Districts
Provided by the Pennsylvania Department of Education*

Foreword

This document was adapted from guidance produced by the Office of Youth Development and School-Community Services (OYDSCS) of the New York City Department of Education (DOE). The original document can be found at <http://schools.nyc.gov>.

It is intended as a reference tool for districts to assist school staff members with evaluating foreign transcripts for students newly enrolling from other countries.

When using this manual it is important to keep in mind that several school systems and grading policies might exist within each country, as in the United States. Careful judgment and discretion are advised when utilizing the information presented in this manual. The information provides a general picture of the most commonly used systems in other countries and grading scales, recommended courses, and the equivalent credit within U.S. schools.

Evaluators are advised to:

- Carefully examine all official documents for authenticity.
- Ensure that translations are provided by a qualified source.
- Interview entering students and their parents/guardians.
- Contact the sending school, embassy, Ministry of Education, or other authorized agencies when necessary.

School Responsibility

Schools or districts are responsible for conducting the evaluation of the transcript.

Each school or district should have a well-defined procedure, including the roles and responsibilities of staff members involved, for timely evaluation of transcripts according to guidelines set forth in this manual.

Recommended Practice for Evaluating Transcripts

The following are recommended procedures for evaluating transcripts:

1. Examine official documents for authenticity.
2. Ensure transcripts in a language other than English are translated by a competent translator available within the school or region. In the event there is no available translator, the district may contract for translation with a local translation/interpretation company.

Documents translated by family members should not be accepted as official documents. All translations should be verbatim without interpretation or evaluation of information.

3. Interview the student and parent/guardian to review the transcript and prior studies in order to obtain clarification on curriculum, amount of time spent in each course, grading policies, and other pertinent information helpful to the evaluation process.
4. Determine if content course placement testing is necessary in those cases in which information or achievement is unclear. This is distinct from language proficiency testing for EL program placement.
5. Refer to the Country Index (Section II of this manual) to assist with the conversion of grades to award appropriate course and grade credit.
6. Follow established school procedures for ensuring that transfer credit is updated on the student's official transcript.
7. Establish a procedure for informing the student and parent(s) of the results of the evaluation.
8. Maintain all documentation in the student's official file.
9. Notify and consult with receiving teachers and department supervisors or heads for academic content course placements and award of academic credits based on transcript review. Coordinate with the EL director to ensure proper EL program placement and also to ensure that all content teachers are aware of EL needs.
10. Ensure the evaluation process is completed in a timely manner.

Transfer Credit

Transfer credits for a high school student transferring from another state or another country are awarded by the receiving district for work done outside the high school awarding the credit based on the review of their transcripts. PA Code Title 22 Chapter 4.23. High school education outlines the requirements for programs of instruction leading to graduation.

- (a) Instruction in the high school program must focus on the development of abilities needed to succeed in work and advanced education through planned instruction.
- (b) Curriculum and instruction in the high school must be standards-based and provide all students opportunities to develop the skills of analysis, synthesis, evaluation and problem-solving and information literacy.
- (c) Planned instruction aligned with academic standards in the following areas shall be provided to every student in the high school program. Planned instruction may be provided as a separate course or as an instructional unit within a course or other interdisciplinary instructional activity:
 - (1) Language arts, integrating reading, writing, listening, speaking, literature and grammar.
 - (2) Mathematics, including problem-solving, mathematical reasoning, algebra, geometry and concepts of calculus.
 - (3) Science and technology, including participation in hands-on experiments and at least one laboratory science chosen from life sciences, earth and space sciences, chemical sciences, physical sciences and agricultural sciences.
 - (4) Social studies (civics and government, economics, geography and history, including the history and cultures of the United States, the Commonwealth and the world).
 - (5) Environment and ecology, including scientific, social, political and economic aspects of ecology.
 - (6) The arts, including art, music, dance, theatre and humanities.
 - (7) Use of applications of microcomputers and software, including word processing, database, spreadsheets and telecommunications; and information skills, including access to traditional and electronic information sources, computer use and research.
 - (8) Health, safety and physical education, including instruction in concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts, motor skill development, safety in physical activity settings, and the prevention of alcohol, chemical and tobacco abuse.
 - (9) Family and consumer science, including principles of consumer behavior and basic knowledge of child health, child care and early literacy skill development.
- (d) The following planned instruction shall be made available to every student in the high school program:
 - (1) Vocational-technical education under §§ 4.3 and 4.31—4.35.
 - (2) Business education, including courses to assist students in developing business and information technology skills.
 - (3) World languages under § 4.25 (relating to languages).
 - (4) Technology education, incorporating technological problem-solving and the impacts of technology on individuals and society.
- (e) College-level advanced placement courses may be offered as planned instruction in the high school curriculum.

- (f) This section does not preclude the teaching of other planned instruction designed to achieve a school district's, including a charter school's academic standards.
- (g) School districts, including a charter school, shall determine the most appropriate way to operate their high school programs to achieve the purposes under subsection (a) and any additional academic standards as determined by the school entity.

The appropriate school personnel should evaluate the transcript or other records of a transfer student enrolling in their school. Based on the student's transcript or other records, the district should award the appropriate units of transfer credit towards a high school diploma.

The decision to award transfer credit for work done at educational institutions other than Pennsylvania registered high schools shall be based on whether the record indicates that the work is consistent with the district's and state's standards and is of comparable scope and quality to that which would have been done in the school awarding the credit.

An example of this process:

A student arrives from Columbia in tenth grade. In reviewing her transcript, the guidance counselor notices that she has completed two English courses with passing grades. The guidance counselor interviews the student to determine the content of the courses because no other information is available. The counselor determines, with input from the EL coordinator, that the courses taken by the student only covered interpersonal communicative English. The counselor does NOT award English language arts credit, though, because the ELA courses at the high school are aligned to state standards that require mastery of academic English related to, among other things, literature (theme, complex character development, text structure, etc.) and informational text (development of ideas/claims, evaluation of arguments, point of view, etc.). There is no evidence that the English courses taken by this student covered these standards. To be thorough, the counselor administers a ninth grade end of course ELA exam to this student to see if she has the skills required by the standards. The student does not meet the minimum score requirement, so the counselor awards her two foreign language credits for the English classes that she took in Columbia instead, since those courses very closely match foreign language course standards utilized in the district.

This process must be followed for the award of credit for all courses taken at schools outside of the state.

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St. Lucia
Taiwan
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Ukraine
United Kingdom
Uzbekistan
Venezuela
Vietnam
Yemen
Zimbabwe

AFGHANISTAN

Compulsory Education: Ages 6 to 13, Grades 1 through 9

Adult Literacy Rate: 29%

School Year: The academic year runs from April through November. Schools are closed for the winter due to the lack of heating facilities.

	AFGHANISTAN EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary	1-6	6-12	1-5	6-11
Middle School/Lower Secondary	Entrance exam (academic or vocational)			
	7-9	12-14	6-8	11-13 (14)
	End of compulsory education			
High School/Upper Secondary	10-12	15-17	9-12	14-18
	Certificate of upper-secondary completion		Diploma after 12 th grade	

Tracking

After completing 6th grade, students take an exam allowing them to enter either middle school or a vocational school for three years. The 9th grade completes their compulsory education. After the 9th grade, students may take an examination to enter three years of either an academic or vocational upper school.

Grading System (Varies by School)

Afghanistan Equivalent				Recommended US Equivalent
9-10	A	Excellent	4	90%
7-8	B	Good	3	80%
5-6	C	Fair	2	70%
3.5-4	D	Poor	0	55%
0-3	F	Failure	0	50%

ALBANIA

Compulsory Education: Ages 7 to 15, Grades 1 through 8

Adult Literacy Rate: 100%

School Year: There are six half-days of school per week. Elementary (primary) runs from 8:00 AM to noon; Secondary runs from 8:00 AM to 1:00 PM.

	ALBANIA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	Pre-school	5-6	1-8	6-14
	1-8	7-14	Elementary & Middle	
	Exam*			
Secondary	9-12	15-18	9-12	14-18
			Diploma after 12 th grade	

*Students continue to vocational or academic comprehensive secondary high school based on primary completion exam.

Tracking

There is no tracking in the elementary school level. Classes are intentionally mixed so that students will benefit from the presence of higher academically-advantaged students. There is voluntary tracking on the secondary school level.

Grading System (Varies by School)

Albania Equivalent		Recommended US Equivalent
Excellent	5	90%
Good	4	80%
Fair	3	70%
Failure	2	F
Failure	1	F

Passing is a grade of 3 or higher.

ANTIGUA & BARBUDA

Compulsory Education: Ages 5 to 15, 11 years

Adult Literacy Rate: 88% (lowest in the Commonwealth Caribbean)

School Year: The school year is divided into trimesters and runs from mid-September to mid-July, 5 days a week. Primary school hours are 9:00 AM – 3:00 PM; Secondary school hours are 8:00 AM -1:30 PM.

	ANTIGUA & BARBUDA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary/Elementary	INFANT SCHOOL:		1-5	6-11
	1 year	4-5		
	PRIMARY:			
	6 years	5-11		
	Pass national exam at end			
Intermediate/Post-Primary	3 years	12-15	6-8	11-13(14)
	Must pass a national certificate exam			
Secondary High School	2 years	16-17	9-12	14-18
	To receive diploma must pass the Caribbean Examination Council (CXC) Secondary school exam			

Tracking

Students who do not meet the standards based on the post-primary national exam will be placed on a vocational educational track which may include cooperative work study programs.

Grading System (Varies by School)

Antigua and Barbuda Equivalent		Recommended US Equivalent
A+	10	95%
A	8-9	90%
B	7	80%
C	6	70%
D	4-5	65%
E	3	55%
F	1-2	50%

Additional Resources

Ministry of Education, Human Development and Culture

E-mail: doristeen.etinoff@ab.gov.ag

ARGENTINA

Compulsory Education: Ages 6 to 15, Grades 1 through 10

Adult Literacy Rate: 95%

School Year: The school year begins in the first week of March and ends in the first week of December. The winter vacation consists of two weeks in July. Summer vacation is for the two months of December and January. Five hours of school per day is mandated. There are five periods per day. In much of the country each school has two or three shifts due to the large population of school-age youngsters.

	ARGENTINA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	Pre-Primary 1-9	5 6-14/15	1-5	6-11
Intermediate			6-8	11-13(14)
Secondary* High School	Polimodal	15-17(18)	9-12	14-18
	1 year: Commercial diploma years: General academic diploma years: Technical studies diploma		Diploma after 12 th Grade	

Tracking

There is no tracking in primary school. On the secondary level, the main classes are the same for all the students but there is voluntary tracking. Each student can choose between:

Bachillerato Mercantil (Commercial diploma)

Bachillerato Nacional (General studies diploma)

Bachillerato Tecnico (Technical studies diploma)

Grading System (Varies by School)

Argentina Equivalent		Recommended US Equivalent	
Sobresaliente	9-10	A	95%
Distinguido	7-8	B	85%
Bueno	5-6	C	75%
Aprobado	4-4.9	D	65%
Insuficiente	0-3.9	F	55%
Aplazado	0-3.9	F	50%
Reprobado	0-3.9	F	45%

Passing is a grade of 4 or higher.

BANGLADESH

Compulsory Education: Ages 6 to 11, Grades 1 through 5

Adult Literacy Rate: 35%

School Year: The academic year runs from January through December for schools up to 10th grade, and July to June for higher grades. School is generally in session for 220 days, with 5.5 days per week.

	BANGLADESH EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	1-5	6-11	1-5	6-11
Secondary	6-10	11-16	6-8	11-13 (14)
Compulsory Exam Higher Secondary	11-12	16-18	9-12	14-18
			Diploma after 12 th grade	

Tracking

There is no tracking system up to 10th grade. In some high schools there are arrangements for arts, science, business, agriculture, and industrial arts divisions for 9th and 10th grades. Passing the secondary certificate examination is a prerequisite for advancing to higher secondary school.

Grading System (Varies by School)

Bangladesh Equivalent			Recommended US Equivalent
A	4.0	60%-100%	90%
B	3.0	45%-59%	80%
C	2.0	33%-44%	70%
F	0	0%-32%	Below 65%

Passing is a grade of C (33%) or higher.

BARBADOS

Compulsory Education: Ages 5 to 16, Grades 1 through 11

Adult Literacy Rate: 99%

School Year: The school year is divided into trimesters and runs from mid-September to mid-July. Primary school hours are 9:00 AM – 3:00 PM and secondary school hours are 8:00 AM -1:30 PM, 5 days per week.

	BARBADOS EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary/Elementary	INFANT SCHOOL:		1-5	6-11
	1 year	5		
	PRIMARY:			
	6 years	6-11		
Intermediate/Lower Secondary	3 years	12-15	6-8	11-13(14)
Upper Secondary/High School	3 years	16-18	9-12	14-18
	Student must pass CXC (Caribbean Examination Council secondary school exam) in order to receive diploma.		Diploma after 12 th grade	

Tracking

The curriculum for all of the schools follows the British model. Students may choose an academic or vocational program during the last two years of secondary school. Compulsory education is free in all government-run schools and scholarships are provided for study in the United Kingdom upon the passing of specialized examinations. They also have specialized schools for the deaf, blind and mentally disabled.

Grading System (Varies by School)

Barbados Equivalent		Recommended US Equivalent
A+	76-100	90%
A		
B+	61-75	80%
B		
C+	45-64	70%
C		
D	35-44	65%
F	0-34	Below 65%

Passing is a grade of D (35%) or higher.

Additional Resources

Ministry of Education, Youth Affairs and Sports

E-mail: mined1@caribsurf.com www.edutech2000.gov.bb

BELARUS

Compulsory Education: Ages 6 to 15, Grades 1 through 9

Adult Literacy Rate: 99.8%

School Year: The school year is 39 weeks long. The school day is divided into 6 or 7 academic periods, 45 minutes each, a lunch break of 20 minutes, and other breaks between periods of 10 minutes each. School runs five days a week.

	BELARUS EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	1-5	6-10	1-5	6-11
Middle School/Intermediate	6-9	11-14	6-8	11-13 (14)
	Certificate after 9 th grade			
High School/Secondary*	10-11	15-16	9-12	14-18
	Diploma after 11 th grade		Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

No tracking system exists. There are specialized high schools providing advanced education in mathematics, art, music, economics, etc. There are no final exams in elementary schools. Middle and high school students in Russia and Belarus have final exams after senior grade only, but in Ukraine, at the end of each school year.

Grading System

Belarus Equivalent		Recommended US Equivalent	
5	Excellent	A	95%
4	Good	B	85%
3	Satisfactory	C	75%
Pass	Poor	D	65%
2	Failure	F	55%

BELIZE

Compulsory Education: Ages 5 to 14, Grades 1 through 9

Adult Literacy Rate: 80% (UNESCO), 93% (Belize Government)

School Year: The school year is divided into trimesters and runs from mid-September to mid-July. Primary school hours are from 9:00 AM to 3:00 PM and secondary school hours are from 8:00 AM -1:30 PM for five days a week.

	BELIZE EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary/Elementary	8 years *exam	5-13	1-5	6-11
Intermediate			6-8	11-13(14)
Secondary High School	4 years	14-18	9-12	14-18
	(Forms I-IV)		Diploma after 12 th grade	

Tracking

Students must pass the Belize National Examination* after the Primary Level is completed in order to advance to the Secondary Level. Students must pay a nominal tuition fee for Secondary Level education. There are two special schools for children with mental and physical disabilities.

Grading System (Varies by School)

Belize Equivalent		Recommended US Equivalent
81-100	A	90%
71-80	B	80%
61-70	C	70%
50-60	D	65%
35-49	E (fail)	55%
0-34	F (fail)	50%

Passing is a grade of 50 (D) or higher.

Additional Resources

Ministry of Human Development

E-mail: mhd@bti.net

BOLIVIA

Compulsory Education: Ages 5 to 12, Grades K through 5

Adult Literacy Rate: 78%

School Year: The school year lasts nine months. It begins in February and ends in October. Secondary school lasts for six years, at which point a high school diploma is issued. Night school and special sessions are offered to older students who are unable to attend the normal session, i.e., adults who want to study. There is no age limit for a public education.

	BOLIVIA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	K-5	5-11	1-5	6-11
Middle School			6-8	11-13 (14)
Secondary High School	1-6 years Full time and/or part time	12-no age limit	9-12	14-18
			Diploma after 12 th grade	

Tracking

Most public schools do not use tracking. Students are grouped by grade level in a classroom, similar to a homeroom. Teachers rotate according to subject area. In more remote areas, several grades are housed together in a classroom.

Grading System (Varies by School)

Bolivia Equivalent		Recommended US Equivalent	
Excelente	5	A	90%
Bueno	4	B	80%
Regular	3	C	70%
Deficiente	2	D	55%
Malo	1	F	50%

BOSNIA-HERZEGOVINA

Compulsory Education: Ages 7 to 15, Grades 1 through 8

Adult Literacy Rate: 90%

School Year: School begins each year at the beginning of September and ends in the third week of June. Each school has its own curriculum. Many schools have two separate sessions: morning, 7:00 AM to 1:00 PM; afternoon, 2:00 PM to 8:00 PM.

	BOSNIA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	Pre-primary 1-8	5-6 7-14	1-5	6-11
	Compulsory exam			
Lower Secondary			6-8	11-13 (14)
High School	9-10 Voc. 9-11 Voc. 9-12 Aca.	14-16 14-16 14(15)-18	9-12	14-18
			Diploma after 12 th grade	

Tracking

Students take a compulsory exam at the end of the 8th grade, dividing students into three groups: two-year vocational; three-year vocational; four-year academic secondary school.

Grading System (Varies by School)

Bosnia Equivalent		Recommended US Equivalent	
Odlican	5	A+	Excellent
Vrlo Doba	4	A	Very Good
Dobar	3	B	Good
Dovoljan	2	C	Fair
Nedovoljan	1	F	Failure

Passing is a grade of 2 or higher.

Additional Resources

<http://www.fbihvlada.gov.ba>

BRAZIL

Compulsory Education: Ages 7 to 14, Grades 1 through 8

Adult Literacy Rate: 81%

School Year: The school year is from March to December and is divided into two semesters. School is conducted five days a week, from 7:00 AM to noon. High school students have some special classes and tests on Saturday.

	BRAZIL EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	Pre-primary 1-6	5-6 7-12	1-5	6-11
Middle School/Lower Secondary	7-8	13-15	6-8	11-13 (14)
High School/Secondary*	3 years full time	15-17	9-12	14-18
	4 or 5 years part time	15-19	Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

There is no tracking in Brazilian schools. All classes have the same curriculum and programs.

Grading System (Varies by School)

Brazil Equivalent		Recommended US Equivalent
Excelente	9-10	A
Muito bom	7-8.9	B
Regular	5-6.9	C
Insuficiente	3-4.9	D
Deficiente	0-2.9	F

Passing is a grade of 5.0 or higher.

The student must have an overall average of 5 for promotion.

BULGARIA

Compulsory Education: Ages 7 to 15, Grades 1 through 8
Bulgaria has undergone major changes since 1990. One significant change is the introduction of the privatization of education.

Adult Literacy Rate: 98%

School Year: Primary and secondary schools are in session from mid-September to the first week of June. The high school semester extends into the first week of July. Each school has two sessions, or shifts, per day: morning and afternoon. The morning session goes from 7:30 AM to 1:00 PM. The afternoon session goes from 1 PM to 6:30 PM. Each class lasts 45 minutes. There is a break between classes. Schools operate five days per week.

	BULGARIA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary	K 1-8	5 6-12	1-5	6-11
Secondary	Vocational* 9-10 Academic** 9-12	12-14 12-15	6-8	11-13 (14)
High School/Gymnasium	4	14(15)-17	9-12	14-18
			Diploma after 12 th grade	

*Secondary diploma

**High School diploma

Tracking

There is no tracking during elementary and secondary school. There is voluntary tracking during the Gymnasium. Students can choose schools offering the career they want.

Grading System (U.S. Characters)

Bulgaria Equivalent			Recommended US Equivalent
Otnneyet	6	Excellent	A
Mhoro Ao6bp	5	Very Good	A
Ao6bp	4	Good	B
CpeAeH	3	Average	C
Cna6	2	Fail	F
Now		Fail	F
3a4ntace		Pass	Pass

CAMBODIA

Compulsory Education: Ages 7 to 16, Grades 1 through 10

Adult Literacy Rate: 74%

School Year: The school year runs from the first week of September to the second or third week of June. School is held five days per week. The year is divided into trimesters: September to December, December to March, and March to June. Summer vacation is from mid- June until the end of August. There are two weeks of vacation in October. Due to the large school-age population, there are two sessions per day: 7:00 AM to noon and noon to 5:00 PM. There are fifteen-minute breaks between classes.

	CAMBODIA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	Pre-primary 1-6	5-6 7-12	1-5	6-11
Middle School/Intermediate	7-10	13-16	6-8	11-13 (14)
High School/Secondary*	11-13	17-19	9-12	14-18
			Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

There is no tracking system.

Grading System

Cambodia Equivalent		Recommended US Equivalent	
Tres Bien	17-20	95%	A
Bien	14-16	85%	B
Assez Bien	12-13	75%	C
Passable	10-11	65%	D
Nul-mediocre	0-9	55%	F

Passing is a grade of 10 or higher.

CAMEROON

Compulsory Education: Ages 6 to 12, Grades 1 through 7

Adult Literacy Rate: 65%

School Year: The school year is 200 days, five days a week, Monday through Friday. English and French educational systems operate in the country. There are three terms in the academic year: September to December; January to April; and, April to June. Elementary and secondary schools run from 7:30 AM to 2:30 PM. Form 5 students return to classes from 4:00 PM to 10:00 PM. Form 5 students are expected to live in boarding houses or live close to the school. Catholic schools operate a boarding system for all their students.

	CAMEROON EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	1-7 Compulsory Exams	6-12	1-5	6-11
Middle School			6-8	11-13 (14)
High School/Secondary*	Forms I-V Compulsory Exams	12(13)-16	9-12	14-18
			Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

A tracking system is in effect. Elementary school ranges from grades 1 to 7, at the end of which pupils take the entrance examination to the secondary school. Those students above 12 years of age who are not admitted to the government secondary schools may go to private school. Class 7 pupils in the elementary schools, as well as Form 5 students in the secondary schools, have extension classes in the evenings to prepare them for terminal exams and entrance exams to the next level of the educational system.

Grading System (Varies by School)

Cameroon Equivalent		Recommended US Equivalent	
A+	95-100	95%	Excellent
A	80-94	90%	Excellent
B	75-79	85%	Very Good
C+	65-74	80%	Good
C	60-64	75%	Fairly Good
D	50-59	65%	Credit
E	40-49	65%	Pass
F	0-48	55%	Failure

Passing is a grade of E (40) or higher.

CANADA

Compulsory Education: Ages 5-6 to 15-17

Adult Literacy Rate: 99%

School Year: The school year is from September to June. Annualization, semesters, and trimesters all exist depending on the province and school. The education policy is a provincial responsibility and the period of compulsory education varies.

	CANADA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary		ages 5 or 6 to 13-14	1-9	6-14
Intermediate				
Secondary	3 to 5 years		Grades 10-12	

Tracking

Canada does not have a federal educational system. The responsibility for education is vested in the provinces; therefore, there are many different sets of standards. In general, high school programs consist of two streams. The first prepares the student for university; the second prepares the student for post-secondary education at community college or for the workplace. There are also special programs for students unable to complete the conventional courses of study. In some schools these decisions are based on examinations.

Grading System

US Equivalence	Alberta	Brit.Columbia	Brunswick
95%	80-100	86-100	80-100
85%	65-79	73-85	70-79
75%	50-64	60-72	60-69
65%	40-49	50-59	50-59
55%(failing)	0-39	0-49	0-49
Manitoba	Newfoundland	Nova Scotia	Ontario
4	80-100	80-100	75-100
3	70-79	70-79	66-74
2	60-69	60-69	60-65
1	50-59	50-59	50-59
0	0-49	0-49	0-49
Prince Ed Island	Quebec	Saskatchewan	US Equivalence
80-100	80-100	90-100	95%
70-79	70-79	70-89	85%
60-69	60-69	60-69	75%
50-59	50-59	50-59	65%
0-49	0-49	0-49	55%(failing)

Additional Resources

Ministry of Human Resources and Skills Development Canada

Ontario Secondary School Teachers Federation

Alberta Teachers' Association

CHILE

Compulsory Education: Ages 6 to 15, Grades 1 through 9

Adult Literacy Rate: 92%

School Year: The school year runs for 38 weeks, from the beginning of March to December 21. Schools operate on semesters or trimesters. Summer vacation is from the third week of December to March 1. The school day consists of five classes a day, each class 40 minutes long. They also operate on two or three shifts a day, depending on the school. School meets five days a week, 25 classes a week.

	CHILE EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	Pre-primary 1-5	5 6-11	1-5	6-11
Middle School/Basic Secondary	2 years Basic Secondary Exam	11-13	6-8	11-13 (14)
High School/Higher Secondary*	2 years Higher Secondary Exam	13-15	9-12	14-18
			Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

In the first two years of secondary school the basic classes are the same for everyone. In the latter two years of secondary school there is voluntary tracking. Each student can choose an area of interest to pursue.

Grading System (Varies by School)

Chile Equivalent			Recommended US Equivalent
Sobresaliente	7	A+	95%
Muy Bueno	6	A	90%
Bueno	5	B	85%
Mas que regular	4	B-	75%
Regular (suficiente)	3	C	70%
Menos que regular	2	F	55%
Deficiente	1	F	50%

CHINA

Compulsory Education: Ages 7 to 15/16, Grades 1 through 9

Adult Literacy Rate: 70%

School Year: The length of the school year is roughly the same in China, Taiwan and Hong Kong. The fall term runs from September to January; the spring term runs from March to July. Winter recess is in February; summer vacation is in July and August. Elementary school students usually stay in the same room with the same teacher(s) all day long. Students in junior and senior high schools have to report to their homeroom for 30 minutes to one hour to study while the teacher takes attendance. Students attend school from Monday through Saturday. Seniors must return to school on Sunday morning to study. In elementary school the school day runs from 7:30 AM to 11:30 AM, followed by a lunch break, and then schools run from 2:00 PM to 4:00 PM. In junior and senior high schools the school day runs from 7:00 AM to 11:30 AM, followed by a lunch break, and then school run from 2:00 PM to 5:00 PM.

	CHINA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/ Primary	6	6-12	1-5	6-11
Middle School/ Lower Secondary often called Normal School	3	13-15	6-8	11-13 (14)
High School / Upper Secondary often called Normal College	3	15-17	9-12	14-18
			Diploma after 12 th grade	

Tracking

High school students will be programmed into two groups according to their marks, grades and test results at the beginning of the sophomore year. One group will prepare the students to major in literature, history, library science and law. Another group will prepare the students to major in science, mathematics and technology.

Grading System (Varies by School)

China Equivalent		Recommended US Equivalent	
Excellent	9-10	A	4.0
Good	8-8.9	B	3.0
Fair	7-7.9	C	2.0
Poor	6-6.9	D	1.0
Failure	0-5.9	F	0

Additional Resources [Ministry of Education](#)

COLOMBIA

Compulsory Education: Ages 5 to 15, Grades 1 through 5

Adult Literacy Rate: 87%

School Year: There are 200 days of school per year over 40 weeks, but there are many school holidays. There are two school calendars used in Colombia: Calendar A is used in most of the country. School runs from February 1 to June 15. Vacation is from June 15 to July 15. School continues from July 16 to November 30, and there is another vacation in December and January. Calendar B is used in the southwest part of the country. School runs from September 1 to December 15. There is a vacation from December 16 to January 15, and school resumes on January 16, continuing through June 30. There is vacation in July and August. School runs five days a week, Monday through Friday. The school day consists of a mandated six hours. There are two sessions, each of three periods (45 minutes in duration) with a lunch period in between. In much of the country there are two shifts due to the large school-age population: morning shift runs from 6:50 AM to 12:40 PM and an afternoon shift from 12:50 PM to 6:40 PM.

	COLOMBIA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	Pre-Primary 5 years	5-6 7-11	1-5	6-11
Middle School/Lower Secondary	Lower Secondary- Basic 4 years	12-15	6-9	11-14
High School/Upper Secondary*	Upper Secondary- Diversified 2 years	16-17	10-12	14-18
			Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

On the secondary level, the first four years are spent in the Basic Common Cycle, after which comes the choice between Arts and Sciences, Vocational, Commercial or Technical studies. These tracks are chosen according to students' aptitudes and abilities.

Grading System (Varies by School)

Colombia Equivalent		Recommended US Equivalent		
Excelente	9.5-10	A+	4.0	95%
Muy Bueno	8.5-9.4	A	4.0	90%
Bueno	7.5-8.4	B	3.0	85%
Regular	6.5-7.4	C	2.0	75%
Deficiente	6.0 passing	D	1.0	65%
No Aceptado	1-5.9	F	0	55%

If a student receives a grade of below 6 in three subjects, the entire school year must be repeated.

Additional Resources

[Colombian Institute for Higher Education](#)

COSTA RICA

Compulsory Education: Ages 5 to 13, Grades K through 6

Adult Literacy Rate: 93%

School Year: The school year lasts nine months. It begins in March and ends in November. The school day starts at 7:00 AM and ends at 1:30 PM, lasting approximately 6-1/2 hours, five days a week.

	COSTA RICA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary	K-8	4.5-13	1-5	6-11
Intermediate			6-8	11-14
High School/Upper Secondary	Liberal Arts 1-5	13-17	9-12	14-18
	Or Vocational Technical 1-6	13-18	Diploma after 12 th grade	

Tracking

Students are tracked by career area for high school. Students can either enter five years of liberal arts in high school or enter six years of vocational training. Either track can apply to attend university upon completion.

Grading System (Varies by School)

Costa Rica Equivalent				Recommended US Equivalent	
Sobresaliente	95%	Excellent	9-10	A	4.0
Muy Bueno	85%	Good	8-8.9	B	3.0
Bueno	75%	Fair	7.5-7.9	C	2.0
Suficiente	65%	Poor	6.0-7.4	D	1.0
Insuficiente	55%	Failure	0-5.9	F	0

CROATIA

Compulsory Education: Ages 6 to 15, Grades 1 through 8

Adult Literacy Rate: 97%

School Year: The school year is from the beginning of September to mid-June, divided into two semesters. Students attend five days per week. Elementary school runs from 8:00 AM to noon; secondary school runs from 8:00 AM to 1:30 PM. Each class is 45 minutes in duration. These are approximate times depending on the grade and on the differing programs in 9th and 12th grades.

	CROATIA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary	Pre-Primary 1-8	5 6-13(14)	1-5	6-11
Intermediate			6-8	11-13
High School/Secondary*	1-4	14-17	9-12	14-18
	Examination to University		Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

There is no tracking system on the elementary level. Voluntary tracking does exist in secondary school; students may choose between academic or trade programs.

Grading System (Varies by School)

Croatia Equivalent		Recommended US Equivalent			
Odlican	5	Excellent	A+	4.0	95%
Vrlo Doba	4	Very Good	A	3.0	85%
Dobar	3	Good	B	2.0	75%
Dovoljan	2	Fair/Passing	C	0	65%
Nedovoljan	1	Failure	F	0	55%

CUBA

Compulsory Education: Ages 7 to 15, Grades 1 through 9

Adult Literacy Rate: 96%

School Year: The school year commences early in September and ends in the first half of July. On the secondary level there are 34 weeks of study with an additional 6 to 9 weeks of non-academic work. The year is divided into two semesters. Vacation is for six weeks in July and August. The school day is 5 ½ hours per day, five days per week, Monday to Friday.

	CUBA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/ Primary	Pre-Primary 1-6	5-6 7-11	1-5	6-11
Intermediate			6-8	11-13 (14)
High School / Secondary	Secondary 7-9	12-15	9-12	14-18
	Pre-University 10-12	16-18	Diploma after 12 th grade	

Tracking

Tracking exists in the secondary upper level (grades 10-12) where polytechnic and professional (trade) schools offer courses to under-schooled youngsters and dropouts. Here, study is usually combined with work.

Grading System (Varies by School)

Cuba Equivalent			Recommended US Equivalent		
Sobresaliente	Excellent	90-100%	A	4.0	95%
Notable	Good	80-89%	B	3.0	85%
Aprovechado	Fair	70-79%	C	2.0	75%
Aprobado	Poor	60-69%	D	1.0	65%
Suspenseo y Desaprobado	Failure	Below 60%	F	0	55%

A grade of 60% or higher is passing.

DOMINICA

Compulsory Education: Ages 5 to 15

Adult Literacy Rate: 96%

School Year: The school year consists of trimesters starting in mid-September to mid-July. The days are from 8 AM to 1:30 PM, five days per week.

	DOMINICA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	7 years	5-12	1-5	6-11
Intermediate	5 years	13-17	6-8	11-13(14)
Secondary High School*	2 years	17-19	9-12	14-18
	Student must pass the GCE advanced exam in order to graduate from high school and enter college.		Diploma after 12 th grade	

*Vocational or Academic Comprehensive.

Tracking

Education is free and provided by both government and religious schools, although enrollment of eligible children in the primary age group is approximately 70 percent. There are also a number of schools for the mentally and physically handicapped.

Grading System (Varies by School)

Dominica Equivalent		Recommended US Equivalent
A	9-10	90-95%
B	8	85%
C	7	75%
D	5-6	65%
E	4	55%
F	1-3	50%

DOMINICAN REPUBLIC

Compulsory Education: Ages 7 to 13
 Seventy percent of all students are over-aged for their grade in the Dominican Republic. Forty-seven percent enrolled in primary schools finish the sixth grade and only nineteen percent of these finish in six years.

Adult Literacy Rate: 83%

School Year: The school year is 196 days long. School begins on the 15th of September and ends on the 30th of June. It is divided into trimesters. Students attend school five days a week in shifts. There are three shifts each day: Morning: four hours—from 8:00 AM to noon Afternoon: four hours—from 2:00 PM to 6:00 PM Evening: four hours—from 6:00 PM to 10:00 PM. All students completing each semester by attending one of these shifts receive the same certificate or diploma.

	DOMINICAN EQUIVALENT		U.S. EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary	Pre-Primary 1-7	5-6 7-13(14)	1-5	6-11
Intermediate	8	14(15)	6-8	11-13 (14)
High School/Upper Secondary*	1-4	15-18	9-12	14-18
			Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

On the secondary school level (grades 9-12), tracking occurs in the last year. Students may choose courses related to the professional interests that they plan to pursue in the university.

Grading System (Varies by School)

Dominican Equivalent			Recommended US Equivalent		
Sobresaliente	Excellent	90-100%	A	4.0	95%
Muy Bueno	Good	80-89%	B	3.0	85%
Bueno	Fair	70-79%	C	2.0	75%
Suficiente	Poor	60-69%	D	0	65%
Insuficiente	Failure	0-59%	F	0	55%

Passing is a grade of 60% or higher.

ECUADOR

Compulsory Education: Ages 6 to 14, Grades 1 through 9

Adult Literacy Rate: 88%

School Year: There are ten months of school in a year. In the coastal regions, school begins in the first week of May and runs until February, with vacation in March and April. In the mountainous regions, school runs from September to June with vacation in July and August. The school year is divided into trimesters. Between each trimester there are four days of vacation. School runs five days per week, Monday through Friday. On the secondary level there are seven periods, each 45 minutes long. There are also three sessions: morning, afternoon and evening (only four hours).

	ECUADOR EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	Pre-Primary 1-6	5 6-11	1-5	6-11
Intermediate	Middle School Basic 1-3	12-14(15)	6-8	11-13 (14)
High School/Secondary*	Secondary Voc (2 to 3 years Advance Voc. Diploma) or Secondary Academic 3 years	15-17	9-12	14-18
			Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

On the upper secondary level (9th-12th grades) tracking exists according to the student's career choice and abilities.

Grading System (Varies by School)

Please note that there are a variety of systems so it is imperative to check with the individual school for the passing grade.

School Classwork and Trimester examinations:

Ecuador Equivalent				Recommended US Equivalent	
Excelente	Excellent	20	A+	4.0	95%
Muy Bueno	Very Good	18-19	A	4.0	90%
Bastante Bueno	Good	16-17	B	3.0	85%
Bueno	Good	13-15	C	2.0	75%
Regular	Passing	10-12	C-	1.0	65%
Malo	Failure	0-9	F	0	55%

ECUADOR (continued)

Final Examinations including Bachillerato examination

Ecuador Equivalent				Recommended US Equivalent	
Excelente	Excellent	10	A	4.0	90%
Muy Bueno	Very Good	9	A	4.0	90%
Bastante Bueno	Good	7-8	B	3.0	85%
Bueno	Good	5-6	C	2.0	75%
Regular	Passing	3-4	C-/D	1.0	65%
Malo	Failure	Below 3	F	0.0	55%

A grade of 5 or above is required for promotion.

Additional Resources

National Council of Higher Education

EGYPT

Compulsory Education: Ages 6 to 15, Grades 1 through 9

Adult Literacy Rate: 48%

School Year: The school year runs from September to June for a total of 225 school days. Students are required to attend 90 percent of the school days. There is a two-week midyear break in addition to the holidays. School runs from Saturday to Thursday; Friday is a holiday and there is no school. In elementary school the day goes from 8:30 AM to 2:30 PM and in preparatory school from 7:30 AM to 12:30 PM or from noon to 4:00 PM. High school runs from 8:30 AM to 2:30 PM. During the month of Ramadan the school day is shortened by two hours; schools start one hour later and end one hour earlier.

	EGYPT EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	6 years	6-12	1-5	6-11
Intermediate	Lower secondary 3 years	12-14 (15)	6-8	11-13 (14)
High School / Upper Secondary*	Upper 3 years	15-17 (18)	9-12	14-18
			Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

Students are grouped homogeneously according to their grades and national test results. Classes are programmed from class A (highest achieving students) to class B, C, D or E respectively. From elementary school on, students will be separated into schools by gender. In the first year of high school, students will choose between liberal arts or science majors. In the senior year, the science majors will have another choice between a math and biology minor. Students have a fixed program and are assigned to one classroom with the same group of students for the whole year; teachers move to classrooms.

Grading System (Varies by School)

Egypt Equivalent			Recommended US Equivalent	
80-100%	Excellent	A	4.0	95%
70-79%	Good	B	3.0	85%
60-69%	Fair	C	2.0	75%
50-59%	Poor	D	0	55%
0- 9%	Failure	F	0	50%

Passing is a grade of 60% or higher.

EL SALVADOR

Compulsory Education: Ages 6 to 12, Grades 1 through 6

Adult Literacy Rate: 75%

School Year: The school year begins in January and ends in October, lasting approximately nine months. School is conducted five days a week, Monday through Friday; the school day lasts six hours.

	EL SALVADOR EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary	Early Primary Primary	6-8 9-11	1-5	6-11
Intermediate	Upper Primary 7-9	12-14	6-8	11-13 (14)
High School/Secondary*	Secondary 3 Years	15-17	9-12	14-18
			Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

Most schools do not have tracking. In some rural areas children of different ages will be grouped together, similar to a one-room schoolhouse. For the most part, students stay in their classroom and the teachers of each subject move from class to class.

Grading System (Varies by School)

El Salvador Equivalent			Recommended US Equivalent		
Excelente	Excellent	10	A+	4.0	95%
Muy Bueno	Very Good	9	A	4.0	90%
Bastante Bueno	Good	8	B	3.0	80%
Bueno	Good	6-7	C	2.0	75%
Regular	Passing	5	C-/D	1.0	65%
Malo	Failure	Below 1-4	F	0.0	55%

Variations in grading practices exist from school to school. However, 5 is required for promotion.

FRANCE

Compulsory Education: Ages: 6 to 16

Adult Literacy Rate: 99.9%

School Year: The school year is from September to June from 8:30 AM - 4:30 PM for 5 ½ days per week.

	FRANCE EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Nursery/Pre-School	2		Pre-school	
Primary/Elementary	Grades: 1-2	6-7	1-5	6-11
	Grades: 3-5	7-10		
Intermediate	4 years	10-14	6-8	11-13(14)
Secondary High School*	Lycee: Second generate 1 year Premier and terminale 2 years		9-12	14-18
			Diploma after 12 th grade	

*The high school diploma is called the Baccalaureat General or the Baccalaureat Technologique

Tracking

Teachers meet in a council for the purpose of determining the students' abilities and interests. They then guide the students into the courses of study that are best suited for them. Often the council recommends repeating a year which is called redoublement. This ensures that all students master their studies at a very high level of achievement.

Grading System (Varies by School)

France Equivalent		Recommended US Equivalent
16.0-20.0	Tres Bien	95%
14.0-15.9	Bien	85%
12.0-13.9	Assez Bien	75%
10.0-11.9	Passable	65%
8.0-9.9	*failing*	55%

In individual subjects, grades within the range of 8.0-9.9 are passing; therefore, care must be taken when awarding credit and grade equivalents.

Additional Resources

Agence France

GAMBIA

Compulsory Education: Ages 8 to 16, Grades 1 through 9

Adult Literacy Rate: 30%

School Year: The school year is divided into trimesters and runs from September to July. School is conducted five days a week, from 8:00 AM to 2:00 PM. Each class is 40 minutes. Evening schools are established for adults and run from 7:00 AM -10:00 PM.

	GAMBIA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	1-6	8-14	1-5	6-11
Intermediate	Junior Secondary School 7-9	14-16	6-8	11-13 (14)
High School/Upper Secondary*	Senior Secondary School 10-12 GCE Diploma	16-18(19)	9-12	14-18
			Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

No tracking exists, even though there are technical schools. Regular courses are offered in the grammar schools.

Grading System (Varies by School)

Gambia Equivalent	Recommended US Equivalent		
A = 80-100	A+	4.0	95%
B = 75-79	B+	3.0	85%
C = 60-74	C+	2.5	75%
D = 50-59	C	2.0	70%
E = 40-49	D	1.0	65%
F = 0-48	F	0	55%

Passing is a grade of E (40) or above.

GEORGIA

Compulsory Education: Ages 6 to 14, Through Grade 8

Adult Literacy Rate: 96%

School Year: The system is presently undergoing reform. Some schools still follow the Russian system (refer to Russian Federation in this manual).

	GEORGIA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary/Elementary	4 years	6-10	1-5	6-11
Intermediate/Lower Secondary	4 years End of compulsory education	10-14	6-8	11-13 (14)
Upper Secondary*/High School	3 years Completion of high school**	15-17	9-12 Diploma after 12 th grade	14-18

*Academic or Specialized Secondary Schools need 3 years

**Vocational/Technical Secondary Schools need 4 years

Tracking

Diversification occurs at the upper secondary school level where students may opt for a 3-year program of academic studies or a 4-year program of technical studies.

Grading System (Varies by School)

Georgia Equivalent			Recommended US Equivalent
5	Priadi	Excellent	90%
4	Kargi	Good	80%
3	Damakmakopilebeli	Satisfactory	70%
2	aradamakmakopilebeli	Unsatisfactory	60%

Passing is a grade of 3 or higher. The grade of 2 is rarely shown on transcripts. A grade of Chatvla indicates credit is given but failed to pass required exam. This would equate to our CR (credit).

Additional Resources

www.euroeducation.net

GERMANY

Compulsory Education: Varies from grades 1 to 9 or 1 to 10, depending on the state

Adult Literacy Rate: 100%

School Year: The school year is usually 180 days in length, depending on the state. The school year is divided into three terms: April-July; September-December; January-March. There is a one month summer vacation, usually between July and August. There are also two weeks off for the New Year. Spring vacation comes after the annual examination. At the end of the school year there is a two-week break before the next year begins. Primary schools usually run classes only in the morning. Secondary schools, mostly grades 11-13, have classes both in the morning and afternoon. Students attend classes five days a week and two Saturdays a month.

	GERMANY EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary/Elementary	4 years	4-8	1-5	6-11
Lower Secondary (also called Intermediate or Grammar School)/ Intermediate	5 or 6 years	8-13(14)	6-8	11-13 (14)
High School / Upper Secondary (Gymnasium)	4 or 2 years	15-16(18)	9-12	14-18
			Diploma after 12 th grade	

Exams are given at the end of intermediate/grammar school for admission into specialized schools. Comprehensive exams are given throughout the secondary school.

Tracking

There is tracking during primary school and/or junior high school. There is also voluntary tracking for high schools. Students can choose between general education or vocational high schools.

Grading System (Varies by School)

Germany Equivalent				Recommended US Equivalent	
1	13-15	Sehr Gut	Very Good	A	95%
2	10-12	Gut	Good	B	85%
3	7-9	Befriedigend	Satisfactory	B-/C+	75%
4	4-6	Ausreichend	Sufficient	C	70%
5	1-3	Mangelhaft	Deficient	D	55%
6	0	Ungenugend	Failure	F	50%
Passing is a C/65% with a 4 or better					

Additional Resources

[Accreditation Council of Germany](#)

[Federal Ministry of Education](#)

GHANA

Compulsory Education: Ages 6 to 16, Grades 1 through 10

Adult Literacy Rate: 60%

School Year: The school year is ten months, five days per week, with trimesters from September- December; January-April; April-June. Most schools are boarding schools. School days usually begin at 7:30 AM and end at 2:30 PM. Evening classes start at 3:30 PM and end at 5:00 PM.

	GHANA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary/Elementary	6 years	6-11	1-5	6-11
Junior Secondary/Intermediate	7-9(10) 3 or 4 years*	12-15(16)	6-8	11-13 (14)
High School/Senior Secondary	2,3,4 years	15-19	9-12	14-18
	2 years are Forms II and III 3 years are Forms I,II,III 4 years are Forms I, II, III, IV Diploma granted after exams at Form 3 (SS3)		Diploma after 12 th grade	

*A student who takes four years of junior secondary school begins senior secondary school at Form II

Tracking

There is no tracking up to the tenth grade, after which students select an area of specialty.

Grading System (Varies by School)

Ghana Equivalent			Recommended US Equivalent
A	80-100	Distinction	95%
B	70-79	Very Good	85%
C	60-69	Good	80%
D	50-59	Credit	70%
E	40-49	Pass	65%
F	0-39	Fail	55%

Passing is a grade of E (40) or higher.

GREECE

Compulsory Education: Ages 6 to 15, Grades 1 through 9

Adult Literacy Rate: 93%

School Year: The school year is 164 days. There are two months of summer vacation and one month between the winter and spring semesters. School runs five days a week with six academic periods. Each period is 45 minutes, with a five-minute break between periods.

	GREECE EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	K-6	5½ -12	1-5	6-11
Intermediate	7-9	13-14	6-8	11-13 (14)
Secondary*/High School	10-12	15-18	9-12	14-18
	Diploma after 12th grade		Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

There is no tracking up to the tenth grade. Eleventh and 12th grade students may elect a major: Humanities, Sciences or Vocational. The Lyceum Academic Certificate (Apolitirion), as well as the general level of grades in all three grades (10th, 11th and 12th), are requirements for entry, along with the successful passing of examinations into the country's establishment of higher education. Those who have failed their entrance exams are entitled to try an infinite number of times to improve their grades in order to be accepted by the school of their choice.

Grading System (Varies by School)

Greece Equivalent		Recommended US Equivalent	
Excellent	18-20	A	95%
Good	14-17	B	85%
Fair	12-13	C	75%
Poor	10-11	C-/D	65%
Failure	0-9	F	55%

Passing is a grade of 10 or above.

Additional Resources

<http://www.icfes.gov.co>

GRENADA

Compulsory Education: Ages 5 to 15, Attendance is not enforced

Adult Literacy Rate: 99.9%

School Year: The school year is from September to August for five days a week. Primary school runs from 9:00 AM - 3:00 PM and Secondary school runs from 8:00 AM - 1:30 PM.

	GRENADA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary/Elementary	7 years	5-12	1-5	6-11
Junior Secondary/Intermediate	5 years	12-17	6-8	11-13(14)
Senior Secondary/ High School	2 years	17-19	9-12	14-18
			Diploma after 12 th grade	

Tracking

Students must pass an examination in order to be eligible for senior secondary school. The government provides the students with scholarships that allow them to attend for free.

Grading System (Varies by School)

Grenada Equivalent		Recommended US Equivalent
70-100	A	90%
50-69	B	80%
40-49	C	70%
30-39	D	65%
20-29	E	55%
0-19	F	50%

Passing is a grade of 30 (D) or higher.

Additional Resources

Ministry of Education and Labor

E-mail: psmined@yahoo.com

GUATEMALA

Compulsory Education: Age 7 to 14, Grades 1 through 6

NOTE: Education in many parts of the country is not free, so many students who can't afford it do not attend school.

Adult Literacy Rate: 55%

School Year:

The school year begins the first or second week of January and finishes in the third week of October. There are 180 school days per year. School runs five days per week, Monday through Friday. There are five hours of class per day. Each period is 40-45 minutes. There are 35 periods per week.

	GUATEMALA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary/Elementary	Pre-Primary 1-6 end of compulsory education	5-6 7-11	1-5	6-11
Intermediate	3 years	12-15	6-8	11-13 (14)
High School / Secondary*	2 to 3 years depending on course of study	14-18	9-12	14-18
			Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

The diversified cycle of secondary school (equivalent to 10th-12th grades) offers the student the choice between academic courses or a more vocational/technical course of study.

Grading System (Varies by School)

Guatemala Equivalent					Recommended US Equivalent
Sobresaliente	Excellent	81-100	A	4.0	95%
Muy bueno	Good	71-80	B	3.0	85%
Bueno	Fair	61-70	C	2.0	75%
Suficiente	Poor	51-60	D	0	65%
Aplazado	Failure	0-50	F	0	0%

Passing is 51% or higher.

To download PK-6 National Curriculum, visit:

<http://www.avivara.org/aboutguatemala/educationinguatemala.html>

GUINEA-BISSAU

Compulsory Education: Ages 7 to 13

Adult Literacy Rate: 59%

School Year: The educational systems in Guinea-Bissau are patterned on the system in France. French is the language of instruction. Although curriculum and structure is French, since the country's independence, African History and Geography are now stressed.

	GUINEA-BISSAU EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary/Elementary	6 years	7-13	1-5	6-11
Intermediate			6-8	11-13(14)
Secondary/ High School	7 years	13-19	9-12	14-18
			Diploma after 12 th grade	

Tracking

Although education by law is compulsory until the age of 13, in practice few children complete their schooling. According to UNESCO reports, approximately 40 percent attend primary school and enrollment in secondary school is approximately 12 percent.

Grading System (Varies by School)

Guinea-Bissau Equivalent	Recommended US Equivalent
19-20	95%
16-18	90%
14-17	85%
12-13	75%
10-11	65%
8-9	Credit in some schools, failing in others

GUYANA

Compulsory Education: Ages 6 to 14, 8 years

Adult Literacy Rate: 98.6% (highest in South America)

School Year: The school year is from September to August, five days per week.

	GUYANA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary/Elementary	Infant school: 1 year	5	1-5	6-11
	Primary: 6 years	6-12		
Lower Secondary/ Intermediate	4 years	12-15	6-8	11-13(14)
Upper Secondary/ High School	1 to 2 years	16-17	9-12	14-18
			Diploma after 12 th grade	

Tracking

Education is free and compulsory between the ages six and 14. Entrance into secondary school is based upon the results of the Secondary School Entrance Examination (SSEE). Students take this test at age 11.

Grading System (Varies by School)

Guyana Equivalent		Recommended US Equivalent
A+	90-100	95%
A	76-89	90%
B	70-75	80%
C	60-69	70%
D	59-50	65%
F	0-49	55%

Additional Resources

Ministry of Education

E-mail: moegyweb@yahoo.com

HAITI

Compulsory Education: Grade 6 in Traditional System, Grade 9 in Reform System
 Primary: 6 years (Traditional), 9 years (Reform) Secondary: 5-7 years (Traditional), 3 years (Reform)

Adult Literacy Rate: 53%

School Year: The school year runs from October to mid-July when promotional examinations are given. Primary school lasts for six years. Students stay with the same teachers five days a week, Monday through Friday. There are two parallel systems of education in Haiti. In the traditional system the secondary program is offered in four streams: A– Latin and Greek; B–Latin, languages and literature; C–mathematics and physical sciences; D– mathematics and natural sciences. The Reform system, which is now being implemented in large cities, is similar to the United States' system. At present, both systems are in operation. It is also important to note that in rural areas many students do not have opportunities for secondary education.

REFORM SYSTEM

	HAITI EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/ Primary	9 years		1-5	6-11
	end of compulsory education			
Intermediate			6-8	11-13 (14)
High School / Secondary	3 years (Form III, II, I) then exams for University		9-12	14-18
			Diploma after 12 th grade	

Tracking

High school students, beginning the seventh year of study, immediately following the completion of the primary school sequence, have an option of either entering pre- vocational school or following an academic track. After the ninth year of school those students who chose the academic track have another opportunity to enter vocational training, called Second Degree Vocational Training. Young girls make up 90 percent of the enrollment in the pre-vocational programs.

Grading System (Varies by School)

Haiti Equivalent				Recommended US Equivalent		
19-20	10	Excellent	91-100%	A	4.0	95%
17-18	9	Tres Bien	80-90%	B	3.0	85%
15-16	8	Bien	60-79%	C	2.0	75%
13-14	7	Moyen	50-59	C	2.0	70%
11-12	6	Passable	40-49%	D	1.0	65%
			Below 40	F	0	55%

Passing is a grade of 40% (11-12 or 6) or higher.

HONDURAS

Compulsory Education: Age 7 to 12, Grades 1 through 6

Adult Literacy Rate: 73%

School Year: The school year consists of 200 class days and runs from February to November, six days per week, Monday through Saturday. The school year is divided into five cycles: February-March; April-May; June-July; August-September; and October-November. Vacation takes place in December and January. On the secondary level students normally receive 36 hours of instruction, but there are schools where the class load is up to 44 hours per week, according to the course of study.

	HONDURAS EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/ Primary	Pre-Primary 1-6	5-6 7-12	1-5	6-11
Intermediate	1-3	13-15	6-8	11-13 (14)
High School / Secondary*	1-2 or 3	16-17	9-12	14-18
			Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

Students in grades 10 through 12 may choose from among 10 tracks offered in academic studies, business, commercial studies, science, social sciences, etc.

Grading System (Secondary Only)

Honduras Equivalent				Recommended US Equivalent		
Sobresaliente	91-100%	Excellent	1	A	4.0	95%
Muy Bueno	80-90%	Good	2	B	3.0	85%
Bueno	60-79%	Fair	3	C	2.0	75%
Aplazado	40-59%	Poor	4	F	0	55%
Insuficiente	1-39%	Failure	5	F	0	50%

Passing is a grade of 60% or higher.

HONG KONG

Compulsory Education: Age 6 to 15, Grades 1 through 9

Adult Literacy Rate: 90%

School Year: The length of the school year is roughly the same in China, Taiwan and Hong Kong. The school year is broken up into two terms. The fall term runs from September to January; the spring term runs from March to July. School runs six days per week, Monday through Saturday. Seniors must return to school on Sunday morning to study. In elementary school the school day runs from 7:30 AM -11:30 AM, followed by a lunch break, and then more school from 2:00 PM - 4:00 PM. Junior high school and senior high school days run from 7:00 AM -11:30 AM, followed by a lunch break, and then more school from 2:00 PM - 5:00 PM.

	HONG KONG EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/ Primary	1-9	6-15	1-5	6-11
Intermediate/ Lower Secondary	3 (being phased in)		6-8	11-13 (14)
	End of compulsory education			
High School/Upper Secondary	2		9-12	14-18
	Exams Receive Certificate of Education		Diploma after 12 th grade	
Advanced Secondary/Pre-University	1 or 2 years exams		Advance Placement=US College Credit	

Note: Some schools still use the British system of six years of primary school, five years of secondary Form IV. After the high school diploma is awarded, students may opt for Form VI in preparation for the university entrance examination.

Tracking

High school students will be programmed into two groups according to their marks, grades and test results at the beginning of the 10th year. One group will major in literature, history, library science, law, etc. Another group will major in science, mathematics and technology.

Grading System (Many grading systems are used; several are listed below.)

System 1	System 2	Recommended US Equivalent
Pass with Distinction	A	90%
Pass with Credit	B,C	80%
Pass	D,E	70%
Fail	F,G,H	55%

System 3	System 4	System 5
A	1	75-100%
B	2	65-74%
C	3	50-64%
D	4	40-49% (Pass)
E*	5*	
F	6 failure	

*Fail or Pass, depending on school

Additional Resources

Institute of International Education

INDIA

Compulsory Education: Age 6 to 14, Grades 1 through 8

Adult Literacy Rate: 48%

School Year: The academic years vary from state to state. Usually the school year starts in June and ends nine months later in March or April. The year is divided into three terms of 15 weeks each, six days a week. The number of weeks varies widely, but the standard is 39 weeks in many regions. External exams are given at the end of class 10 and 12. There are 220 days of school; 48 periods a week, each period being 30-40 minutes in length. School is conducted for 5-1/2 days per week. The school day is approximately five hours long for primary school (grades 1-5) and six hours long for higher primary (6-8 grades) and secondary (9-10 grades).

	INDIA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	5	6-11	1-5	6-11
Intermediate	3	11-14	6-8	11-13(14)
High School/Lower Secondary	2 Exam	15-16	9-12	14-18
			Diploma after 12 th grade	
Upper Secondary	Exam 1 to 2 years completed H.S.	18-19		
	1 (college level work)	18-19		

Note: Students may receive their high school diploma after the 11th grade depending on their successful completion of their compulsory examinations.

Tracking

Curriculum at the lower secondary stage seeks to give all students the "competence to enter life." At the upper secondary stage the national plan calls for providing introductory courses for college education.

Grading System (Varies by School)

India Equivalent		Recommended US Equivalent	
First Division, Class I	60% or higher	A	85%-95%
Second Division, Class II	45%-59%	B	75%-84%
Pass, Class III	33%-44%	C	65%-74%

Passing is a grade of 33% or higher.

Additional Resources

[Directory of Indian Government Websites, Educational](#)

INDONESIA

Compulsory Education: Ages 6 to 15, 9 years

Adult Literacy Rate: 84%

School Year: The school year is from July to June.

	INDONESIA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	6 years	7-12	1-5	6-11
Intermediate			6-8	11-13(14)
Secondary High School*	6 years	12-18	9-12	14-18
			Diploma after 12 th grade	

* Secondary High School is comprised of two cycles of 3 years each with compulsory exams.

Tracking

Education is mainly under the control of the Ministry of National Education, but the Ministry of Religious Affairs is in charge of Islamic religious schools at the primary level. At the end of the first three-year cycle of (general junior) secondary school, the exams indicate the senior secondary school program students will be given.

Grading System (Varies by School)

Indonesia Equivalent	Recommended US Equivalent
10	90%
9	80%
8	75%
7	70%
6	65%
1-5	

Generally the passing grade is 6; however, in a few private schools, 5 is passing.

Additional Resources

Ministry of National Education

ISRAEL

Compulsory Education: Ages 6 to15

Adult Literacy Rate: 99.9%

School Year: The school year runs from September to June and is generally annualized.

	ISRAEL EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary/Elementary	1-6	6-11	1-5	6-11
Lower Secondary/ Intermediate	3	12-14	6-8	11-13(14)
Upper Secondary/ High School	3	15-17	9-12 Diploma after 12 th grade	14-18

Tracking

Many students take college level courses in the 3rd year of upper secondary school, which is similar to the U.S.'s advanced placement program.

Grading System (Varies by School)

Israel Equivalent			Recommended US Equivalent
10	90-100%	Excellent	95%
9	85-94%	Very Good	85%
8	75-84%	Good	80%
7	65-74%	Almost Good	75%
6	55-64%	Satisfactory	70%
5	45-54%	Almost Satisfactory	65%
0-4	0-44%	Fail	55%

Passing is a grade of 5 (45%) or higher.

ITALY

Compulsory Education: Ages 6 to 15, Grade 1 through 9

Adult Literacy Rate: 98.5%

School Year: The school year is from September to June.

	ITALY EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary/Elementary	8 or 5 years		1-5	6-11
Intermediate			6-8	11-13(14)
Upper Secondary* and Lycees/ High School	1 to 5 years		9-12	14-18
	a) 1 yr. compulsory (equiv. to grade 9) b) 2-3 years vocational c) 3 years teacher training for pre-school d) 4 years diploma de maturito e) 5 years diploma de maturito with state examinations		Diploma after 12 th grade	

*One year of upper secondary school is compulsory.

Tracking

After the 8th grade, students may opt for two to three vocational programs to complete their education; however, these programs do not make them eligible to attend university.

Students who opt for a four or five year secondary program receive the equivalent of the U.S. high school diploma. Upon completion, they are eligible for university. The five-year diploma is generally for students studying the classics, science, linguistics, technical studies and business.

Grading System (Varies by School)

Italy Equivalent		Recommended US Equivalent
10	A+	95%
9	A	90%
8	B	85%
7	C	80%
6	D	75%
0-5	F	50-55%

Additional Resources

Ministry of Education, University and Scientific Research

E-mail: comunicazione.uff2@istruzione.it

IVORY COAST

Compulsory Education: Ages 7 to 12

Adult Literacy Rate: 51%

School Year: The school year is divided into trimesters, September to June, 5 ½ days per week. Since the civil war in 2002, many students have had interrupted schooling, particularly in rural areas.

	IVORY COAST EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary/Elementary	6 years	7-12	1-5	6-11
	A) Preparatory 7-9 B) Elementary 9-10 C) Intermediate 11-12 CEPE exam			
Intermediate			6-8	11-13(14)
Secondary/ High School*	Lower secondary 4 years	12-16	9-12	14-18
College	BEPC EXAM 2-3 years Baccalaureate Degree		Diploma after 12 th grade	

Tracking

The Ivorian education system is an adaptation of the French system; however, most instruction encourages mental discipline of memorization and oral recitation rather than analytical thinking or creativity.

Performance on the primary school-leaving examination determines entrance into secondary institutions.

After four years of study in a secondary school, students are required to pass an examination for further study in the Lycee or college (further secondary school), after which they earn a Baccalaureate Degree.

Grading System (Varies by School)

Ivory Coast Equivalent		Recommended US Equivalent
17-20	14-20	95%
14-16	12-13	85%
12-13	10-11	75%
10-11	9	65%
9	0-8	55%

Check the legends; in some schools 9 is passing while in other schools it is failing.

JAMAICA

Compulsory Education: Ages 6 to 15

Adult Literacy Rate: 88%

School Year: The school year is divided into trimesters from September to July for five days per week. In primary school pupils are in large classes of 60 students, sit in long neat orderly rows and may not speak unless called upon.

	JAMAICA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	infant school:1 year 6	4-5 6-11	1-5	6-11
Intermediate			6-8	11-13(14)
Secondary/ High School	Lower: 3 years (Forms 1-3) then exam (GNAT) Upper: 2 years (Forms 4-5, after form 5 , completion of HS with the passing of CXC or GCE exam) Post sec: 1 or 2 years (Form 6, for students who have passed the CXC exam and are preparing for college)		9-12	14-18
		Diploma after 12 th grade		

Tracking

Entrance into the Lower secondary school is on the basis of the performance on the common entrance (CE) examination. Students will be tracked according to vocational or academic indications. At the end of the 9th grade (Form 3) all students must take the Grade Nine Assessment Test (GNAT). Promotion to the next grade (Form 4) is based on the test results. At the end of the 10th grade (Form 4) all students must take the Jamaica School Certification Examination (JSC). Promotion to the next grade is based on the test results. At the end of the 11th grade (Form 5) students must take the Caribbean Examination Council Examination (CXC). The exam is used for entry into Form 6 in preparation for college.

Grading System (Varies by School)

Jamaica Equivalent			Recommended US Equivalent
	A+	10	95%
1	A	8.0-9.9	90%
2	B	6.9-7.9	80%
3	C	5.0-5.9	70%
4	D	4.0-4.9	65%
5/6	E/F	1-3.9 (failing)	55/50%

Note: Many different grading scales are used; always check the report card legend or whenever possible contact the individual school.

Additional Resources

Ministry of Education, Youth and Culture

JAPAN

Compulsory Education: Ages 6 through 15, Grades 1 through 9

Adult Literacy Rate: 100%

School Year: School year is from April to March in an annualized system. Classes are five and a half to six days per week, generally from 8:00 AM to 4:00 PM.

	JAPAN EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Yochien/Primary/Elementary	Kindergarten 1-6	3-5 6-11	1-5	6-11
Intermediate			6-8	11-13(14)
Secondary High School*	Lower: 3 years End of compulsory ed. Entrance exam	12-14	9-12	14-18
	Upper: 3 years completion of HS University Prep: 1 year		Diploma after 12 th grade	

*Vocational and Academic

Tracking

Students take examinations to get into schools of their choice, beginning in pre-school and continuing throughout the educational levels. Entrance into upper secondary, the stage following compulsory levels, is by exam only and most charge tuition.

Grading System (Varies by School)

Japan Equivalent	Recommended US Equivalent
5	95%
4	85%
3	75%
2	65%
1	55%

Additional Resources

[Ministry of Education](#)

www.mext.go.jp

KOREA, REPUBLIC OF SOUTH

Compulsory Education: Ages 6 to 15, Grades 1 through 9

Adult Literacy Rate: 96%

School Year: The school year consists of 220 school days. The first semester runs from March through June, followed by summer vacation in July and August. The second semester runs from September through December, followed by a winter vacation in January and February. School is conducted five and a half days a week, Saturday being a half-day.

	SOUTH KOREA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/ Primary	1-6	6-12	1-5	6-11
Intermediate	7-9	12-15	6-8	11-13 (14)
High School / Upper Secondary*	10-12	15-18	9-12	14-18
	Diploma after 12 th grade		Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

There is no tracking system up to the tenth grade. For 11th and 12th grades, students select a major: humanities, science or vocational. There is no grouping according to ability, only preference of study.

Grading System (Varies by School)

South Korea Equivalent				Recommended US Equivalent		
90-100	A	Excellent	9-10	A	4.0	95%
80-89	B	Good	7-8	B	3.0	85%
70-79	C	Fair	5-6	C	2.0	75%
60-69	D	Poor	3.5-4	D	0	70%
0-59	E	Failure	0-3	F	0	65%

There are no failures in the grading system. E is the lowest grade a student can achieve. Students never repeat a course. In rare cases, students are compelled to repeat the entire school year.

LIBERIA

Compulsory Education: Age 7 to 12, Grades 1 through 6

Adult Literacy Rate: 40%

School Year: The school year runs from March to December and consists of two semesters. The first semester is from March to July, with a two-week break; the second semester is from July to December. School is conducted five days a week, Monday through Friday. Day schools run from 8:00 AM to 1:30 PM with a 30-minute break. Night session with full programs run from 6:00 PM to 10:30 PM. The night schools are designed to accommodate adults and workers.

	LIBERIA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/ Primary	1-6	7(8)-12	1-5	6-11
Intermediate	7-9	13-15	6-8	11-13(14)
High School / Upper Secondary*	10-12	15-18	9-12	14-18
	GCE diploma		Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

There is no tracking system. Every child takes general courses in the primary schools. Secondary schools are organized into two phases: junior secondary school (grades 7-9) and senior secondary school (grades 10-12).

Grading System (Varies by School)

Liberia Equivalent			Recommended US Equivalent		
90-100%	Excellent	9-10	A	4.0	95%
80-89%	Good	7-8	B	3.0	85%
73-79%	Fair	5-6	C	2.0	75%
70-72%	Sufficient	3.5-4	D	0	65%
0-69%	Poor	0-3	F	0	55%

MACEDONIA

Compulsory Education: Age 7 to 15, Grades 1 through 8

Adult Literacy Rate: 89%

School Year: The school year begins in September and lasts to mid-June; it is divided into two semesters. Students attend five days a week. In elementary school the day runs from 7:30 AM to 1:00 PM; the secondary school day runs from 7:30 AM to 2:00 PM.

	MACEDONIA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/ Primary	Pre-Primary 1-8	5-6 7-14	1-5	6-11
	Completion of Compulsory education			
Intermediate			6-8	11-13 (14)
High School / Secondary*	1-3 Vocational Diploma 1-4	15-18	9-12	14-18
	(entrance exam, academic diploma)		Diploma after 12 th grade	

*Vocational or Academic Comprehensive. Students must pass an entrance exam in order to attend the academic secondary school.

Tracking

No tracking system exists on the primary level. There is voluntary tracking during secondary school—students may choose between an academic or trade program. Those choosing academic tracks must pass entrance examinations.

Grading System (Varies by School)

Macedonia Equivalent		Recommended US Equivalent	
5	OtnNyho	Excellent	95%
4	MhoroAobpe	Very Good	85%
3	Aobpe	Good	75%
2	3aAoBonNtenHo	Fair	65%
1	be3ycnewHo	Insufficient	55%

Additional Resources

[Euroeducation](#)

[University of Skopje](#)

MEXICO

Compulsory Education: Ages 6 to 14, Grades 1 through 9

Adult Literacy Rate: 92%

School Year: The school year runs from September to mid-June. School is Monday through Friday. Saturday classes are optional for both secondary school students and prep students.

	MEXICO EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	6 years	6-12	1-5	6-11
	End of compulsory education			
Lower Secondary/Intermediate	3 years	12-15	6-8	11-13(14)
Upper Secondary/ High School	2 to 3 years	15-18	9-12	14-18
	High School Degree after obtaining an avg. of 8 (80%) or better			
	4 years (HS plus teaching degree)	15-19	Diploma after 12 th grade	

Tracking

Tracking does not normally occur until the first year of preparatory school, where a student may select a course of study, e.g., medicine, science, humanities. Selection of a career field of study does take place during the first year of preparatory school. After two years, the student is ready for admission to the university. A third optional year is for those students whose grades are below an 8 (or B in U.S. terms).

Grading System (Varies by Schools)

Two types generally used:

Six Point Scale

	Mexico Equivalent	Recommended US Equivalent
10	Excelente	95%
9-9.9	Muy Bien	90%
8-8.9	Bien	80%
7-7.9	Regular	75%
6-6.9	Suficiente/pass	65%
0-5.9	No Suficiente	50%

Five Point Scale

	Mexico Equivalent	Recommended US Equivalent
10	Excelente	95%
9-9.9	Muy Bien	90%
8-8.9	Bien	80%
7-7.9	Suficiente	70%
0-6.9	No Suficiente	50%

Additional Resources

Secretary of Public Education

NEPAL

Compulsory Education: Ages 6 to 10

Adult Literacy Rate: 44%

School Year: The school year is year-round.

	NEPAL EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	5 years	6-10	1-5	6-11
Lower Secondary/ Intermediate	3 years	11-13	6-8	11-13(14)
Secondary High School*	Upper 2 years	14-15	9-12	14-18
	Higher 2 years	16-17	Diploma after 12 th grade	

Tracking

Free primary education is available for ages six to 11 with approximately only 80 percent of eligible students attending, mostly boys. Traditional schools (pathshalas) provide a classical education emphasizing languages. A national curriculum is slowly expanding into all schools and replacing the traditional school. Gompas along the northern border train boys and men to become Buddhist religious leaders. Less than 50 percent of students attend school past the primary level.

Grading System (Varies by School)

Nepal Equivalent		Recommended US Equivalent
Division I	85-100	90%
Division II	75-84	80%
Division III	60-74	70%
Failing	45-59	65%
	Below 45 failing	

Note: Two types of grading systems seem to exist. Check the legends for individual school differences.

Additional Resources

Ministry of Education and Sports

NICARAGUA

Compulsory Education: Ages 7 to 16, Grades 1 to 11

Adult Literacy Rate: 74%

School Year: The school year is 187 days, consisting of two semesters and running from mid-February to July and August to November, with a vacation of 15 days at the end of July.

	NICARAGUA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	Pre-primary 1-6	5-6 7-12	1-5	6-11
Intermediate	Secondary Basic: 1-3	13-15	6-8	11-13(14)
Secondary High School*	Secondary Diversified: 1-2	16-17	9-12 Diploma after 12 th grade	14-18

*Vocational or Academic Comprehensive

Tracking

In the last two years of secondary school, students move into the diversified cycle. The three tracks available are Academic (general studies), Normal (teacher education) and Technical. Each track enables a student to enter the university.

Grading Systems (Varies by Schools)

Nicaragua Equivalent		Recommended US Equivalent	
Sobresaliente	9.51-10	A	95%
Muy Bueno	8.51-9.50	B	85%
Bueno	7.51-8.50	C	75%
Regular	6.51-7.50	D	65%
Deficiente	Below 6.51	F	55%

NIGERIA

Compulsory Education: None

Adult Literacy Rate: 42%

School Year: The length of the school year is about 220 days divided into trimesters. Each term ends with an exam while an additional final exam is given at the end of the third term. The school day is about six-and-a-half hours with a recess period of about one hour. School generally starts at 8:00 AM and ends at 2:30 PM. There are usually extension periods for the seniors for the preparation of their final National Exam.

	NIGERIA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	Pre-primary	3-5	1-5	6-11
	Primary 1-6(7)	6-11		
Intermediate	Junior School 3 years	12-14	6-8	11-13(14)
Secondary High School*	Senior School 3 years	15-17(18)	9-12	14-18
	GCE diploma with an average of 6 or better on the National Exams		Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

The junior secondary school is both pre-vocational and academic in nature. The senior secondary schools are comprehensive with a core curriculum which every pupil must take in addition to his or her specialties.

Grading System (Varies by School)

West African School Certificate		Recommended US Equivalent
1	A+	95%
2	A	90%
3	B	85%
4-6	C	75%
7-8	D (Failure for GCE)	65%
9	F	55%

*GCE=General Certificate of Education

Additional Resources

Council for Nigerian Higher Education

NORWAY

Compulsory Education: Ages 6 to 16

Adult Literacy Rate: 100%

School Year: The school year runs from September to June.

	NORWAY EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/ Lower (barnetrinnet)	Kindergarten 1-4	5 years old 6-10	Kindergarten 1-6	5 years old 6-11
Intermediate (Mellontrinnet)	3	0-13	6-8	11-13(14)
(Ungdomstrinnet)	3	13-16		
Gymnasium/High School	1-3 years		9-12	14-18
			Diploma after 12 th grade	

Tracking

After 10 years of compulsory education, students may choose from a variety of options for secondary school:

- a) **vocational 1 year**- completes high school education
- b) **academic 3 years**- completes high school education and grants access to university
- c) **vocational 3 years**- completes high school education and qualifies for vocational trades and university.

In addition to the regular educational system, there also exist Folk High Schools to provide students with personal growth and development rather than academic. These are associated with the Scandinavian tradition of public enlightenment.

Grading System (Varies by School)

Norway Equivalent Beginning in 2002-2003	Recommended US equivalent
A	A
B	B
C	B-
D	C+
E	C
F (failing)	F

Prior to 2002-2003

Norway Equivalent	Recommended US equivalent
1.0-1.5	A+
1.6-2.5	A
2.6-3.2	B+
3.3-4.0	C+
<i>Passing is a grade of 4.0 or higher.</i>	

Additional Resources

[Ministry of Education of Norway](#)

[National Academic Info of Norway](#)

PAKISTAN

Compulsory Education: None

Adult Literacy Rate: 26%

School Year: The length of the school year is 220 days: January to December up to the 10th grade, July to June beyond the 10th grade. Education is not compulsory, though it is free, recommended and encouraged. A new law will soon make it compulsory. The length of the school day is five to six hours long.

	PAKISTAN EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	K-5	5-10(12)	K-5	5-11
Intermediate	Lower Secondary 6-10	11-15(17)	6-8	11-13(14)
	Completion certificate			
High School*	Higher secondary	16-17(19)	9-12	14-18
	1 year for certificate.		Diploma after 12 th grade	
	Highest Secondary 2 years			
	Secondary school certificate.			

*Vocational or Academic Comprehensive.

Tracking

Grouping in Humanities, Science and Business starts from the ninth grade in some schools only. However, there's no tracking in general up to 10th grade. Tracking starts from 11th grade. Students choose their preference rather than being placed in school.

Grading System (Varies by School)

Pakistan Equivalent		Recommended US Equivalent
Excellent	79-100	A+
Very Good	60-79%	A
Good	50-59%	B
Average	40-49%	C
Passable	33-39%	C-
Failure	0-32%	F

External Examination and Postsecondary (grades 11 and 12)

Pakistan Equivalent		Recommended US Equivalent	
First Division	60-100%	A	95%
Second Division	45-59%	B	85%
Third Division	33-44%	C	75%
A grade of 33 is passing			

PANAMA

Compulsory Education: Ages 6 to 11, Grades 1 through 9

Adult Literacy Rate: 88%

School Year: The school year runs from April until mid-December. In some schools the year is divided into four semesters, in others into trimesters. There has been a move to unify the system between the public and private schools. The vacation period is from mid- December to the end of March (the dry season) with an additional two weeks of vacation in August. The school day normally runs from 8:30 AM to 2:30 PM. Each class is 45 minutes long with seven class periods per day.

	PANAMA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	Pre-primary 1-6	5 6-11	1-5	6-11
Intermediate	Secondary (1 st cycle) 1-3	12-14	6-8	11-13(14)
Secondary High School*	Secondary (2 nd cycle) 4-6 (3 years)	15-17	9-12	14-18
			Diploma after 12 th grade	

*Vocational or Academic Comprehensive.

Tracking

During the last three years of secondary school (grades 10-12) students are in the diversified cycle. They can choose between six tracks: academic, commercial, industrial, agricultural, normal and vocational.

Grading System (Varies by School)

Panama Equivalent					Recommended US Equivalent	
Sobresaliente	5	1	10	91-100%	A	95%
Bueno	4	1	8-9	81-90%	B	85%
Regular	3	3	6-7	71-80%	C	75%
				61-70%	D	65%
Malo or Fracasado	1,2	4,5	0-5	0-60%	F	55%

PERU

Compulsory Education: Ages 5 to 16, Grades K through 11

Adult Literacy Rate: 89%

School Year: The school year goes from early April to mid-December with four terms each year. There are two sessions each day: mornings run from 8:00 AM to 1:00 PM and afternoons run from 1:30 PM to 6:00 PM.

	PERU EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	K-6	5-12	1-5	6-11
Intermediate			6-8	11-13(14)
Secondary High School*	1-5	12-17	9-12	14-18
	Exam (see tracking info below)		Diploma after 12 th grade	

*Vocational or Academic Comprehensive.

Tracking

The public schools are becoming co-educational. Students who have been left back are placed in a special class apart from the main track. There is an evening track for students over 15 years of age. On the upper secondary level (last two years of secondary school) there are separate tracks for students who take general education and are university-bound and those who are looking to attain marketable skills and intend to enter the work force after high school.

Grading System (Varies by School)

Peru Equivalent		Recommended US Equivalent
Excelente	16-20	90%
Muy Bueno	14-15	80%
Bueno	13-13.5	70%
Aprobado	11-12	55%
Aplazado, Malo or Reprobado	0-10	50%

Passing is a grade of 13 or higher.

PHILIPPINES

Compulsory Education: Ages 6 to 15, Grades 1 through 10

Adult Literacy Rate: 89%

School Year: The school year lasts ten months, starting the second or third week of June, and ending the last week of March or first week of April. The school day is from 7:30 AM to 4:30 PM. Each class lasts 45 minutes. During the lunch break most of the students go home. There are five school days per week.

	PHILIPPINES EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	Pre-Primary	5-6	1-5	6-11
	Primary 1-6	7-12		
Intermediate			6-8	11-13(14)
Secondary / High School*	4	13-16	9-12	14-18
	High school diploma awarded at completion of compulsory education.		Diploma after 12 th grade	

*Vocational or Academic Comprehensive.

Tracking

There is no tracking on the elementary school level. Students with higher grades in elementary school have the option to go to a specialized Science and Arts high school. The majority of high school students follow the regular academic track. There are also specialized trade schools available. Diplomas are awarded at the end of secondary school and students can then enter the university level.

Grading System (Varies by School)

Philippines Equivalent		Recommended US Equivalent
1.0-1.5	91-100%	95%
1.75-2.25	82-90%	85%
2.5-3.0	75-81%	75%
3.25-5.0(failing)	Below 75%	55%

1 is the highest grade, 3.0 is passing. Below 75% is failing.

POLAND

Compulsory Education: Ages 6 through 14, Grades 1 through 8

Adult Literacy Rate: 99%

School Year: There are 180 school days in two semesters from September to January and February to June. Due to overcrowding, students attend either morning or afternoon sessions, five days per week.

	POLAND EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	1-8	6-14	1-5	6-11
Intermediate			6-8	11-13(14)
Secondary High School*	9-12 or 9-13 for advanced diploma	14-18(19)	9-12	14-18
	diploma after 12(13) grade		Diploma after 12 th grade	

*Vocational or Academic Comprehensive.

Tracking

There is a selection done by exams and grades for students entering high schools and colleges. There is no grouping according to ability, only preference of study. In academic high schools students select a major: Humanities, Science or Vocational.

Grading System (Varies by School)

Poland System		Recommended US Equivalent	
Bardso Dobry	Very Good	A	95%
Dobry	Good	B	85%
Dostateisny	Satisfactory	C	75%
Nie Dostateisny	Unsatisfactory	F	55%

ROMANIA

Compulsory Education: Ages 7 to 15, Grades 1 through 8

Adult Literacy Rate: 95%

School Year: The school year runs from October thru July, in trimesters. Primary schools are four hours a day, lower secondary schools are five to six hours a day and high schools are six to seven hours a day, for five days a week.

	ROMANIA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	Pre-primary 1-4	5-6 7-10	1-5	6-11
Intermediate	Lower secondary gymnasium 5-8	11-15	6-8	11-13(14)
Secondary High School*	Upper secondary 1-4	15-18	9-12	14-18
	Diploma of Bacalaureat or Certificate of Absolvire a Liceuli		Diploma after 12 th grade	

*Vocational or Academic Comprehensive.

Tracking

Tracking is only available to gifted students on the elementary level. Voluntary tracking is available to high school students who choose academic, vocational or trade curricula. Both high school completion diplomas (Bacalaureat or Absolvire a Liceuli) are equivalent to the United States high school diploma.

Grading System (Varies by School)

Romania Equivalent		Recommended US Equivalent	
Excellent	9-10	A	95%
Good	7-8	B	85%
Satisfactory	5-6	C	75%
Failing	below 5	F	55%

Additional Resources

[Http://www.naric.org.uk/home.html](http://www.naric.org.uk/home.html)

RUSSIAN FEDERATION

Compulsory Education: Ages 6 to 16, Grades 1 through 9

Adult Literacy Rate: 98%

School Year: The school year runs from September through June.

	RUSSIAN EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	1-6	6-12	1-5	6-11
Intermediate	3 years	12-15	6-8	11-13(14)
	Certificate after 9 th grade			
Secondary High School*	2 to 3 years	15-17	9-12	14-18
	2 nd yr. of incomplete secondary education. Year is equivalent to 1 year of college in US.		Diploma after 12 th grade	

*Vocational or Academic Comprehensive.

Tracking

No tracking system exists. There are high schools providing advanced education in Math, Art, Music, Economics, etc. There are no final exams in Elementary schools. Middle and high school students in Russia and Belarus have final exams after senior grade only, but in Ukraine at the end of each school year.

Grading System (Varies by School)

Russian Equivalent			Recommended US Equivalent	
otnNuho	Excellent	5	A	95%
Xopowo	Good	4	B	85%
YaoBnetBopntenbHo	Satisfactory	3	C	75%
3aue/3auteHo	Pass			65%
nnoxo/heyaoBnetBopNtenHo	Unsatisfactory	2	F	55%

Additional Resources

[Ministry of Education of the Russian Federation](#)

[Russian Ed Institutions Database](#)

SIERRA-LEONE

Compulsory Education: None

Adult Literacy Rate: 21%

School Year: The length of school year is 200 school days. There are three terms in the school year: September - December; January - April; and May - June. School starts at 8:00 AM and ends at 2:00 PM. Evening classes are also held between 4:00 PM and 6:00 PM.

	SIERRA-LEONE EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary	1-6	6-12	1-5	6-11
Junior Secondary/Intermediate	Forms 1,2,3	13-15	6-8	11-13(14)
Senior Secondary/High School*	Forms 4,5,6	16-18	9-12	14-18
			Diploma after 12 th grade	

*Vocational or Academic Comprehensive.

Tracking

There is no tracking system but there are special vocational schools.

Grading System (Varies by School)

Sierra-Leone Equivalent			Recommended US Equivalent
A	80-100	Distinction	95%
B	70-79	Very Good	85%
C	60-69	Good	75%
D	50-59	Credit	70%
E	40-49	Pass	65%
F	0-39	Fail	55%

SLOVENIA

Compulsory Education: Ages 7 to 14, Grades 1 through 8/9

Laws are attempting to raise the compulsory education age to 15 and to grade 9. The Slovenian educational system is continuing to evolve.

Adult Literacy Rate: 99%

School Year: The school year runs from October to June. The year consists of two semesters.

	SLOVENIA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	Pre-primary 1-8	5-6 7-14	1-5	6-11
Intermediate			6-8	11-13(14)
Secondary High School*	1-4	15-18	9-12	14-18
	Some specialized programs require five years Exam		Diploma after 12 th grade	

*Vocational or Academic Comprehensive.

Tracking

There is no tracking on the primary level except for gifted students. There is voluntary tracking on the secondary level for vocational studies, trades, and the 5-year advanced high school program.

Grading System (Varies by School)

Slovenia Equivalent		Recommended US Equivalent
Odiicno/Zelo uspesno	5	A
Pravdobro/upesno	4	A
Dobro/upesno	3	B
Zadostno/manjuspesno	2	C
Nezadostno	1	F

SPAIN

Compulsory Education: Ages 6 to 16

Adult Literacy Rate: 97%

School Year: Usually the academic year runs from the 1st of September to the end of June. The daily schedule runs for five hours, usually three hours in the morning and two hours in the afternoon. Each class lasts anywhere from 50 minutes to one hour, five days per week.

	SPAIN EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	6	6-12	1-5	6-11
Lower Secondary/ Intermediate	4	12-15	6-8	11-13(14)
	Bachillerato de Grado Diploma			
Upper Secondary/ High School*	Pre-Univ 1	15	9-12	14-18
	Bachillerato de Grado Superior (U.S. 11th grade--equals high school diploma)		Diploma after 12 th grade	
	Colegio 2	16-17		
	Bachillerato Unificado (U.S. 11 & 12 grade or grade 12 & 13--also equals U.S. high school diploma)			

*Vocational or Academic Comprehensive.

Tracking

Tracking may take place at the upper secondary level. Students may opt for a one, two, or three year upper secondary option, depending on their post-secondary plans. These studies are very rigorous in their specific fields of study. The curriculum does not equate well to the United States' system.

Grading System (Varies by School)

Spain Equivalent		Recommended US Equivalent	
Sobresaliente	8.5-10	A	90%
Notable	7.0-8.49	B	80%
Aprobado	5.0-6.99	C	70%
Suspenso	Below 5.0	F	55%

SRI LANKA

Compulsory Education: Ages 5 to 15, Grades 1 through 10

Adult Literacy Rate: 87%

School Year: Schools are open 190 days a year, five days per week. The school year is divided into trimesters from October-December, January-March and April-July. In some urban schools there are morning and afternoon sessions, reducing the time spent on instruction.

	SRI LANKA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	1-5	5-10	1-5	6-11
Secondary/Intermediate	6-10 Exam	11-15	6-8	11-13(14)
Advanced Secondary/ High School	2 years	entry by exam	9-12	14-18
	Exam to receive general certificate of advanced education		Diploma after 12 th grade	

Tracking

At the primary stage (1-5) and at the secondary stage (grades 6-10) students' progress is monitored by the school. At the end of the compulsory cycle (usually at the age of 15), qualified students may take the General Certificate of Education-Ordinary-Level (GCEO Level) examination and may study for two more years and take the General Certificate of Advanced Education Level (GCEA-level) examination prepared and administered by the Commissioner of Examinations under the Ministry of Education.

Grading System (Varies by School)

Sri Lanka Equivalent	Recommended US Equivalent
4	95%
3	85%
2	75%
1 (fail)	55%(fail)
0 (fail)	50%(fail)

ST. VINCENT AND THE GRENADINES

Compulsory Education: 7 years, Ages 5 to 12 (not enforced and low attendance is reported)

Adult Literacy Rate: 85%

School Year: The school year is in trimesters, from mid-September to mid-July. Primary school hours are from 9:00 AM to 3:00 PM, and Secondary school hours are from 8:00 AM to 1:30 PM; both are for five days per week. Seventy-six percent of eligible students attend primary school and twenty-four percent attend secondary schools. Many of the students receive interrupted education.

	ST. VINCENT AND THE GRENADINES EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	7 years Exam	5-12	1-5	6-11
Intermediate			6-8	11-13(14)
Secondary High School*	Stage I: 5 years	12-16	9-12	14-18
	Stage II: 2 years	6-18	Diploma after 12 th grade	

Tracking

At the end of primary school, all students must pass the Primary-School Learning Certificate Examination and/or the Common Entrance Examination before moving to the next level of schooling. Most secondary schools are run by religious organizations. Government schools for children with special needs serve handicapped students

Grading System (Varies by School)

St. Vincent and the Grenadines Equivalent	Recommended US Equivalent
A+	95%
A	90%
B	80%
C	70%
D	65%
E/F (failing)	55/50%

Additional Resources

Ministry of Education, Youth and Sports

E-mail: minedsvg@vincysuf.com

ST. LUCIA

Compulsory Education: Ages 5 to 15, 10 years

Adult Literacy Rate: 77%

School Year: The school year runs in trimesters, which are from mid-September to mid-July. Primary school hours are from 8:30 AM to 3:30 PM and secondary school hours are from 8:00 AM to 2:00 PM, all for five days per week.

	ST. LUCIA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary Infant School	7 Exam	5-12	1-5	6-11
Intermediate/Junior Secondary	3 Exam	12-15	6-8	11-13(14)
Senior Secondary/ High School	2	15-17	9-12	14-18
			Diploma after 12 th grade	

Tracking

Promotion from one grade to the next is automatic if students meet minimum requirements. After seven years of school, the student must take the common entrance exam in order to determine placement in secondary school. After the completion of the last year of junior secondary school, the student must take the common Middle School Examination. For some, this is the end of their formal education. Others are allowed to continue their education for two more years, thus earning a diploma of completion.

Grading System (Varies by School)

St. Lucia Equivalent		Recommended US Equivalent
A	8-10	95%
B	6.6-7.9	85%
C	4.5-6.5	75%
D	3.5-4.4	65%
E/F (failing)	0-3.5	55%

Additional Resources

Ministry of Education, Human Resource Development, Youth and Sports
E-mail: mineduc@candw.le

TAIWAN

Compulsory Education: Ages 6 to 14, Grades 1 through 9

Adult Literacy Rate: 90%

School Year: The length of the school year is roughly the same in China, Taiwan and Hong Kong. The fall term is from September to January and the spring term is from March to July. Students attend school from Monday through Saturday. Seniors must return to school on Sunday morning to study. In elementary school, the length of the school day is from 7:30 AM to 4:00 PM. In junior high school and high school the length of the day is from 7:00 AM to 5:00 PM. There are six days per week of school.

	TAIWAN EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary/Elementary	6	6-12	1-5	6-11
Intermediate/Junior High/Lower Secondary	3	12-14	6-8	11-13(14)
	Lower high school certificate Upper high school (upper secondary) entrance exams			
Upper Secondary/ High School*	3	14-17	9-12	14-18
	Exam Senior High School graduation certificate		Diploma after 12 th grade	

*Vocational or Academic Comprehensive.

Tracking

Upper secondary school students will be programmed into two groups according to their marks, grades and test results at the beginning of the 10th year. One group will prepare the students majoring in the Humanities. Another group will prepare the students majoring in Sciences.

Grading System (Varies by School)

Taiwan Equivalent		Recommended US Equivalent
80-100%	A	95%
70-79%	B	85%
60-69%	C	75%
50-59%	D fail	55%
below 50%	F fail	50%

Passing is a grade of 60% (C) or higher. Some private schools differ; always check secondary school transcripts legends.

Additional Resources

Ministry of Education of Taiwan

TRINIDAD AND TOBAGO

Compulsory Education: Ages 5 to12, Grades 1 through 6.

Adult Literacy Rate: 98%

School Year: The school year is divided into trimesters, from August to May, five days per week. Many schools are administered jointly by the state and religious bodies so schools are closed for many holidays. There are two types of secondary education. The traditional system consists of five years of secondary school while the new system provides three years of junior secondary school and two years of senior secondary school. Five years of study in either system qualifies the student to sit for the National Exam or the CXC exam. Students must pass one of these exams to be awarded their high school diploma. The passing of the CXC is needed to enter pre-university level.

	TRINIDAD AND TOBAGO EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	7 years		1-5	6-11
Intermediate			6-8	11-13(14)
Secondary High School	a)junior: 3 years Forms 1,2,3 b)senior:2 years Forms 4,5 National exam or CXC*		9-12	14-18
Pre-University	2 years Form 6		Diploma after 12 th grade	

*A national examination, The Caribbean Examinations Council of Secondary Education Certificate (CXC), administered by the British Examining Board, is given at the end of secondary school and is needed to obtain a diploma and move into the pre-university level.

Tracking

At the end of each stage of schooling there is an examination required for promotion to the next level. Many students, therefore, end their education after 6th grade, which is the end of compulsory education.

Grading System (Varies by School)

Trinidad and Tobago Equivalent	Recommended US Equivalent
1	90%
2	85%
3	80%
4	75%
5	70%
6-fail	
7-fail	

Note: In some schools a grade of 40% or lower is failing.

UKRAINE

Compulsory Education: Ages 6 to 14, Grades 1 to 9

Adult Literacy Rate: 98%

School Year: The school year is 39 weeks, from September to June.

	UKRAINE EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	1-6	6-11	1-5	6-11
Intermediate/Lower Secondary	7-9	11-14	6-8	11-13(14)
	Certificate after 9 th grade			
Upper Secondary/High School*	2 to 3	15-16(17)	9-12	14-18
	Diploma after 2 years. Advanced academic diploma after 3 years.		Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

No tracking system exists. There are high schools providing advanced education in Math, Art, Music and Economics. There are no final exams in elementary schools. Middle and high school students in Russia and Belarus have final exams after senior grade only, but in Ukraine, at the end of each school year.

Grading System (Varies by School)

Ukraine Equivalent			Recommended US Equivalent
Excellent	5	10-12	95%
Good	4	7-9	85%
Satisfactory	3	4-6	75%
Unsatisfactory	2	1-3	55%
ЗарахоBaho= Pass			

UNITED KINGDOM

Compulsory Education: Ages 5 to 16, through grade 11

Adult Literacy Rate: 99.9%

School Year: The school year runs from October to July.

	UNITED KINGDOM EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Nursery Primary	1 6 years	5	K-5	5-11
Intermediate			6-8	11-13(14)
Secondary High School Pre-University	Lower:3 years, Forms 1,2,3 Upper:2 years, Forms 4,5		9-12	14-18
	Completion of HS after attendance of 11 years Certificate of Secondary Education May be admitted to pre- university level based on passing the National Examinations Pre-univ: 2 years, Form 6		Diploma after 12 th grade	

Note: There is no official method of equating the British and American systems. However, it is generally accepted that completion of Form 5, or 5GCSE exam, is equivalent to a United States high school diploma.

Tracking

Officially, no tracking system exists. However, based upon student interests and teacher evaluation, students may select academic or vocational training programs.

Grading System (Varies by School)

United Kingdom Equivalent		Recommended US Equivalent
A	95%	A+
B	90%	A
C	80%	B
D	75%	C+
E	70%	C
F	55%	F
G	50%	F

Note: The American concept of school reports or transcripts is not used. Schools in the United Kingdom base promotion and achievement on standardized national examinations.

Additional Resources

Department for Education and Skills

E-mail: info@dfes.gsi.gov.uk

UZBEKISTAN

Compulsory Education: Ages 6 to 14, Grades 1 through 9

Adult Literacy Rate: 99%

School Year: The school year runs from September to June. Uzbekistan is in the process of educational reform. Some schools still use the Russian system (refer to Russian Federation in this manual). In addition, Uzbekistan is changing its alphabet from Cyrillic into Latin.

	UZBEKISTAN EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	4 years	1-4	1-5	6-11
Intermediate			6-8	11-13(14)
Secondary High School A) general secondary B) specialized secondary	A) 5 years	5-9	9-12	14-18
	B) 2 years vocational OR 3 years academic		Diploma after 12 th grade	

Tracking

Students may enter either a vocational (two years) or academic (three years) upper secondary program. Both lead to a high school completion certificate.

Grading System (Varies by School)

Uzbekistan Equivalent		Recommended US Equivalent
5	Excellent	90%
4	Good	80%
3	Satisfactory	70%
2	Unsatisfactory	55%
1	Unsatisfactory	50%

Passing is a grade of 3 or higher. Grades of 2 or 1 are rarely shown on transcripts. A pass mark is issued when an exam was not taken but all course requisites were met.

Additional Resources

[Education Level in Uzbekistan](#)

VENEZUELA

Compulsory Education: Ages 7 to 12, Grades 1 through 6

Adult Literacy Rate: 92%

School Year: Some schools are year-round, others are from six to 10 months. Usually schools operate on semesters or trimesters, ending each one with an exam. About 50 percent of the schools are private and can pick their own schedule. Classes are from 7:30 AM to 1:30 PM. Each class lasts about 45 minutes.

	VENEZUELA EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary	Pre-primary 1-6	5-6 6(7)-12	1-5	6-11
Lower or Basic Secondary/Intermediate	3 years	13-15	6-8	11-13(14)
	Certificado de educacion primaria			
Secondary High School*	Upper-2years	16-17	9-12	14-18
	Certificado de educacion secundaria (Equivalent to US HS diploma) diversified Secondary 1 year Bachiller ciclo diversificado.		Diploma after 12 th grade	

*Vocational or Academic Comprehensive

Tracking

All public schools in Venezuela are co-educational. On the secondary level there are three voluntary tracks: general (grades 10-11), professional (grades 10-12) and technical (grades 10-11).

Grading System (Varies by School)

Venezuela Equivalent		Recommended US Equivalent	
16-20	Sobresaliente	A	90-95%
14-15	Distinguido	B	80-85%
10-13	Bueno	C	70-75%
1-9	Aplazado	F(fail)	50%

Passing is a grade of 10 (C) or higher.

VIETNAM

Compulsory Education: Ages 6 to 14, Completion of grade 9

Adult Literacy Rate: 88%

School Year: The school year runs for nine months, from September through May, six days a week, Monday through Saturday. The overall attendance in all schools is excellent, hovering consistently around 98 percent. Absenteeism and truancy are practically nonexistent.

	VIETNAM EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Elementary/Primary/ Level I	5 years	6-12	1-5	6-11
	Certificate of Lower Level Completion			
Intermediate/Level II	4 years	12-15	6-8	11-13(14)
	Diploma of Completion of Lower/Pre Secondary School			
Secondary High School/ Level III*	3 years	15-18(19)	9-12	14-18
	Specialized Secondary Upper School Diploma		Diploma after 12 th grade	

*Technical or Academic Comprehensive

Tracking

Schools provide a high achievement class in the sciences and math at the third level (10th to 12th grade).

Grading System (Varies by School)

Vietnam Equivalent		Recommended US Equivalent
8-10	Excellent	A
7-7.5	Very good	B
6-6.5	Good	B-
5-5.5	Average	C
below 5	Below Avg.	Failure

Passing is a grade of 5 or higher.

YEMEN

Compulsory Education: Ages 6 to 15, Compulsory education is not enforced

Adult Literacy Rate: 40%

School Year: The school year is year-round with numerous holidays, dependent upon the Islamic Lunar calendar.

	YEMEN EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	9 years	6-15	1-5	6-11
Intermediate			6-8	11-13(14)
Secondary High School	3 years 2 years	16-18 18	9-12	14-18
Military	Compulsory for males		Diploma after 12 th grade	

The education system is based on Islamic Law.

Grading System (Varies by School)

Yemen Equivalent			Recommended US Equivalent
90-100	1	A	95%
80-89%	2	B	85%
65-79%	3	C	75%
50-64%	4/5	D/fail	65%

Passing is a grade of 50% or higher.

ZIMBABWE

Compulsory Education: Grades 1 to 5

Adult Literacy Rate: 76% (UNESCO), 90% (Zimbabwe government estimates)

School Year: The school year runs from January to December, with three-month terms broken up by one-month vacations after each term. Due to a lack of funding, many primary schools are on double sessions, with students attending four hours per day.

	ZIMBABWE EQUIVALENT		US EQUIVALENT	
	Years of School	Approximate Ages	Years of School	Approximate Ages
Primary	7	6-12	1-5	6-11
Junior Certification Forms I and II	2	13-14	6-8	11-13(14)
	Lower high school certificate Upper high school (upper secondary) entrance exams			
O Level (Forms III and IV)	2	15-16	9-10	14-16
			11-12	17-18
A Level (Forms V and VI)	2	17-19	Diploma after 12 th grade	

Tracking

Huge discrepancies exist between rural and urban, private, boarding and public schools. "Group A" schools are more rigorous academically and have greater resources. In Group A schools, students study English beginning in the first grade; in other schools, the study of English begins in the 4th grade. Placement into primary schools is based upon ability to pay.

Placement into secondary schools is based on the grades earned on the four required primary school national examinations, as well as the ability to pay. Based on the Form I and Form II reports, students are assigned to courses and tracked classes for their O Level programs. Only students who receive sufficient scores on their CSE (Forms III and IV) exams are accepted into A Level programs to study science, business or the arts. Most students end their formal education at the end of Form IV.

Grading System

Zimbabwe National Exam Grades	Recommended US Equivalent
A	90%
B	80%
C	70%
Below C is failing	55%

Passing is a grade of 60% (C) or higher. Some private schools differ; always check secondary school transcripts legends.

It is important to note that secondary schools do not usually produce transcripts for their students. Students receive informal, handwritten school reports twice a year. Also, teachers often downgrade all student reports the term before exams as a motivator for them to work harder. The O and A Level certificates are considered the official academic qualifications, as opposed to a school-generated report. The exam results are certified and stamped by the Head Master, the Minister of Education or the United States Embassy.

SECTION III

Consulates and Embassies Located in New York City and/or Washington DC

Afghanistan

Embassy of the Republic of Afghanistan
2341 Wyoming Ave., NW
Washington, DC 20008
202-234-3770

Consulate General of the Republic of
Afghanistan
360 Lexington Avenue, 11th Floor
New York, NY 10017
212-972-2276

Albania

The Republic of Albania Embassy
2100 S. Street, NW
Washington, DC 20008
202-223-4942

Antigua & Barbuda

Antigua and Barbuda Embassy
3216 New Mexico Avenue, NW
Washington, DC 20016
202-362-5122

Argentina

Embassy of the Argentine Republic
1600 New Hampshire Avenue, NW
Washington, DC 20009
202-238-6400

Consulate General of Argentina
12 West 56th Street
New York, NY 10019
212-603-0400

Australia

Australian Embassy
1601 Massachusetts Avenue, NW
Washington, DC 20036-2273
202-787-3000
Fax: 202-797-3168

Australian Consulate General
150 East 42nd St., 34th Floor
New York, NY 10017
212-351-6500

Austria

Austrian Embassy
3524 International Court
Washington, DC 20008-3035
202-895-6750

Austrian Consulate General
31 East 69th Street
New York, NY 10021
212-737-6400

Austrian National Tourist Office
PO Box 1142
New York, NY 10018-1142
212-944-6880
Fax: 212-730-4568

Bahamas

The Commonwealth of the Bahamas Embassy
2220 Massachusetts Avenue, NW
Washington, DC 20008
202-319-2660

Bangladesh

The People's Republic of Bangladesh Embassy
3510 International Drive, NW
Washington, DC 20007
202-244-2745

Consulate General of Bangladesh
211 East 43rd St.
New York, NY 10017
212-599-6767

Barbados

Barbados Embassy
2144 Wyoming Avenue, NW
Washington, DC 20008
202-939-9200

Consulate General of Barbados
800 Second Avenue, 2nd Floor
New York, NY 10017
212-867-8435

Belarus (Republic of)

Embassy of Belarus
1619 New Hampshire Avenue, N.W.
Washington, DC 20009
202-986-1606

Consulate General of the Republic of Belarus
708 Third Avenue #21
New York, NY 10017
212-682-5392

Belgium

Embassy of Belgium
3330 Garfield Street, NW
Washington, DC 20008
202-333-3079

Belgium Consulate General
330 Avenue of the Americas
New York, NY 10014
212-586-5110

Belgian National Tourist Office
220 East 42nd Street, Suite 3402
New York, NY 10017 (212) 758-8130

Belize

Embassy of Belize
2535 Massachusetts Avenue, NW
Washington, DC 20008
202-332-9636

Bolivia

Embassy of Bolivia
3014 Massachusetts Avenue, NW
Washington, DC 20008
202-483-4410

Consulate General of Bolivia
211 East 43rd St.
New York, NY 10017
212-687-0530

Bosnia-Herzegovina

Embassy of Bosnia and Herzegovina
2109 E Street NW
Washington, DC 20037
202-337-1500

Brazil

Brazilian Embassy
3006 Massachusetts Avenue, NW
Washington, DC 20008-3634
202-238-2700

Brazilian Consulate General
1185 Avenue of the Americas (Sixth Avenue),
21st Floor
New York, NY 10036
917-777-7777

Bulgaria

Embassy of the Republic of Bulgaria
1621 22nd Street, NW
Washington DC 20008
202-387-0174

Bulgarian Consulate General
121 East 62nd Street
New York, NY 10021
212-935-4646

Burma

The U.N. Permanent Mission of Myanmar
10 East 77th St.
New York, NY 10021
212-535-1310

Cambodia

The Royal Embassy of Cambodia
4530 16th Street NW
Washington, DC 20011
202-726-7742

Cameroon

Embassy of the Republic of Cameroon
2349 Massachusetts Avenue, NW
Washington, DC 20008
202-265-8790

Canada

Canadian Embassy
501 Pennsylvania Avenue, NW
Washington DC 20001
202-682-1740

Canadian Consulate General
1251 Avenue of the Americas (50th St)
New York, NY 10020-1175
212-596-1783

Chile

Embassy of Chile
1732 Massachusetts Avenue, NW
Washington, DC 20036
202-785-1746

Consulate General of Chile
866 UN Plaza, Suite 601
New York, NY 10017
212-980-3366

China

Embassy of the People's Republic of China
2300 Connecticut Avenue, NW
Washington, DC 20008
202-328-2500

Consulate General of the People's Republic of
China
520 12th Avenue
New York, NY 10036
212-244-1467

Columbia

Embassy of Columbia
2118 Leroy Place
Washington, DC 20008
202-387-8338

Consulate General of Columbia
10 East 46th Street
New York, NY 10017
212-949-9898

Costa Rica

Embassy of Costa Rica
2114 "S" Street, NW
Washington, DC 20008

Consulate of Costa Rica
80 Wall St., Suite 718
New York, NY 10005
212-509-3066

Croatia

Embassy of Croatia
2343 Massachusetts Ave., NW
Washington DC, 20008-2803
202-588-5899

Consulate General of Croatia
369 Lexington Avenue, 11th Floor
New York, NY 10017
212-599-3066

Cuba

Permanent Mission to the UN
315 Lexington Avenue
New York, NY 10016
212-689-7215

Czech Republic

Embassy of the Czech Republic
3900 Spring of Freedom Street, NW, Suite 705
Washington, DC 20008
202-274-9100

Denmark

Royal Danish Embassy
3200 Whitehaven Street, NW
Washington, DC 20008-3683
202-234-4300

Royal Danish Consulate General
1 Dag Hammarskjold Plaza
New York, NY 10017
212-223-4545

Dominica

The Commonwealth of Dominica
3216 New Mexico Avenue, NW
Washington, DC 20016
202-364-6781/2

Dominican Republic

Embassy of the Dominican Republic
1715 22nd Street NW
Washington, DC 20008
202-332-6280

Dominican Consulate
1501 Broadway
New York, NY 10036
212-768-2480

Ecuador

Ecuador Embassy
2535 15th Street, NW
Washington, DC 20009
202-234-7200

Consulate General of Ecuador
800 Second Avenue #600
New York, NY 10017
212-808-0170

Egypt

Arab Republic of Egypt Embassy
3521 International Court, NW
Washington, DC 20008
202-895-5400

Consulate of the Arab Republic of Egypt
1110 2nd Avenue, 2nd Floor, Room 201
New York, NY 10022
212-759-7120

El Salvador

Embassy of El Salvador
2308 California Street, NW
Washington, DC 20008
202-265-9671

Consulate General of El Salvador
46 Park Avenue
New York, NY 10016
212-889-3608

Estonia

Embassy of Estonia
1730 M Street, Suite 503, NW
Washington, DC 20036
202-588-0101

Consulate General of the Republic of Estonia
600 Third Avenue, 26th Floor
New York, NY 10016
212-883-0636

Ethiopia

Ethiopia Embassy
3506 International Drive, NW
Washington, DC 20008
202-364-1200

Ethiopian Consulate General
866 Second Avenue, 3rd Floor
New York, NY 10017
212-421-1830

Finland

Embassy of Finland
3301 Massachusetts Avenue, NW
Washington, DC 20008
202-298-5800

Consulate General of Finland
866 UN Plaza
New York, NY 10017
212-750-4400

France

Embassy of France
4101 Reservoir Road, NW
Washington, DC 20007
202-944-6000

Consulate General of France
10 E 74th Street
New York, NY 10021
212-606-3600

Fiji

Embassy of Fiji
2233 Wisconsin Ave., NW
Washington, DC 20007
202-337-8320

Gambia

The Gambia Embassy
1155 15th Street, NW, Suite 1000
Washington, DC 20005
202-785-1399

Georgia

Embassy of the Republic of Georgia
1615 New Hampshire Ave. NW, Suite 300
Washington, DC 20009
202-387-2390

Germany

Embassy of Germany
4645 Reservoir Road, NW
Washington, DC 20007
202-298-4000

Consulate General of Germany
871 United Nations Plaza
New York, NY 10017
212-610-9700

Ghana

Embassy of Ghana
3512 International Drive, NW
Washington, DC 20008
202-686-4520

Gibraltar

Gibraltar Information Bureau
1155 15th St., NW, Suite 1100
Washington, DC 20005
202-452-1108

Great Britain

Embassy of the United Kingdom
3100 Massachusetts Avenue, NW
Washington, DC 20008
202-588-6500

British Consulate General
845 Third Avenue
New York, NY 10022
212-745-0202

Greece

Embassy of Greece
2221 Massachusetts Avenue, NW
Washington, DC 20008
202-939-1300

Consulate General of Greece
69 East 79th Street
New York, NY 10021
212-988-5500

Grenada

Consulate General of Grenada
800 Second Avenue #400K
New York, NY 10017
212-599-0301

Guatemala

Embassy of Guatemala
2200 "R" Street, NW
Washington, DC 20008
202-745-4952

Consulate General of Guatemala
57 Park Avenue
New York, NY 10016
212-686-3837

Guinea-Bissau

The Republic of Guinea-Bissau Embassy
15929 Yukon Lane
Rockville, MD 20855
301-947-3958

Guyana

Embassy of Guyana
2490 Tracy Place, NW
Washington, DC 20008
202-265-6900

Consulate General of Guyana
370 Seventh Avenue, 7th Floor
New York, NY 10001
212-947-5110

Haiti

Embassy of the Republic of Haiti
2311 Massachusetts Avenue, NW
Washington, DC 20008
202-332-4090

Consulate General of Haiti
271 Madison Ave #5
New York, NY 10016
212-697-9767

Honduras

Consulate General of Honduras
80 Wall St.
New York, NY 10005
212-269-3611

Hong Kong

Hong Kong Tourist Association
115 E 54th Street
New York, NY 10022
212-421-3382

Hungary

Embassy of the Republic of Hungary
3910 Shoemaker St., NW
Washington, DC 20008
202-362-6730

Consulate of Hungary
223 East 52nd St.
New York, NY 10022
212-752-0662

Iceland

Consulate General of Iceland
800 Third Ave
New York, NY 10022
212-593-2700

India

Embassy of India
2107 Massachusetts Avenue, NW
Washington, DC 20008
202-939-7000

Consulate General of India
3 East 64th St.
New York, NY 10021
212-774-0600

Indonesia

Embassy of the Republic of Indonesia
2020 Massachusetts Ave. NW
Washington, DC 20036
202-775-5200

Consulate General of Indonesia
5 East 68th St.
New York, NY 10021
212-879-0600

Ireland

Embassy of Ireland
2234 Massachusetts Avenue, NW
Washington, DC 20008
202-462-3939

Consulate of Ireland
345 Park Avenue, 17th Floor
New York, NY 10154
212-319-2555

Israel

Embassy of Israel
3514 International Dr. NW
Washington, DC 20008
202-364-5500

Consulate General of Israel
800 Second Avenue
New York, NY 10017
212-449-5400

Italy

Embassy of Italy
3000 Whitehaven Street, NW
Washington, DC 20008
202-612-4400

Consulate General of Italy
690 Park Avenue
New York, NY 10021
212-737-9100

Ivory Coast

The Republic of Cote d'Ivoire Embassy
2424 Massachusetts Avenue, NW
Washington, DC 20008
202-797-0300

Jamaica

Jamaica Embassy
1520 New Hampshire Avenue, NW
Washington, DC 20036
202-452-0660

Japan

Embassy of Japan
2520 Massachusetts Ave., NW
Washington, DC 20008
202-238-6700

Consulate of Japan
299 Park Avenue
New York, NY 10171
212-371-8222

Kenya

Embassy of Kenya
2249 R St., NW
Washington, DC 20008
202-387-6101
Fax: 202-462-3829

Consulate of Kenya
424 Madison Avenue
New York, NY 10017
212-486-1300

Korea

Embassy of the Republic of Korea
2450 Massachusetts Ave. NW
Washington, DC 20008
202-939-5600

Consulate General of Korea
335 E 45th Street
New York, NY 10017
646-674-6000

Lebanon

9 East 76th St.
New York, NY 10021
212-744-7905

Liberia

The Republic of Liberia Embassy
5201 16th Street, NW
Washington, DC 20011
202-723-0437

Lithuania (Republic of)

Embassy of the Republic of Lithuania
2622 16th Street, NW
Washington, DC 20009-4202
202-234-5860

Consulate General of Lithuania
420 Fifth Avenue
New York, NY 10018
212-354-7840

Luxembourg

Embassy of Luxembourg
2200 Massachusetts Avenue, NW
Washington, DC 20008
202-265-4171

Consulate General of Luxembourg
17 Beekman Place
New York, NY 10022
212-888-6664

Macedonia

Embassy of the Republic of Macedonia
1101 30th Street, NW, Suite 302
Washington, DC 20007
202-337-3063

Malaysia

Consulate General of Malaysia
313 E 42nd Street #1
New York, NY 10017
212-490-2722

Mexico

Embassy of Mexico
1911 Pennsylvania Avenue, NW
Washington, DC 20006
202-728-1600

Consulate General of Mexico
27 East 39th St.
New York, NY 10016
212-217-6400

Monaco

Consulate General of Monaco
565 Fifth Ave #23
New York, NY 10017
212-286-0500

Morocco

Embassy of the Kingdom of Morocco
1601 21st St., NW
Washington, DC 20009
202-462-7979

Consulate General of Morocco
10 East 40th St., 23rd Floor
New York, NY 10016
212-758-2625

Nepal

Nepal Mission to the UN
820 Second Avenue
New York, NY 10017
212-370-3988

Netherlands

Embassy of the Netherlands
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Washington, DC 20008
212-244-5300

Consulate General of Netherlands
1 Rockefeller Plaza, 11th Floor
New York, NY 10020
212-246-1429

New Zealand

Embassy of New Zealand
37 Observatory Circle, NW
Washington, DC 20008
202-328-4800

Nicaragua (Republic of)

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820 Second Avenue
New York, NY 10017
212-986-6562

Nigeria

Consulate General of Nigeria
828 Second Avenue
New York, NY 10017
212-850-2200

Norway

Royal Norwegian Embassy
2720 34th St, NW
Washington, DC 20008
202-333-6600

Royal Norwegian Consulate General
825 Third Avenue
New York, NY 10022
212-421-7333

Pakistan

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3517 International Court, NW
Washington DC 20008
202-243-6500

Consulate General of Pakistan
12 East 65th St.
New York, NY 10021
212-879-5800

Panama

Consulate General of Panama
1212 Avenue of the Americas
New York, NY 10036
212-840-2450

Paraguay

Consulate of Paraguay
211 E 43rd Street #2101
New York, NY 10017
212-682-9441

Peru

Consulate General of Peru
215 Lexington Avenue
New York, NY 10016
212-481-7410

Philippines

Embassy of the Republic of the Philippines
1600 Massachusetts Avenue, NW
Washington, DC 20036
202-467-9300

Philippine Consulate General
556 Fifth Avenue
New York, NY 10036
212-764-1330

Poland (Republic of)

Embassy of Poland
2640 16th Street, NW
Washington, DC 20009
202-234-3800

Consulate General of the Republic of Poland
233 Madison Avenue
New York, NY 10016
212-561-8169

Portugal

Embassy of Portugal
2125 Kalorama Road, NW
Washington, DC 20008
202-328-8610

Consulate General of Portugal
590 Fifth Avenue
New York, NY 10036
212-221-3165

Romania

Embassy of Romania
1607 23rd Street, NW
Washington, DC 20008
202-332-4848

Consulate General of Romania
200 East 28th Street #3
New York, NY 10016
212-682-9120

Russia

Embassy of the Russian Federation
2650 Wisconsin Avenue, NW
Washington, DC 20007
202-298-5700

Sierra Leone

Sierra Leone Embassy
1701 19th Street, NW
Washington, DC 20009
202-939-9261

Saudi Arabia

Consulate General of Saudi Arabia
866 UN Plaza
New York, NY 10017
212-752-2740

Scandinavia

Scandinavian Tourist Board
655 Third Avenue
New York, NY 10017
212-855-9700

Slovenia

Embassy of the Republic of Slovenia
1525 New Hampshire Avenue, NW
Washington, DC 20036
(202) 667-5363

Consulate General of the Republic of Slovenia
600 Third Avenue
New York, NY 10016
212-370-3006

South Africa

Embassy of South Africa
3051 Massachusetts Avenue, NW
Washington, DC 20008
202-232-4400

South African Consulate-General
333 E. 38th St., 9th Floor
New York, NY 10016
212-213-4880

Spain

Embassy of Spain
2375 Pennsylvania Avenue, NW
Washington, DC 20037
202-452-0100

Consulate General of Spain
150 East 58th St.
New York, NY 10155
212-355-4080

Sri Lanka

Embassy of Sri Lanka
2148 Wyoming Avenue NW
Washington DC 20008
202-483-4025 to 28

Permanent Mission of Sri Lanka
630 Third Avenue, 20th Floor
New York, NY 10017
212-490-3690

St. Vincent and the Grenadines

Embassy of Saint Vincent and the Grenadines
3216 New Mexico Avenue, NW
Washington, DC 20016
202-364-6730

Consulate General of Saint Vincent and the
Grenadines
801 Second Avenue, 21st Floor
New York, NY 10017
212-687-4490

St. Lucia

Saint Lucia Embassy
3216 New Mexico Avenue, NW
Washington, DC 20016
202-364-6792/93/94/95

Sweden

Embassy of Sweden
1501 M Street, NW, Suite 900
Washington, DC 20005
202-467-2600

Consulate General of Sweden
885 Second Avenue
New York, NY 10017
212-583-2550

Switzerland

Embassy of Switzerland
2900 Cathedral Avenue, NW
Washington, DC 20008
202-745-7900

Consulate of Switzerland
633 Third Ave
New York, NY 10017
212-599-5700

Taiwan

The Republic of China on Taiwan Embassy
4201 Wisconsin Avenue, NW
Washington, DC 20016
202-895-1800

Trinidad & Tobago

Consulate of Trinidad and Tobago
733 Third Avenue
New York, NY 10017
212-682-7272

Turkey

Embassy of the Republic of Turkey
2525 Massachusetts Avenue, NW
Washington, DC 20008
202-612-6700

Consulate General of Turkey
821 UN Plaza
New York, NY 10017
212-949-0160

Ukraine

Ukraine Embassy
3350 M Street, NW
Washington, DC 20007
202-333-0606

Consulate General of Ukraine
240 East 49th St.
New York, NY 10017
212-371-5690

Uruguay

Consulate General of Uruguay
747 Third Avenue
New York, NY 10017
212-753-8581

Uzbekistan (Republic of)

Embassy of Uzbekistan
1746 Massachusetts Avenue, NW
Washington, DC 20036-1903
202-887-5300

Consulate of Uzbekistan
801 Second Avenue, 20th Floor
New York, NY 10017
212-754-7403

Venezuela (Republic of)

Embassy of Venezuela
1099 30th St., NW Washington DC 20007
202-342-2214

Consulate General of Venezuela
7 East 51st St.
New York, NY 10022
212-826-1660

Vietnam

Embassy of the Socialist Republic of Vietnam
1233 20th St, NW, Suite 400
Washington, DC 20037
202-861-0737

Yemen

Embassy of the Republic of Yemen
2319 Wyoming Avenue, NW
Washington DC 20008
202-965-4760

Zimbabwe

The Republic of Zimbabwe Embassy
1608 New Hampshire Avenue, NW
Washington, DC 20009

Bibliography

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Educating Students With Limited English Proficiency (LEP) and English Language Learners (ELL)

22 Pa. Code §4.26

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PURPOSE

The purpose of this circular is to provide local education agencies (LEAs) with the requirements and interpretations of the legal mandates governing the education of students with Limited English Proficiency (LEP), also known as English Language Learners (ELLs). The information included will be useful in designing, staffing, and evaluating effective programs for ELLs. These mandates and interpretations are based on the Pennsylvania Regulations, Chapters 4 and 11; and on federal law, including Title VI of the Civil Rights Act, the Equal Educational Opportunity Act (EEOA), the No Child Left Behind Act (NCLB), and regulations and case law under those statutes. Citations to these sources are found at the end of this circular.

OVERVIEW

State regulation, 22 Pa. Code § 4.26, declares:

Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction.

As used here, the term "program" refers to: (1) planned instruction by a qualified ESL/Bilingual teacher, (2) adaptations/modifications in the delivery of content instruction by all teachers based on the student's language proficiency level and the Pennsylvania Language Proficiency Standards (PA ELPS) for ELLs as well as the Pennsylvania academic standards.

Key components of the program that an LEA must provide to every ELL are addressed below. In addition, this BEC also sets out the PDE's interpretation of legal requirements on a number of related issues.

IDENTIFICATION OF ELLs

Enrollment

For specific enrollment requirements and procedures, including those pertaining to the enrollment of ELLs, see the **Enrollment of Students** BEC.

Student identification for placement in an instructional program for ELLs

- Based on the responses to the home language survey (HLS), students must be assessed for potential placement in a program unless they meet the criteria outlined below. *There are certain scenarios that may preclude assessment if a student can demonstrate English language proficiency (ELP).*
- *Students should meet two of the following three criteria to be exempted from a formal ELP assessment. Student records for children from other states or school systems can be considered as part of the criteria.*
- *Final grades of B or better in core subject areas (Mathematics, Language Arts, Science and Social Studies);*
- *Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA;*
- *Scores of Basic in Reading , Writing and Math on the PSSA or an equivalent assessment from another state.*

- Newly enrolling students without academic records must be assessed for their ELP .
- LEAs must use the WIDA ACCESS PLACEMENT TEST (W- APT), which is aligned to the required annual State ELP assessment, ACCESS for ELLs, to assess students for placement in language instructional programs for ELLs.
- LEAs may choose to use other formal, standardized ELP assessments for additional information BUT identification and placement must be based on the W- APT and the multiple criteria outlined above.
- The W- APT results are one of the indicators for placement in ESL /Bilingual programs and must be used in combination with the above multiple criteria, if available, to determine placement in an ESL program.
- Educators must take into consideration the State's ELP levels described within the PA ELPS standards when placing students in an instructional program for ELLs.
- Instructional placement of ELLs must be age and grade appropriate. Additionally, ELLs must be given equal access to all educational programs, opportunities, and extra curricular activities in the same manner as for all students.
- Parent permission to assess IS NOT REQUIRED.
- Parent notification of student assessment results and placement in an ESL /Bilingual program is required.

Parents' Limited Right to Opt Out of ESL /Bilingual Programs

22 Pa. Code § 4.4(d)(3) of the Pennsylvania State Board of Education regulations requires school entities to adopt policies that permit parents to have their children excused from specific instruction only in the limited circumstance described below:

(3) The right to have their children excused from specific instruction that conflicts with their religious beliefs, upon receipt by the school entity of a written request from the parents or guardians.

Consequently, a parent may not seek to have his or her child excused from a LEA 's ESL /Bilingual program unless the instruction conflicts with the family's religious belief.

THE LANGUAGE INSTRUCTIONAL PROGRAM

Each LEA must have a written program plan that includes:

- a detailed description of the instructional models implemented by the LEA ,
- the process for identification of ELLs,
- the criteria for program exit, and
- the monitoring process after exit from a language instructional program.

The description must be sufficient to provide guidance to school personnel and families regarding the programs and services that students will receive. The language instructional program must include:

Instructional Models

The Program model(s) that the LEA adopts for ELLs must be:

- 1) based on an educational theory recognized as sound by some experts in the field or considered by experts as a legitimate experimental strategy;
- 2) reasonably calculated, including provisions for resources and personnel, to implement the theory effectively; and
- 3) evaluated and adjusted where needed to ensure language barriers are actually being overcome.

Castañeda v. Pickard, 648 F.2d 989 (1981)

Program administrators planning the instructional models should consider LEA demographics, and student characteristics. Program administrators may choose between an ESL -only and a bilingual education with ESL model.

Options for English language instructional programs are charted in the following

Characteristics of Major Program Models for LEP Students (PDF)

Planned Instruction for English language acquisition (ESL) classes

- Direct English language instruction may not take place during other content classes which are required under 22 Pa Code § 4.
- Planned Instruction in the ESL Program must include daily instruction supporting the program model chosen by the LEA .
- Language instruction must be commensurate with the student's proficiency level (i.e. students

- at levels 1-3 require a greater amount of language instruction than students at levels 4 and 5). This includes both direct language instruction and adaptations to instruction/assessment in all content areas.
- Exact hours of direct language instruction by proficiency level must be determined based on student need and program/instructional delivery model. Instruction must meet all requirements under *Lau v Nichols*, 414 U.S. 563 (1974) and *Castañeda v. Pickard*, 648 F.2d 989 (1981).
 - Guidelines to consider when planning direct instruction of ESL :
 - Entering (level 1) / Beginning (level 2) students: 2 hours
 - Developing (level 3): 1-2 hours
 - Expanding (level 4): 1 hour
 - Bridging (level 5): up to 1 hour or support dictated by student need

Levels are defined by the PA ELPS

- ESL must be delivered via curriculum aligned with Pennsylvania 's Reading , Writing, Speaking, and Listening Standards, and the PA ELPS for ELLs.
- In order to acquire English, students with LEP must receive instruction the same as they would receive instruction for other curricular areas. In other words, ESL /Bilingual classes must be part of the daily schedule and thoughtfully planned from the administrative level so that students are not removed from other content classes to receive instruction for English language acquisition.
- As the proficiency of a student advances into the upper levels (i.e. Expanding/Bridging), a student may require only minimal instructional time, which may be in the form of ongoing support as needed. HOWEVER, this support must be planned, structured time within the school day.

Planned Instruction in Academic content areas (content area classes)

- The language instructional program must also provide ELLs with meaningful, comprehensible access to instruction in all *content* areas required by Pennsylvania academic standards.
- The PA ELPS PreK–12 are an overlay to the academic standards and must be incorporated in planned instruction for ELLs by all teachers.
- The LEA must support instructional planning and evaluation efforts between the ESL /Bilingual teachers and the content-area teachers by providing common planning time as appropriate.
- *To access the PA ELPS PreK-12, visit*
http://www.portal.state.pa.us/portal/server.pt/community/english_as_a_second_language/7529
- http://www.portal.state.pa.us/portal/server.pt/community/measurements%2c_standards_policies/7531/elps_for_ells/509513 . For information on research-based techniques and models for adapting content instruction delivered in English to meet the needs of ELLs, and information about bilingual education, visit the **Office of English Language Acquisition** website.

Grading of ELLs

ELLs must be graded using the same grading system as all other students.

Annual assessment of ELLs

- Assessment processes must align to the academic standards and PA ELPS.
- The annual state ELP assessment of ELLs is required by federal law, 20 U.S.C. §§ 6311(b)(7), 6826(b)(3)(C),(d)(2)
- The State ELP assessment must be administered annually to measure progress and/or attainment of the student's English language proficiency for each language domain, i.e., reading, writing, speaking and listening/understanding. These score results are maintained in the student's permanent record folder.
- The PSSA accommodations allowable for ELLs are published annually by PDE .

Visit the PDE website for the information on testing accommodations.

http://www.portal.state.pa.us/portal/server.pt/community/testing_accommodations_security/7448

Language Instructional Program Exit Criteria

All LEAs must apply Pennsylvania 's required exit criteria when exiting ELLs from the language instructional program. Students may not be exited from the language instructional program based only on their oral proficiency; proficiency in academic reading and writing must also be assessed. These criteria can be found on the PDE website.

Monitoring of ELLs after language instructional program exit

Monitoring is required for two years after a student exits an ESL/Bilingual program and appropriate records of student progress must be maintained. 20 U.S.C. § 6841(a)(4)

- Monitoring may include any or all of the following:
- Periodic review of grades
- Local assessments
- Required state assessments
- Teacher observation
- Teachers may offer support to monitored students as they would for any student seeking additional assistance with classroom work, instruction, or assessment.
- Monitoring is NOT an extension of the language instructional program.
- Students who are monitored CANNOT be counted as ELLs in any state or federal data collection systems for the purpose of acquiring state or federal funding.

Monitoring guidance and forms can be found on the PDE website.

Area Vocational-Technical Schools (AVTSs)/ Career and Technical Centers (CTCs)

- ELLs may not be denied access to participate in programs at AVTSs/CTCs based

- solely on English language proficiency.
- ELLs participating in vocational programs must be provided ESL instruction appropriate to their level of proficiency and properly adapted content-area instruction.
- Comprehensive AVTS/ CTC schools are responsible for providing ESL programs and staffing for students identified as ELLs as outlined in this document.

Retention/Promotion

A student may not be retained in a grade based solely on his/her lack of English language proficiency.

If an ELL is retained in a grade, the LEA must be able to demonstrate that all appropriate modifications were made to instruction and assessment in order to allow ELLs meaningful access to the general curriculum as well as to promote second language learning. Lau v Nichols, 414 U.S. 563 (1974)

ELLs with Disabilities

ELLs may be eligible for Special Education. The IEP team must consider the need for ESL instruction as they address all students' needs related to the provision of Free Appropriate Public Education (FAPE). In determining the student's needs, IEP teams must consider both special education services and ESL instruction simultaneously, as appropriate.

All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction must be in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations.

The IEP team

It is highly recommended that the IEP team for an ELL with disabilities include an ESL professional familiar with the student's language needs as well as the nature of his/her disability or, at a minimum, that the IEP team receive input from an ESL professional when appropriate. If a student is identified as an ELL, then the IEP team will check the Limited English proficiency under special considerations on Part I of the IEP. Any special considerations identified must be addressed in the IEP.

The academic program

ESL/Bilingual programs are identified in The Pennsylvania School Code of 1949, Chapter 4, Section 4.26, as general curriculum. The academic program for an ELL with a disability must consider ESL just as it must consider any other general curriculum services available to non-disabled students. Programmatic decisions regarding ELLs with disabilities should be made by the IEP team with appropriate representation. It is not appropriate for an ELL with a disability to be denied access to general curriculum including an English language instructional program as defined above. Special education services do not replace an English

language instructional program.

Requirement for annual English language proficiency assessment

Both Titles I and III of NCLB require LEAs and state educational agencies (SEAs) to provide an annual assessment of English language proficiency for all ELLs in the state enrolled in public schools in grades Kindergarten through twelve in the domains of speaking, listening, reading, and writing. This includes students with disabilities.

Even though ELLs with disabilities may always achieve depressed scores in particular domains of language as a result of their specific disability, they must be given the opportunity to demonstrate their level of proficiency in English and be included in the annual state ELP assessment in all domains.

Participation in assessments

ELLs with disabilities participate in all assessments, including the annual state ELP assessment and PSSA (or PASA , if appropriate) in accordance with 34 CFR § 300.160. Participation in state and local assessments is documented in Part III of the IEP. An ELL student with a disability may participate in assessments through the use of one or more state-approved accommodations appropriate for his/her disability.

Rules governing assessment accommodations

The IEP team, with appropriate representation, may make decisions regarding assessment accommodations for ELLs with disabilities as they would for any student with a disability. The following rules govern assessment accommodations for ELLs:

- Accommodations must not invalidate the results of the assessment.
- Accommodations may be used for the entire assessment or only for part/parts of the assessment.
- Determinations of any accommodations used must be:
 - based on a student's disability,
 - made by the student's IEP team,
 - properly documented in the student's IEP, and
 - properly coded on the assessment.

For PSSA accommodations guidelines, reference the appropriate documents on the following website:

http://www.portal.state.pa.us/portal/server.pt/community/testing_accommodations_security/7448

For WIDA ACCESS for ELLs® accommodations guidelines, refer to the information contained on the following website:

<http://wida.wceruw.org/assessment/ACCESS/accommodations.aspx>

Program exit for LEP students

In accordance with federal guidance outlined in the document, *Questions and Answers Regarding Inclusion of Limited English Proficient Students with Disabilities in English Language Proficiency Assessments and Title III Annual Measurable Achievement Objectives*, U.S. Department of Education, March 2006, **the LEP designation cannot be removed from a student unless that student has met all of the required state exit criteria**. Refer to the current Pennsylvania state required Exit Criteria document.

SUPPORT/SUPPLEMENTAL PROGRAMS AND SERVICES

ELLs shall participate in all federal and other programs for which they are identified and/or qualify that are available within the school.

OTHER PROGRAM COMPONENTS

Program evaluation

Each LEA must periodically evaluate its language instructional program to ensure all components are aligned and working effectively to facilitate the acquisition of the English language and academic achievement defined by the PA academic standards.

22 Pa. Code § 4.52, *Castañeda v. Pickard*, 648 F.2d 989 (1981) and 20 U.S.C. § 6841

Data reported to LEAs from state level assessments of ELP and academic achievement (ACCESS for ELLs® and PSSA) must be used in program review and improvement.

Communication with Parents

- Communication with parents must be in the parent's preferred language and mode of communication. Civil Rights Act of 1964, Title VI
- It is the LEA's responsibility to provide for translation (written) and/or interpretation (oral) services. In order to do this, LEAs must determine the preferred mode of communication of the parent and develop a plan for translation and interpreter services.
- PDE provides translated documents necessary for communication with parents and students regarding general education and NCLB requirements via TRANSACT.
- Other translated PA forms for special education can be found at the Pennsylvania Training and Technical Assistance Network (PaTTAN).
- Individualized LEA documents must be provided by the LEA and must be part of the regular budget planning of the LEA for core language instructional programs.

Staffing

All teachers in language instructional programs must hold the certification and endorsements required by PDE. For current requirements, visit

<http://www.portal.state.pa.us/portal/server.pt/community/certification/7199>

Bilingual teachers teaching in a bilingual program of instruction must demonstrate academic language proficiency both in English and in the language used for instruction in their classroom.

Professional Development

All LEAs with ELLs enrolled must offer staff development related to ESL for all LEA personnel as part of the Professional Development Act 48 Plan.

Migrant Education

Students identified as migrant and who are determined to be ELLs must be provided language instructional programs as outlined in this document.

Funding

- The LEA budget must include provision for resources/materials, staffing for language instructional programs, and professional development for all school personnel as part of core programming outlined in 22 Pa Code § 4.26.
- Federal funds can be used to supplement local funding for language instructional programs, but not to supplant state/local funds.

Title III of the No Child Left Behind Act of 2001

- Title III funding may be used by LEAs to enhance existing ESL /Bilingual programs.
- NCLB makes it clear that Title III funding is to be used to supplement, not supplant, existing programs.
- Title III funded enhancements may include, but are not limited to
 - after-school programs
 - summer programs
 - tutorial programs, or
 - additional supports funded by Title III
- Parents may opt out of Title III services that support a LEA 's ESL /Bilingual program per the NCLB Act, 20 U.S.C. § 7012.
- Written parent notification for student placement in Title III programs/services is required along with written guidance pertaining to parental rights, including the right to have the child immediately removed from or decline enrollment in such a program. 20 U.S.C. § 7012 (a)(8)(A)(i) and (ii).

Reporting Requirements

LEAs are required to complete the Pennsylvania Information Management System (PIMS) and the Limited English Proficient (LEP SYTEM) annually. PIMS and the LEP SYSTEM provide data and information on student numbers, teachers, 22 Pa. Code §4.26, and Title III .

ATTACHMENT:

Characteristics of Major Program Models for LEP Students (PDF)

REFERENCES:

State Regulation

22 Pa. Code §4.4

22 Pa. Code § 11.11

22 Pa. Code § 11.12

22 Pa. Code §4.26

43 P.S. §§951-963

Federal Statutes

Civil Rights Act of 1964, Title VI

Equal Educational Opportunities Act of 1974

NCLB Title I 20 U.S.C. § 6301 et seq., Title III, 20 U.S.C. § 6801 et. seq.

P.L. 105-17 (IDEA)

Other

Castañeda v. Pickard, 648 F.2d 989 (1981)

Lau v Nichols, 414 U.S. 563 (1974)

Plyler v Doe, 457 U.S. 202 (1982)

Certification and Staffing Policies and Guidelines (CSPG) No. 68

For additional information, please contact:

Stephanie Stauffer | Bilingual Education Advisor
Pennsylvania Department of Education - Teaching and Learning Support
333 Market Street, 8th Fl | Harrisburg, PA 17126-0333
Phone: 717.787.5482 | Fax: 717.783.3946
sstauffer@state.pa.us | www.education.state.pa.us

**ENGLISH LANGUAGE DEVELOPMENT PROGRAM
Parental Waiver Form**

Student Name: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Opt-out Date: [Click here to enter a date.](#)

Grade: [Click here to enter text.](#)

Student ID#: [Click here to enter text.](#)

As required by federal law, your child has taken an English language proficiency test to determine if s/he qualifies for English Language Development (ELD) instruction in order to comprehend daily lessons and participate socially in school. Your child has been tested in English reading, writing, speaking and listening. The test scores indicate that s/he is eligible to receive ELD instruction in a program designed to help students acquire English language proficiency and access grade level content instruction.

Parental Right to Refuse ELD Services: The school has described in detail the ELD program they recommend for my child. I have considered the program(s) offered by the school and have chosen to decline separate, specialized ELD instruction for my child. Specialized services or classes are those provided only for English Learners (ELs), for example ELD pull-out classes, ESL tutoring, after-school English tutoring for ELs or content classes consisting of only ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction. By checking (✓) each item below, I acknowledge that I have read and understand each statement.

- I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why s/he was recommended for additional English language instruction.
- My decision to decline or opt-out of specialized ELD instruction is voluntary.
- The school district will report my child to the Pennsylvania Department of Education as an English Learner (EL) until my child attains English proficiency.
- Federal law requires that my child will be tested annually with the WIDA ACCESS for ELs 2.0 until s/he attains English proficiency and is no longer considered EL status.
- The school district will monitor my child's academic progress without benefit of receiving specialized ELD instruction until my child attains English proficiency, and four years after exit from EL status.
- The school district will continue to inform me of my child's progress in attaining English proficiency.

- I can change my preference at any time by notifying the school district in writing, and allow my child to enroll in the ELD program(s) offered by the school.

I, [Click here to enter text.](#) (parent/guardian name) with a full understanding of the above information, wish to

- Decline **all** of the specialized ELD programs and services offered to my child.
- Decline **some** of the ELD programs and/or particular ELD services offered to my child.

Parent/Guardian Signature: _____ Date: _____

Explanation of Consequences for Refusing English Learner Services

Date: _____
(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III, or both.

Title VI of the Civil Rights Act and the U.S. Supreme Court case *Lau v. Nichols* ruling require schools and districts to provide services to English learner students to help them become proficient in English and succeed academically in school. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Our school district provides programs and services designed to help increase your child's level of English proficiency. Even if you do not want your child to participate in our district's English Learner Services, the district is still required by Civil Rights law to provide services to your child that will help your child become proficient in English and succeed academically in school.

English Learner Services provided by Title I, Title III, or both are services that are provided to students learning English that are in addition to the district's English Language Development Program. Refusing to allow your child to participate in these services will result in your child not being given all of the services our district provides to help your child become proficient in English and meet high academic grade level standards and graduation requirements.

If you refuse the English Learner Services our district provides, your child will still be required to take the annual test of English language proficiency. All English learner students are tested annually until they become proficient in English.

Refusing the district's English Learner Services could result in your child taking longer to meet the requirements to become proficient in English than other students that do participate in these services. Refusing these programs could also delay your child's ability to fully participate in educational programs offered by our district.

Sincerely,

Name

Title

Phone

Email

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

English Learner Program Placement

Initial Placement Continuing Placement

Name of Student: _____ Date: _____
(mm/dd/yyyy)

School Location: _____

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: _____ Title: _____

Email: _____ Phone: _____

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is _____ (number of years). The high school graduation rate for students receiving English Learner Services is _____ %. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

The name of the English proficiency test your child took is:

(Test used to measure level of English proficiency)

(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: _____ The highest score possible is: _____

The level needed to be proficient in English and exit English Learner Services is:

If applicable, your child's level of academic achievement was measured using the following test(s):

(Test used to measure level of academic achievement)

(Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is: _____

The method of instruction used in your child's English Learner Services is:

- Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language.
- Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- Other:** _____

Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or _____ if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: _____ Title: _____

Email: _____ Phone: _____

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Description of Programs

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for _____ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: Yes No

English Language Used in Instruction: Yes No

Program Exit Criteria:

Description of Other Available English Learner Services:
Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: Yes No

English Language Used in Instruction: Yes No

Program Exit Criteria:

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Request for Change in English Learner Program

Date: _____
(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III or both. Although we are offering English Learner Services we feel are the most appropriate for your child's level of English proficiency, you have the right to refuse these English Learner Services for your child. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication.

If you decide to refuse the English Learner Services provided by Title I, Title III, or both, please complete and sign the bottom of this form and return it to your child's school. This form must be completed every year until your child becomes proficient in English.

Thank you.

Request for Change in English Learner Program

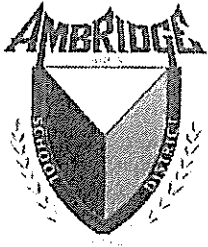
_____ (parent or guardian) of _____ (student) have been informed of my right to refuse English Learner Services. I have been informed of other district language programs or methods of instruction, if available, and request the following action:

- I want to refuse the English Learner Services provided by Title I, Title III, or both.
- Please place my child in another English Learner Service or method of instruction provided by Title I, Title III, or both if available.

Please place my child in the following program: _____

Parent or Guardian Signature

Date (mm/dd/yyyy)



Ambridge Area School District
909 Duss Avenue, Ambridge, PA 15003

MEMO

To: Teachers of _____
From: _____
Date: _____
Re: New ESL Student

_____ has recently enrolled in our school district. The initial English Language Proficiency Assessment indicates this student to be at the following proficiency level:

- € Non-English Speaking, Listening, Reading and Writing (Newcomer)
- € Beginning Level of English Language Acquisition (Entering/Beginning)
- € Intermediate Level of English Language Acquisition (Developing/Expanding)
- € Advanced Level of English Language Acquisition (Bridging)
- € Fluent English Speaking, Listening, Reading and Writing (Reaching)

Please review the enclosed document for appropriate expectations and modifications for this student. If you have any questions, or need additional assistance, speak with the ESL district coordinator or the student's ESL teacher(s).

Non-English Proficient Students

Student Characteristics

- minimal comprehension
- no verbal production
- Does not read or write in English

Activity/Behaviors you can expect from your student

- listen
- point
- move
- choose
- match
- mime
- act out
- draw

Suggestions/Instructional Modifications/Strategies

- TPR – Total Physical Response
- Use Pictorial Clues
- Use exaggerated facial expressions
- Simplify instructions with pictures
- Use repetitive behaviors
- Do not expect students to read or write for purposes of assessment
- Students may take at least one year from date of enrollment to begin verbal communication with teachers/students
- Communicate with ESL teacher about making classroom modifications
- Use extensive modeling and encourage student interaction with cooperative assignments

Notes to Remember:

Most children have a foundation in their native language. They have background knowledge – it's just not in English! You are required to make instructional modifications. Please ask for assistance if you need it.

Beginning ELL Students

Characteristics:

- Limited comprehension
- One-Two Word Response

Activity/Behaviors you can expect from your student

- name
- categorize
- list
- label

Suggestions/Instructional Modifications/Strategies

- Plan questioning prior to class instruction – be sure to identify questions that student will be able to answer. These must require one or two word answers.
- Emphasize the Academic Language Promote Active Learning – plan before the lesson – What vocabulary is likely to be difficult for this student?
- Assess/Tap Students' Prior Knowledge (through informal or formal means)
- Build New Knowledge in Every Lesson – but make sure it is comprehensible and in small quantities
- Provide Opportunities for Collaborative Problem Solving
- Use Cooperative and Other Groupings Provide for Cultural Affirmation
- Make Extensive Use of Demonstrations/Modeling
- Build Vocabulary through Graphic Organizers or Meaningful Sets/Categories
- Integrate Reading and Writing Across the Curriculum
- Use Reading Scaffolds (Building meaning before reading)
- Use Technology and Other Resources
- Use Verbal and Non-Verbal Cues (Including the Language of Self-Esteem)
- Make Extensive Use of Visual Aids and Manipulatives

Work with the ESL teacher to make instructional modifications and communicate concerns.

Intermediate ELL Students

Characteristics:

- Verbal Comprehension is becoming strong – Academic vocabulary is still difficult to comprehend
- Students will respond in complete sentences
- Students are able to read and write – but often require assistance in comprehending what is read.

Activity/Behaviors you can expect from your student:

- Describe
- Define
- Explain
- Retell
- role play
- recall
- summarize
- compare/contrast

Suggestions/Instructional Modifications/Strategies

- **Emphasize the Academic Language Promote Active Learning** – plan before the lesson – What vocabulary is likely to be difficult for this student?
- **Assess/Tap Students' Prior Knowledge** (through informal or formal means)
- **Build New Knowledge in Every Lesson** – but make sure it is comprehensible
- **Provide Opportunities for Collaborative Problem Solving**
- **Use Cooperative and Other Groupings Provide for Cultural Affirmation**
- **Make Extensive Use of Demonstrations/Modeling**
- **Build Vocabulary through Graphic Organizers or Meaningful Sets/Categories**
- **Integrate Reading and Writing Across the Curriculum**
- **Use Reading Scaffolds** (Building meaning before reading)
- **Use Technology and Other Resources**
- **Use Verbal and Non-Verbal Cues** (Including the Language of Self-Esteem)
- **Make Extensive Use of Visual Aids and Manipulatives**

Work with the ESL teacher to make instructional modifications and communicate concerns.

Advanced ELL Students

Characteristics: Advanced students are able to:

- give opinions
- debate
- examine
- Question
- Summarize
- Restate
- List
- Interpret
- Compose
- Self-Monitor
- Analyze charts and graphs

Activity/Behaviors you can expect from your student:

- give opinions
- debate
- examine
- create
- read
- defend
- justify
- analyze
- evaluate
- write

Suggestions/Instructional Modifications/Strategies

- Identify – prior to the lesson – vocabulary that may be difficult for this student. Use prior academic language scaffolding to support the learning.
- Provide Opportunities for Collaborative Problem Solving
- Use Cooperative and Other Groupings Provide for Cultural Affirmation
- Build Vocabulary through Graphic Organizers or Meaningful Sets/Categories
- Integrate Reading and Writing Across the Curriculum
- Use Reading Scaffolds (Building meaning before reading)
- Use Technology and Other Resources

Work with the ESL teacher to make instructional modifications and communicate concerns.

Fluent English Speaking

These students are capable of participating fully in the academic setting. Students should have little to no difficulty comprehending instructions and/or reading and writing on grade level.

When working with these students, if you notice any struggle, please contact the ESL teacher immediately. It is possible for children to be released from an ESL program and later it is found the child needs further assistance.

Please monitor student progress closely and report any concerns.

English Learner Program Exit Letter

Student Name: _____ Date: _____
(mm/dd/yyyy)

School: _____

Dear Parent or Guardian:

Your child's results on a recent English proficiency test show that your child has made significant improvement in his or her ability to read, write, speak and listen in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Your child was tested with the following state and district test(s):

- _____
(Test used to measure level of English proficiency)
- _____
(Test used to measure level of English proficiency)

As a result of your child's improvement in English language proficiency, he or she will no longer participate in the school district's English Learner Services provided by Title I, Title III, or both.

Your child will:

- Continue to attend: _____ (name of school)
- Be transferred to: _____ Beginning: _____
(name of school) (mm/dd/yyyy)

Thank you for your help as your child exits English Learner Services. If you have any questions or concerns, please call your child's school or teacher. Your child's academic progress will be tracked for at least four years to ensure that he or she is succeeding academically.

Sincerely,

Name	Title
Phone	Email

Parent or Guardian: Please complete the section below and return the entire form to your child's school.

I agree with the plan to exit _____ (student name) from English Learner Services. I understand that he or she will now receive an education without English Learner supports.

Parent or Guardian Signature: _____ Date: _____
(mm/dd/yyyy)

Parent or Guardian Name: _____

Phone: _____ Email: _____

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.



State required Reclassification, Monitoring, and Re-designation of English Learners (ELs)

State required reclassification criteria

Districts must employ uniform procedures in accordance with state requirements for reclassifying English learners (ELs) as former ELs (FELs) when they attain proficiency. This document outlines the procedure and rules for doing so.

An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for ELLs®, and gathered by teachers using standardized language use inventories (Appendix A).

Using the following system, the ACCESS for ELLs® and the language use inventory together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified.

When the process is completed use Appendix D to record the results.

Two language use inventories must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory (e.g. elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed and the single score is multiplied by two. **The two inventories do not need to agree.**

The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

Districts must develop local plans for how to:

- select content teachers who will complete the inventories
- manage the decision-making/reporting process using this procedure and these criteria
- train staff to use the rubrics and evaluate the students' language use
- hold teachers accountable for completing the inventories
- select students for whom inventories will be completed in anticipation of qualifying ACCESS scores

Each language use inventory produces a single score and the sum of the two inventory scores is added to the ACCESS for ELLs® *points assigned* to determine if the student meets the minimum threshold for reclassification.

The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Language Use Inventories		ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
Rubric 2	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Report & Essays	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

Total possible points from both inventories 7.6

Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a student *should* be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

ELs with Disabilities - taking the ACCESS for ELLs®

An EL with a disability may be considered for reclassification if:

1. The student has an IEP, **AND**
2. The student has been continuously enrolled in an ESL/bilingual education program for at least four years, **AND**
3. The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% at any point or total over the three most recent testing cycles, **AND**
4. The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

To calculate the percent difference between scores, use the following formula:

$$\Delta SS / SS1 (100) = \% \text{ change}$$

ΔSS : Difference between the scale score from year one and year two (or year one and year three)

SS1: Scale score from year 1

Example: A student scores 4.3 last year and 4.5 this year (or scored 4.3 in year 1 and 4.5 in year 3). The percent difference is $(.2/4.3)100$, which is 4.65%.

ELs with Disabilities (taking the Alternate ACCESS for ELLS®)

ELs who are eligible for and take the Alternate ACCESS for ELLs® may be considered for reclassification when:

1. they achieve a score of at least P2 on two consecutive administrations of the test **OR** achieve the same score for three consecutive administrations of the test, **AND**
2. the IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

Although language use inventories are not required for ELs with disabilities as part of the reclassification process, teachers should consider completing them in cases where it is appropriate as a way to document language proficiency at the time of reclassification for future reference if needed.

For more detailed guidance related to ELs with disabilities, please see the guidance contained on the Bureau of Special Education website at www.paltan.net.

Monitoring of former ELs

Districts must include in their LIEP uniform procedures in accordance with state requirements for actively monitoring the progress of former ELs (FELs) for a period of two years after reclassification and reporting FELs to the state for an additional two years (total of four years of monitoring status).

Active Monitoring Period – first two years after reclassification

Districts must ensure that ELs in the first two years after reclassification do not struggle academically as a result of persistent language barriers. In order to do this, districts must develop and implement a process for actively monitoring students' progress and achievement in the general academic program delivered without specialized, planned language supports.

Districts are free to create their own process, but it must, at a minimum, include tracking student progress in all core academic classes and soliciting feedback from core academic teachers periodically throughout the school year with sufficient frequency to preclude a student falling significantly behind.

Additional monitoring period – third and fourth years after reclassification

Districts are required to continue reporting FELs to the state in PIMS for an additional two years after the active monitoring period. Districts are not required to actively monitor the progress and academic achievement of ELs in the general education program during these years. At the end of the fourth year after reclassification, ELs are coded as *Former ELs – no longer monitored* for the remainder of their time in school.

Re-designating former ELs

If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then the district must have plans in place to re-designate that former EL as an active EL and re-enroll him/her in the LIEP. The district must demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions.

FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

Appendix A

Grade: Kindergarten

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

Reading:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support.	Can apply grade-level phonics and word analysis skills in decoding.	

Total Points:

Grade: Kindergarten

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use drawings and/or labels to link some or most details in a story.	Can use drawings OR words to link details in a story.	Can use drawings, words AND simple phrases to link details in a story.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can sequence some letters needed to produce frequently used sight words, but with significant errors that hinders readability. Not able to be to produce phrases or sentences.	Can sequence most letters needed to produce recognizable frequently used/sight words. May include inventive spelling. Can produce phrases and some simple sentences.	Can sequence most letters needed to produce recognizable words. May include inventive spelling following recognizable conventions. Can produce simple sentences.	

Accuracy: Grammar/

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Consistent errors that may hinder the meaning of the writing regarding grammar.	Regularly contains some grammatical inaccuracy in either capitalization of "I" and beginning of sentence, people names, ending punctuation.	Maintains some grammatical accuracy in capitalization of "I" and beginning of sentence, people names, ending punctuation.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe the picture or story.	Draw a picture and write labels or simple phrases to describe the picture or story.	Draw a picture and write several connected sentences to describe the picture or story.	

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe a single familiar topic with minimal detail or elaboration.	Draw a picture and write labels or simple phrases about a single familiar or academic topic with limited detail or elaboration.	Draw a picture and write several connected sentences about a single familiar or academic topic with detail or elaboration such as form and function.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw and label to explain likes or dislikes about a familiar topic.	Can express an opinion about a familiar topic or a book. May draw and uses labels or a simple sentence to explain reasons. May use conjunction words such as "because" to support their opinion.	Can express an opinion about a familiar topic or a book. May draw and use 1 or more written sentences to explain reasons. Uses conjunction words such as "because" to support their opinion.	

Total Points:

Grade: 1

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support. Read grade level text with support for purpose and understanding.	Can apply grade-level phonics and word analysis skills in decoding. Read grade-level text with purpose and understanding.	

Total Points:

Grade 1

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce sentences with limited structure. Shows limited use of organizational patterns, and simple connectors like "and" and "because".	Can produce clear, structured sentences, showing some use of a range of organizational patterns, and connectors.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or "I ...").	Maintains a high degree of grammatical accuracy (capitalization of "I", beginning of sentence, people names/places, ending punctuation, simple tenses. May use a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited descriptions and limited sequential words. Uses some language to delineate either beginning, middle or end.	Can produce linearly structured narrative story with details explaining the experience with elaborations and some sequential words. Uses language to delineate beginning, middle, and end. May use pictures to illustrate their familiar story.	

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no factual details. Writes minimal description or elaboration.	Can present with limited connection some factual information with an introduction using details on a familiar topic, but not an academic topic.	Can present connected factual information with an introduction using details from a source on an academic topic.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in words or simple phrases without use of a conjunction word and no supporting reasons.	Can express a single-stance on a familiar topic in a single sentence stating a reason with a conjunction word such as "because".	Can express a single-stance on a familiar topic in multiple sentences with a supporting reason. May use conjunction words such as "because" to support their opinion.	

Total Points:

Grades 2-3

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics with little to no content-specific vocabulary.	Can use a series of connected phrases and short, simple sentences to talk in simple terms and some content-specific vocabulary about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using content-specific vocabulary.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information with illustrations. Limited understanding of words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics with some support. Use grade-level phonics and word analysis skills in decoding. Begins to understand words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics. Use grade-level phonics and word analysis skills in decoding. Begins to understand idiomatic expressions and words/phrases with multiple meanings.	

Total Points:

Grade: 2-3

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce linear sequence of sentences in writing with limited structure. Shows some use of organizational patterns, and simple connectors like "and", "but", and "because".	Can produce clear, structured language, showing some use of a range of organizational patterns, connectors, and cohesive devices (such as causal, sequential or comparative).	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or "I ...").	Maintains a high degree of grammatical accuracy (capitalization, punctuation, simple tenses, and simple subject-verb agreement). May use a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited elaborations and some sequential words. Uses some language to delineate beginning, middle and end.	Can produce linearly structured narrative story giving robust descriptions of experiences with elaborations and sequential words. Uses language to delineate beginning, middle and end.	

Accuracy: Genre Informative

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on a research topic. Uses linked sentences to provide very short descriptions of details with little to no use of organizational structure.	Can present information using limited grouping with vague connections. Either the introduction or conclusion is omitted. Uses minimal facts with evidence of phrases or text taken directly from other sources.	Can present information grouped and connected logically with an introduction and conclusion using facts from text or other sources in their own words.	

Accuracy: Genre Opinion/Argument

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences which may present supporting details. Uses no conjunction words.	Can express a single-stance on a familiar subject in a text with a delineated introduction or conclusion with 2 or fewer supporting reasons. Uses some conjunction words to link supporting details.	Can express a single-stance on a familiar or academic subject in a clear, well-structured text with delineated introduction and conclusion with 3 or more supporting reasons. Uses conjunction words to link supporting details.	

Total Points:

Grades: 4-12**Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory**

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/phrases with multiple meanings.	Can understand long and complex fiction and non-fiction texts on unfamiliar topics, appreciating distinctions of style.	

Total Points:

In the event that a teacher finds it challenging to distinguish between two levels in the Interaction, Listening, Speaking, and Reading Inventory rubric, the extension rubric in Appendix B can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Grades: 4-12

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions on familiar topics.	Can strategically select language to express him/ herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader	

Accuracy: Genre Reports & Essays

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics and following a standardized format.	Can present information on complex subjects in clear, well structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can present arguments on complex subjects in clear, well-structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

Total Points:

In the event that a teacher finds it challenging to distinguish between two levels in the Written Expression Inventory rubric, the rubric in Appendix C can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Grades: 4-12

The student's command of language indicates to most audiences that he/she:

Interaction

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the learner is trying to say. Can ask and answer simple questions in areas of immediate need or on very familiar topics.	Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can interact with a degree of fluency and spontaneity (without relying on provided language frames or structures) that makes regular interaction with others possible. Can take an active part in academic discussions in familiar contexts and on familiar topics, accounting for and sustaining his/her views.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.

Listening

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can recognize familiar words and basic phrases on familiar topics when people speak slowly and clearly.	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech and lectures, and follow even complex lines of argument provided the topic is reasonably familiar.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast speed.

Speaking

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can use simple phrases and sentences to describe familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions on a wide range of familiar subjects. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points, and finishing with an appropriate conclusion.	Can present clear, smoothly flowing description or argument in a style appropriate to the context and with an effective structure, which helps the recipient notice significant points.

Reading

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can understand familiar names, words, and very simple sentences, for example on visual representations with little text (such as in posters and ads).	Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/ phrases with multiple meanings.	Can understand non-fiction texts on unfamiliar topics in which the writer adopts a particular attitude or viewpoint. Can identify relevant details in contemporary fiction.	Can understand long and complex fiction and nonfiction texts on unfamiliar topics, appreciating distinctions of style.	Can read with ease virtually all forms of written language, including structurally or linguistically complex texts.

Grades: 4-12

Expansion of Repertoires: Cohesion

Low	Low+	Moderate	Moderate+	High	High+
Can link words or groups of words with very basic linear connectors like "and" or "then."	Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can use a growing number of cohesive devices to link his/her statements into clear, coherent discourse, though there may be some "jumpiness" in a longer text.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and wide range of connectors and other cohesive devices.

Accuracy: Word/Phrase

Low	Low+	Moderate	Moderate+	High	High+
Can use high frequency words and simple phrases related to personal details and particular concrete situations.	Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/herself with some hesitation and circumlocutions on familiar topics.	Has sufficient range of language to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words.	Can strategically select language to express him/herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	Shows great flexibility in reformulating ideas to effectively convey finer shades of meaning, emphasize, differentiate, and clarify. Uses appropriately many idiomatic expressions.

Accuracy: Grammar/Sentence

Low	Low+	Moderate	Moderate+	High	High+
Has some control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Shows relatively high degree of grammatical control. Does not make errors that cause misunderstanding and can correct most of his/her mistakes. Uses simple and some complex sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	Maintains grammatical accuracy when using complex language, even when attention is otherwise engaged (e.g., in forward planning or monitoring others' reactions). Uses a range of grammar and sentence structures strategically.

Accuracy: Genre Narrative

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can produce clear, detailed descriptions of experiences and events. Can follow established genre conventions in marking relationships between ideas and organizing the text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader.	

Accuracy: Genre Reports & Essays

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics, following a standardized format.	Can develop an idea with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem and synthesize information from a number of sources.	Can present information on complex subjects in clear, well-structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

Accuracy: Genre Arguments

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases to express an opinion on a familiar topic.	Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can develop an argument, giving reasons in support of or against a particular point of view and explain the advantages and disadvantages of various options. Can synthesize arguments from a number of sources.	Can present arguments on complex subjects in clear, well-structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

Reclassification Cover Sheet

Student Name:

PASID:

DATE:

Grade:

School District:

School:

ACCESS for ELLs® Proficiency Level:

ACCESS for ELLs® Reclassification Points:

ACCESS for ELLs® Proficiency Level (overall composite)	Reclassification Points
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Points from language use inventory #1:

Points from language use inventory #2:

TOTAL Points for Reclassification:

Does the total number of points exceed the threshold of 10.5?

Based on the student's ACCESS for ELLs® overall proficiency level score and use of language as observed by his/her teachers, this student **is recommended** / **is not recommended** for reclassification as a former EL.

If the student's score exceeds the threshold of 10.5, but the recommendation is not to reclassify the student, then provide an explanation below:

Notes:

ESL Teacher/Coordinator Signature:

ESL Teacher/Coordinator Printed Name:

Post-Exit ELL Monitoring Form (Elementary)

Pages 1 and 3 to be completed by the appropriate ESL/Bilingual Education Staff

Student Name			
Grade in 1 st year of monitoring		Academic Year	
Name of classroom teacher <i>(1st year of monitoring)</i>		The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.	
Name of classroom teacher <i>(2nd year of monitoring)</i>			
Name of ESL/Bilingual Ed teacher <i>(1st year of monitoring)</i>		The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.	
Name of ESL/Bilingual Ed teacher <i>(2nd year of monitoring)</i>			
ESL Coordinator <small>(Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)</small>			

Exiting ACCESS for ELLs [®] Results:							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):			
	Reading	Mathematics	Writing
1 st Year of monitoring			
2 nd year of monitoring			

Is the student receiving any special services? <i>(any academic services/programs in addition to the standard academic program)</i>	1 st year of monitoring		2 nd year of monitoring	
	NO	YES	NO	YES
If yes, describe the services (1 st year):		↓		↓
If yes, describe the services (2 nd year):				

Report Card Results:	1 st year of monitoring				2 nd year of monitoring			
	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
LA								
Math								
Science								
Social Studies								

Student Name: _____

1st Year of Monitoring

Teacher's Initials: _____ 1st _____ 2nd _____ 3rd _____ 4th _____

Quarter

Rate the student's performance in each of the following areas

(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time. -----
2. The student communicates effectively with teacher. -----
3. The student participates effectively in class projects.-----
4. The student participates effectively in class discussions. -----
5. The student is able to work independently. -----
6. The student attends class regularly. -----
7. The student displays effort and enthusiasm in class. -----
8. The student requires additional assistance with assignments. -----
9. The student shows evidence of difficulty with language. -----
10. The student has discipline problems that interfere with his/her academic progress. -----

	1 st	2 nd	3 rd	4 th

	1 st	2 nd	3 rd	4 th
Have ESL strategies been implemented to respond to the language needs of the former ELL?				
Do you recommend that this student be considered for reclassification as an ELL?				

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

2nd Year of Monitoring

Teacher's Initials: _____ 1st _____ 2nd _____ 3rd _____ 4th _____

Quarter

Rate the student's performance in each of the following areas

(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time. -----
2. The student communicates effectively with teacher. -----
3. The student participates effectively in class projects.-----
4. The student participates effectively in class discussions. -----
5. The student is able to work independently. -----
6. The student attends class regularly. -----
7. The student displays effort and enthusiasm in class. -----
8. The student requires additional assistance with assignments. -----
9. The student shows evidence of difficulty with language. -----
10. The student has discipline problems that interfere with his/her academic progress. -----

	1 st	2 nd	3 rd	4 th

	1 st	2 nd	3 rd	4 th
Have ESL strategies been implemented to respond to the language needs of the former ELL?				
Do you recommend that this student be considered for reclassification as an ELL?				

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Student Name: _____

To be completed by appropriate ESL staff

1st year of monitoring

I received and reviewed this form. (ESL staff member initials)	1 st	2 nd	3 rd	4 th
	_____	_____	_____	_____

Complete the following items only if the information on this form indicates that the former ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section)

1 st	Yes No	Comments:
2 nd	Yes No	Comments:
3 rd	Yes No	Comments:
4 th	Yes No	Comments: requirement

NOTE: A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

I recommend that this student be reclassified as an ELL.	1 st	2 nd	3 rd	4 th
	_____	_____	_____	_____
If a recommendation is made to reclassify, have the parents been notified?			YES	NO
			_____	_____

1st year of monitoring

I received and reviewed this form. (ESL staff member initials)	1 st	2 nd	3 rd	4 th
	_____	_____	_____	_____

Complete the following items only if the information on this form indicates that the former ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section)

1 st	Yes No	Comments:
2 nd	Yes No	Comments:
3 rd	Yes No	Comments:
4 th	Yes No	Comments:

NOTE: A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

I recommend that this student be reclassified as an ELL.	1 st	2 nd	3 rd	4 th
	_____	_____	_____	_____
If a recommendation is made to reclassify, have the parents been notified?			YES	NO
			_____	_____

Post-Exit ELL Monitoring Form (Middle/Secondary)

Pages 1 and 4 to be completed by the appropriate ESL/Bilingual Education staff

Student Name					Monitoring Year (circle):	
Grade		Academic Year				1st year 2nd year
Name of <u>Language Arts</u> teacher						The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.
Name of <u>Mathematics</u> teacher						
Name of <u>Science</u> teacher						
Name of <u>Social Studies</u> teacher						
Name of <u>ESL/Bilingual Ed</u> teacher						
ESL Coordinator <small>(Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)</small>						The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.

Exiting ACCESS for ELLs [®] Results:							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):		
Reading	Mathematics	Writing

Is the student receiving any special services? <small>(any academic services/programs in addition to the standard academic program)</small>		NO	YES
If so, describe the services:			

Report Card Results:								
	1 st	Comments	2 nd	Comments	3 rd	Comments	4 th	Comments
LA								
Math								
Science								
Social Studies								

Language Arts

Teacher's Initials: _____

1st 2nd 3rd 4th

Rate the student's performance in each of the following areas

(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time. -----
2. The student communicates effectively with teacher. -----
3. The student participates effectively in class projects. -----
4. The student participates effectively in class discussions. -----
5. The student is able to work independently. -----
6. The student attends class regularly. -----
7. The student displays effort and enthusiasm in class. -----
8. The student requires additional assistance with assignments. -----
9. The student shows evidence of difficulty with language. -----
10. The student has discipline problems that interfere with his/her academic progress. -----

Quarter

1 st	2 nd	3 rd	4 th

	1 st	2 nd	3 rd	4 th
Have ESL strategies been implemented to respond to the language needs of the former ELL?	Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an ELL?	Y N	Y N	Y N	Y N

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Mathematics

Teacher's Initials: _____

1st 2nd 3rd 4th

Rate the student's performance in each of the following areas

(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time. -----
2. The student communicates effectively with teacher. -----
3. The student participates effectively in class projects. -----
4. The student participates effectively in class discussions. -----
5. The student is able to work independently. -----
6. The student attends class regularly. -----
7. The student displays effort and enthusiasm in class. -----
8. The student requires additional assistance with assignments. -----
9. The student shows evidence of difficulty with language. -----
10. The student has discipline problems that interfere with his/her academic progress. -----

Quarter

1 st	2 nd	3 rd	4 th

	1 st	2 nd	3 rd	4 th
Have ESL strategies been implemented to respond to the language needs of the former ELL?	Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an ELL?	Y N	Y N	Y N	Y N

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Student Name: _____

Monitoring Year (circle): **1st year** | 2nd year

Science

Teacher's Initials: _____ 1st _____ 2nd _____ 3rd _____ 4th _____

Rate the student's performance in each of the following areas
(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time.
2. The student communicates effectively with teacher.
3. The student participates effectively in class projects.
4. The student participates effectively in class discussions.
5. The student is able to work independently.
6. The student attends class regularly.
7. The student displays effort and enthusiasm in class.
8. The student requires additional assistance with assignments.
9. The student shows evidence of difficulty with language.
10. The student has discipline problems that interfere with his/her academic progress.

Quarter			
1 st	2 nd	3 rd	4 th

Have ESL strategies been implemented to respond to the language needs of the former ELL?	1 st Y N	2 nd Y N	3 rd Y N	4 th Y N
Do you recommend that this student be considered for reclassification as an ELL?	Y N	Y N	Y N	Y N

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Social Studies

Teacher's Initials: _____ 1st _____ 2nd _____ 3rd _____ 4th _____

Rate the student's performance in each of the following areas
(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on-time.
2. The student communicates effectively with teacher.
3. The student participates effectively in class projects.
4. The student participates effectively in class discussions.
5. The student is able to work independently.
6. The student attends class regularly.
7. The student displays effort and enthusiasm in class.
8. The student requires additional assistance with assignments.
9. The student shows evidence of difficulty with language.
10. The student has discipline problems that interfere with his/her academic progress.

Quarter			
1 st	2 nd	3 rd	4 th

Have ESL strategies been implemented to respond to the language needs of the former ELL?	1 st Y N	2 nd Y N	3 rd Y N	4 th Y N
Do you recommend that this student be considered for reclassification as an ELL?	Y N	Y N	Y N	Y N

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Student Name: _____

Monitoring Year (circle): **1st year** | **2nd year**

To be completed by appropriate ESL staff

I received and reviewed this completed form.	1 st	2 nd	3 rd	4 th
	_____ (Initial)	_____ (Initial)	_____ (Initial)	_____ (Initial)

Complete the following items only if the information on this form indicates that the former ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (If the answer is "Yes", describe the collaboration in the comments section)

1 st	Yes No	Comments:
2 nd	Yes No	Comments:
3 rd	Yes No	Comments:
4 th	Yes No	Comments:

NOTE: A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

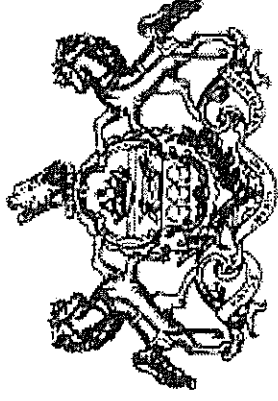
I recommend that this student be reclassified as an ELL.	1 st	2 nd	3 rd	4 th
	YES NO	YES NO	YES NO	YES NO

Additional Recommendation(s):

If a recommendation is made to reclassify, have the parents been notified?	YES	NO
--	-----	----

Standards for English Language Development

July, 2017



Pennsylvania Department of Education

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In . Junction

English Language Development Standards Framework

The Pennsylvania Department of Education convened the English Language Proficiency Standards Workgroup in 2015 to revise, update and correlate the existing English Language Proficiency Standards to the newly developed, more rigorous Pennsylvania Core/Academic Standards, thus giving ELs equitable access to subject content. As part of this work, the Department recognized the need to incorporate changes in research-based instruction that impacts language development and improves academic achievement.

Standards

The framework was modeled after WIDA's English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12: Frameworks for Large-scale State and Classroom Assessment developed by the WIDA consortium of states. The framework retains the five overarching standards previously adopted by Pennsylvania.

Pennsylvania English Language Development Standards

Standard 1. English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Standard 2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Standard 3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Standard 4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Standard 5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

The PA ELDS Framework is designed to help educators effectively differentiate instruction and assessment across content areas for ELs at varying levels of English Language Proficiency (ELP). The framework incorporates the acquisition of social and academic language across development levels and the incremental demands of language through various grade levels.

English Language Development Standard 1: English language learners communicate information, ideas, and concepts necessary for academic success for Social and Instructional purposes.

Grade Level: Pre-K-Kindergarten

16.1.PK-K	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.PK-K.1L Follow one-step oral commands with teacher modeling.	16.1.PK-K.3L Follow two-step oral commands in a small group.	16.1.PK-K.4L Follow oral directions as presented in a context (e.g. conversation, song) in a small group.	16.1.PK-K.5L Follow sequential commands with visual or non-verbal cues.	AL.2.PK.B
	Reading	16.1.PK-K.1R Sort labeled pictures of familiar objects (e.g. classroom items, family members) with teacher modeling.	16.1.PK-K.2R Identify the first letter of own name and/or names of familiar adults and children from a list.	16.1.PK-K.3R Name letters from own name and match to letters found in classroom print with a partner.	16.1.PK-K.5R Identify or read words in functional print with visual cues with a partner.	1.1.PK.B 1.1.K.C
PRODUCTIVE	Speaking	16.1.PK-K.1S Repeat and respond to chants about asking an adult for help in small groups using gestures.	16.1.PK-K.2S Produce simple statements about asking an adult for help using oral sentence starters and models.	16.1.PK-K.3S Produce expanded statements about asking an adult for help using oral sentence starters and models.	16.1.PK-K.5S Elaborate with details on a time you asked an adult for help using models.	16.2.PK.C 16.2.K.C
	Writing	16.1.PK-K.1W Draw and/or label family members using models and illustrated word cards (e.g., grandma) in L1 or L2.	16.1.PK-K.2W Draw and label family members using models and illustrated word cards (e.g., This is _____) in L1 or L2.	16.1.PK-K.3W Draw and describe family members using sentence frames and illustrated word cards (e.g., This is _____. He is _____.)	16.1.PK-K.5W Produce illustrated stories about family members with a classroom aide.	16.2.PK.B 16.2.K.B

English Language Development Standard 2: English language learner... communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Grade Level: Pre-K-Kindergarten

16.2.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.PK-K.1L Mimic teacher physical movements while listening to songs or chants (e.g., "Itsy Bitsy Spider" or "Head, Shoulders").	16.2.PK-K.2L Perform physical actions independently in response to verbal prompts in rehearsed songs or chants in a small group.	16.2.PK-K.3L Perform physical actions independently in response to verbal prompts in rehearsed songs or chants.	16.2.PK-K.4L Reenact part of a song or chant in response to verbal prompts in a small group.	16.2.PK-K.5L Reenact songs or chants in response to verbal prompts and digital media.	CC.1.5.PK.C CC.1.5.K.C
	Reading	16.2.PK-K.1R Sequence labeled pictures of main story events (e.g., first, next, last) with teacher support.	16.2.PK-K.2R Sequence labeled pictures of main story events and key details with teacher support and/or a partner.	16.2.PK-K.3R Sequence main story events and key details using labeled pictures.	16.2.PK-K.4R Match illustrations of key story details with sequence words cards in a small group.	16.2.PK-K.5R Locate sequence words in a story with visual support (e.g., illustrated flash cards 16.2.PK-K.1S or word wall).	CC.1.3.PK.A CC.1.3.K.A
PRODUCTIVE	Speaking	16.2.PK-K.1S Respond to Yes/No questions about an illustrated story.	16.2.PK-K.2S Respond to questions with one or two words or short phrases about an illustrated story.	16.2.PK-K.3S Retell a story with visual supports (e.g., realia, pictures, puppets) with a partner.	16.2.PK-K.4S Summarize the events of a story using visual supports with a partner.	16.2.PK-K.5S Express an opinion about a story or experience using visual supports and speaking prompts (e.g., I think...; I like...)	CC.1.5.PK.D CC.1.5.K.D
	Writing	16.2.PK-K.1W Illustrate a shared experience or event with teacher modeling.	16.2.PK-K.2W Illustrate and label a shared experience or event using invented spelling with a partner.	16.2.PK-K.3W Write about a shared experience or event in a shared group writing.	16.2.PK-K.4W Write initial sound of words describing a shared experience or event in a shared group writing.	16.2.PK-K.5W Write about a shared experience or event using high frequency words in a shared group writing.	CC.1.4.K.M

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

Grade Level: Pre-K-Kindergarten

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
16.3.PK-K	Level 1 Entering	16.3.PK-K.1L Assemble sets of objects in response to oral prompts (e.g., two pencils; three erasers) using manipulatives with teacher modeling and a partner.	16.3.PK-K.3L Assemble sets of objects in response to oral prompts (e.g., two pencils; three erasers) using manipulatives with a teacher or classroom aide.	16.3.PK-K.4L Assemble sets of objects in response to multi-step oral prompts (e.g., two pencils and three erasers) using manipulatives with a partner.	16.3.PK-K.5L Assemble sets of objects in response to multi-step oral prompts (e.g., two pencils and three erasers) using manipulatives.	CC.2.1.PK.A.2 CC.2.1.K.A.2
	RECEPTIVE	16.3.PK-K.1R Identify labeled pictures of shapes in response to oral prompts with manipulatives and teacher modeling.	16.3.PK-K.3R Match pictures of shapes to labels with manipulatives and a partner.	16.3.PK-K.4R Identify words related to shapes in phrases or short sentences in a small group.	16.3.PK-K.5R Identify words related to shapes in phrases or short sentences with manipulatives and a word bank.	CC.2.3.PK.A.1 CC.2.3.K.A.1
PRODUCTIVE	Speaking	16.3.PK-K.1S Repeat attributes of objects using words (e.g., long, short, heavy) or gestures with teacher modeling.	16.3.PK-K.3S Describe attributes of objects (e.g., This pencil is long.) using manipulatives with a partner.	16.3.PK-K.4S Compare attributes of objects using some technical language (e.g., This pencil is long. That one is short.) using manipulatives with a partner.	16.3.PK-K.5S Specify similarities and differences of attributes of objects using technical language (e.g., long, longer, longest) in a group.	CC.2.4.PK.A.1 CC.2.4.K.A.1
	Writing	16.3.PK-K.1W Describe measurable attributes of objects by tracing high frequency words (e.g., big; small) with a partner.	16.3.PK-K.3W Describe measurable attributes of objects using a pre-printed worksheet.	16.3.PK-K.4W Describe measurable attributes of objects with technical vocabulary using a pre-printed worksheet.	16.3.PK-K.5W Describe measurable attributes of objects with technical vocabulary with an illustrated word bank.	CC.2.4.PK.A.1 CC.2.4.K.A.1

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
Grade Level: Pre-K-Kindergarten

16.4.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.PK-K.1L Identify the three types of earth materials (rock, soil, and sand) by pointing to pictures, graphics or samples with teacher prompts.	16.4.PK-K.2L Collect types of earth materials as directed by one-step teacher prompts.	16.4.PK-K.3L Respond to WH-questions about the three types of earth materials in a small group.	16.4.PK-K.4L Identify the three types of earth materials following two-step oral directions in a small group.	16.4.PK-K.5L Respond to questions about the three types of earth materials with a partner.	3.3.PK.A1 3.3.K.A1
	Reading	16.4.PK-K.1R Match pictures illustrating seasonal changes in a group with teacher support following the read-aloud of a big book.	16.4.PK-K.2R Sort labeled pictures illustrating change-of-season effects on local environment (e.g., fall leaves, spring flowers, snow) following the read-aloud of a big book.	16.4.PK-K.3R Identify the changes in seasons with a partner following the read-aloud of a big book.	16.4.PK-K.4R Identify clothing and activities associated with the changes of seasons using simple sentences in a pocket chart following the read-aloud of a big book.	16.4.PK-K.5R Identify change-of-season effects on local environment with a partner (e.g., In the fall, leaves fall from trees) following the read-aloud of a big book.	4.1.PK.E 4.1.K.E
PRODUCTIVE	Speaking	16.4.PK-K.1S Identify precipitation types using visual-supporting materials (e.g., picture cards, illustrated word wall) in a small group.	16.4.PK-K.2S Describe using single words or short phrases precipitation types (e.g., picture cards, illustrated word wall).	16.4.PK-K.3S Identify and describe precipitation types using phrases chorally.	16.4.PK-K.4S Report precipitation type of the day using visual cues and simple sentences.	16.4.PK-K.5S Describe precipitation types with a partner using a sentence frame script.	3.3.PK.A5 3.3.K.A5
	Writing	16.4.PK-K.1W Distinguish living things from non-living by circling appropriate pictures with teacher modeling.	16.4.PK-K.2W Draw pictures of living and non-living things with a partner.	16.4.PK-K.3W Sort and label pictures of living and non-living things, using letters, scribbles and/or letter like forms.	16.4.PK-K.4W Draw and label pictures of living and non-living things with words or invented spellings with a picture dictionary.	16.4.PK-K.5W Draw and label living things and non-living things with words or short sentences with a partner or triads.	4.1.PK.A 4.1.K.A

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Grade Level: Pre-K-K-Kindergarten

16.5.PK-K	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	16.5.PK-K.1L Point to story locations on a map (e.g. The Hundred Acre Wood in Winnie the Pooh) after a repeated shared reading.	16.5.PK-K.2L Point to story locations on a map after a shared reading.	16.5.PK-K.3L Place story locations on a map after with a small group after a shared reading.	16.5.PK-K.4L Place story locations on a map after a shared reading.	16.5.PK-K.5L Identify locations of story events on a map after a shared reading.	7.1.K.B
	16.5.PK-K.1R Point to labeled illustrations of community workers in uniform with teacher prompts.	16.5.PK-K.2R Match labeled illustrations of community workers to tools to identify roles.	16.5.PK-K.3R Sort labeled illustrations of objects associated with community workers using manipulatives.	16.5.PK-K.4R Identify words and phrases related to community workers using a picture book with a partner.	16.5.PK-K.5R Read words, phrases and simple sentences related to community workers in a picture book.	5.3.PK.C 5.3.K.C
PRODUCTIVE	16.5.PK-K.1S Repeat names of currency using manipulatives with teacher prompting.	16.5.PK-K.2S Name units of currency when presented with visual cues.	16.5.PK-K.3S Engage in role play shopping with realia in a small group.	16.5.PK-K.4S Engage in discussion to express material wants using manipulatives with a partner.	16.5.PK-K.5S Tell a real or make believe story about a shopping experience with visuals.	6.2.PK.D 6.2.K.D
	16.5.PK-K.1W Draw a picture of self as member of a family unit with teacher modeling.	16.5.PK-K.2W Draw and label self and family members using scribbles, letter-like forms and invented spelling with teacher support.	16.5.PK-K.3W Draw and label self and family members using illustrated word walls.	16.5.PK-K.4W Write about a real family experience or event with a combination of pictures and words using a word wall.	16.5.PK-K.5W Write about a real family experience or event with a combination of familiar words and invented spelling using a word wall.	5.2.PK.A

English Language Development Standard 1: English language learners communicate information, ideas, and concepts necessary for Social and Instructional purposes.
Grade Level: 1

16.1.1	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening 16.1.1.1L Follow one-step oral directions as modeled by the teacher (e.g., Open your book.)	16.1.1.2L Follow segmented oral directions with cues from teacher or peers. (e.g., Open your book [pause] ... and take out a pencil.)	16.1.1.3L Follow multi-step oral directions with cues from teacher or peers (e.g., Open your book and take out a pencil.)	16.1.1.4L Follow combined oral directions of increasing complexity with visual or nonverbal support. (e.g., Write your name on the top left-hand side of the paper.)	16.1.1.5L Follow sequence from multiple oral directions (e.g., Write your name on the top left-hand side of the paper, then put the date on the top right-hand side.)	Not Applicable
	Reading 16.1.1.1R Follow written directions using diagrams or pictures with teacher modeling.	16.1.1.2R Follow written directions using labeled pictures with a partner.	16.1.1.3R Follow visually supported written directions with a small group.	16.1.1.4R Follow written directions with peer or teacher assistance.	16.1.1.5R Follow high frequency/familiar written directions.	Not Applicable
PRODUCTIVE	Speaking 16.1.1.1S Repeat simple words stated by teacher.	16.1.1.2S Repeat phrases, and memorized chunks of language stated by teacher.	16.1.1.3S Use phrases and simple statements with a partner.	16.1.1.4S Participate in class discussions on familiar social and academic topics.	16.1.1.5S Initiate conversation with peers and teachers on familiar social and academic topics.	Not Applicable
	Writing 16.1.1.1W Copy written language with teacher modeling.	16.1.1.2W Complete modeled sentence starters with teacher support.	16.1.1.3W Form simple sentences using word/phrase bank and peer support.	16.1.1.4W Produce original sentences using a word/phrase bank.	16.1.1.5W Create a related series of sentences in response to prompts.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Grade Level: 1

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
16.2.1	Listening	16.2.1.1L Point to illustrations of key story details in response to teacher prompt (e.g., where is Owl's bed? Where is the moon?) <u>Owl at Home</u> by Arnold Lobel	16.2.1.3L Sequence illustrations of key story details following a read aloud using a graphic organizer.	16.2.1.4L Respond to questions about key story details of a read aloud in a small group	16.2.1.5L Respond to a read aloud by role-playing key details with a partner.	CC.1.5.1.B
		16.2.1.1R Identify main ideas of a text using story illustrations and teacher prompts (e.g., Show me what little bear cooks. Who are little bear's friends?) <u>Little Bear</u> by Elsa Holmelund Minarik	16.2.1.3R Identify main idea of a text by matching story illustrations to phrase strips with peer support.	16.2.1.4R Locate the main idea of a text by identifying supporting phrases or sentences within the text with a partner.	16.2.1.5R Compare the main ideas of grade level texts using a graphic organizer with a partner.	CC.1.2.1.A
	Speaking	16.2.1.2S Describe the main events of a text using words and short phrases with visual support.	16.2.1.3S Retell the main events of a text with some relevant details with partner.	16.2.1.4S Summarize the main events of a text with relevant details in a group.	16.2.1.5S Summarize the main events of a text with relevant details with a partner.	CC.1.5.1.D
RECEPTIVE						
PRODUCTIVE						

16.2.1	PRODUCTIVE	Writing	Level 1 Entering 16.2.1.1W Label an illustrated sequence of events using a word wall with teacher support (e.g., pot, soup, Hen comes). <i>Little Bear</i> by Elsa Holmelund Minarik	Level 2 Emerging 16.2.1.2W Complete cloze sentences describing events (e.g., Little Bear makes soup with ____.) using a word wall.	Level 3 Developing 16.2.1.3W Write 2-3 sentences recounting two or more sequenced events using sentences starters.	Level 4 Expanding 16.2.1.4W Retell story events in a paragraph recounting two or more sequenced events, using a picture dictionary and/or guided model.	Level 5 Bridging 16.2.1.5W Summarize story events describing two or more sequenced events using a guided model.	Standards CC.1.4.1.P

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level: 1

16.3.1	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	<p>16.3.1.1L Point to object based on oral descriptions of length (e.g., Which pencil is short?) using realia.</p>	<p>16.3.1.2L Sort objects according to their lengths in response to oral instructions with a partner (e.g., Put the long _____ [pencils, crayons] on XX's desk. Put the short ones on YY's desk.)</p>	<p>16.3.1.3L Order objects according to their lengths (e.g., short, shorter, shortest; longer than) in response to oral directions with a partner.</p>	<p>16.3.1.4L Compare the lengths of objects in response to oral instructions using a graphic organizer in a small group.</p>	<p>16.3.1.5L Follow multi-step oral descriptions to compare the length of objects (e.g., The ruler is longer than the pencil; ...as long as) in a small group.</p>	CC.2.4.1.A.1
	<p>16.3.1.1R Match indirect measurement words (e.g., smaller, longest) with illustrations and teacher modeling.</p>	<p>16.3.1.2R Order labeled pictures of objects by length with a partner.</p>	<p>16.3.1.3R Identify indirect measurement words embedded in a simple word problem with a partner.</p>	<p>16.3.1.4R Select and use objects as described by length in a visually supported grade-level word problem.</p>	<p>16.3.1.5R Select and use objects as described by length in a grade-level word problem with peer support.</p>	CC.2.4.1.A.1
PRODUCTIVE	<p>16.3.1.1S Name the operation used to solve a simple math problem using with teacher modeling.</p>	<p>16.3.1.2S Restate the steps of an operation to solve a math problem using manipulatives in a small group.</p>	<p>16.3.1.3S Describe the steps used in an operation to solve a math problem using manipulatives in a small group.</p>	<p>16.3.1.4S Compare possible operations to solve a math problem using manipulatives in a small group.</p>	<p>16.3.1.5S Justify the operation used to solve a math problem using manipulatives with a partner.</p>	CC.2.2.1.A.1
	<p>16.3.1.1W Label single-word mathematical terms used in addition (e.g., plus, sum) using an illustrated word bank.</p>	<p>16.3.1.2W Compose phrases about a visually-supported addition problem using a word bank.</p>	<p>16.3.1.3W List the steps to solve an addition problem using sentence frames (e.g., "Start with the first number...").</p>	<p>16.3.1.4W Construct and solve an addition math story problem using a guided model.</p>	<p>16.3.1.5W Write multiple addition math story problems to be shared with classmates.</p>	CC.2.2.1.A.1

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Grade Level: 1

16.4.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.1.1L Construct models to test force and motion based on one-step oral commands in small groups using L1 or L2.	16.4.1.2L Construct models to test force and motion based on segmented instruction (e.g. "Get the blocks. [pause] Get the ramp. [pause]...") in small groups using L1 or L2.	16.4.1.3L Construct models to test force and motion based on a series of oral statements using realia in a small group.	16.4.1.4L Construct models to test force and motion based on oral discourse using realia in a small group.	16.4.1.5L Construct models to test force and motion based on extended oral discourse using realia with a partner.	3.2.1.B1
	Reading	16.4.1.1R Match labels to samples of earth materials (e.g., soil, sand) with a partner.	16.4.1.2R Identify characteristics of earth materials based on illustrated descriptions with a partner.	16.4.1.3R Sort characteristics of earth materials based on illustrated texts using a graphic organizer in a small group.	16.4.1.4R Sort characteristics of earth materials based on illustrated texts using a graphic organizer.	16.4.1.5R Match descriptive phrases to realia or photographs of earth materials.	3.3.1.A1
PRODUCTIVE	Speaking	16.4.1.1S Point to and name parts of an illustrated food chain with teacher modeling.	16.4.1.2S Describe (using words and phrases) the parts of a food chain presented in a model or illustration with a partner.	16.4.1.3S Describe (using simple sentences) the parts of a food chain from illustrated models.	16.4.1.4S Discuss the relationship between the parts of a food chain from illustrated models using sentence frames with a partner.	16.4.1.5S Discuss the relationship between the parts of a food chain from illustrated models in a small group.	4.1.1.C
	Writing	16.4.1.1W Draw and label pictures of stages of life cycles using illustrated word banks (e.g., seed, sprout).	16.4.1.2W Describe the stages of life cycles using drawings and phrases an illustrated word bank.	16.4.1.3W Describe the stages of life cycles using phrases and sentences with an illustrated word bank.	16.4.1.4W Describe in detail the stages of life cycles with an illustrated word bank and a graphic organizer.	16.4.1.5W Produce stories about the stages of life cycles with visual support.	3.1.K.A3

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Grade Level: 1

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
16.5.1	Listening	16.5.1.1L Match pictures of birthday celebrations of other cultures in response to teacher stated words (e.g. Show me the cake; Where is the present?)	16.5.1.2L Identify illustrations from birthday celebrations of other cultures in response to descriptive phrases.	16.5.1.3L Sequence picture cards after listening to a story about a birthday celebration in another culture.	16.5.1.4L Compare and contrast birthday celebrations using a graphic organizer after watching video clips.	8.4.1.C
		16.5.1.1R Identify labeled seasonal pictures with teacher modeling and prompts.	16.5.1.2R Match seasonal pictures to labels with teacher prompts.	16.5.1.3R Categorize pictures and descriptive phrases characteristic of different seasons with a partner.	16.5.1.4R Sequence information about seasonal changes from illustrated text using a graphic organizer (e.g., timeline).	7.3.1.A
PRODUCTIVE	Speaking	16.5.1.1S Name places on maps working with a partner (e.g., This is the hospital.)	16.5.1.2S Ask and answer WH-questions about places on a map with a partner (e.g., Where is Pennsylvania?)	16.5.1.3S Give directions from one place to another using a map with a partner.	16.5.1.4S Plan a trip using a map working with a partner.	7.1.1.B
	Writing	16.5.1.1W Illustrate and label classroom/school rules using words or short phrases with an illustrated work bank.	16.5.1.2W Illustrate and label classroom/school rules using phrases or short sentences with an illustrated word bank.	16.5.1.3W Complete sentences describing the importance of school rules using sentence stems (e.g., We must be quiet when ...)	16.5.1.4W Write sentences describing the importance of school rules using a graphic organizer.	5.1.1.B

English Language Development Standard 1: English language learners communicate in English for
SOCIAL AND INSTRUCTIONAL purposes within the school setting.
Grade Level: 2-3

16.1.2-3	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.2-3.1L Position manipulatives or realia according to one-step oral commands to show spatial relations (e.g., Put the books on the table.)	16.1.2-3.3L Follow oral directions verifying requests with cues from teachers or peers (e.g., Fold the paper in half and place it on your table the long way.)	16.1.2-3.4L Follow simple oral directions with visual or nonverbal support (e.g., Write your name on the top left-hand side of the paper.)	16.1.2-3.5L Follow sequence from multiple oral directions (e.g., Write your name on the top left-hand side of the paper, and then put the date on the top right-hand side.)	Not Applicable
	Reading	16.1.2-3.1R Match illustrations of school vocabulary with labels with visual supports (e.g., illustrated words wall; classroom labels).	16.1.2-3.3R Follow illustrated directions containing school vocabulary.	16.1.2-3.4R Follow high frequency written directions on homework, assignments, and assistance, with peer or teacher assistance.	16.1.2-3.5R Follow written directions on homework, assignments, and assessments.	Not Applicable
PRODUCTIVE	Speaking	16.1.2-3.1S Give and ask for permission or make requests using single words or gestures to teacher or peers in classroom situations.	16.1.2-3.3S Give and ask for permission or make requests using sentences to teacher or peers in classroom situations.	16.1.2-3.4S Communicate with peers to join in activities or games	16.1.2-3.5S Negotiate solutions to problems, interpersonal misunderstandings and/or disputes with a partner.	Not Applicable
	Writing	16.1.2-3.1W Illustrate personal experiences with a partner.	16.1.2-3.3W Participate in a shared writing activity about a common experience (e.g., field trip, guest speaker).	16.1.2-3.4W Write an email message using a picture dictionary.	16.1.2-3.5W Write in a dialogue journal about personal experiences using a picture dictionary or guided model.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Grade Level: 2-3

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
16.2.2-3	16.2.2-3.1L Answer questions about author's point of view after listening to an illustrated poem with a list of cognates in a large group/whole class.	16.2.2-3.2L Answer questions about author's point of view after listening to an illustrated poem with a list of cognates in triads.	16.2.2-3.3L Answer questions about author's point of view after listening to an illustrated poem in a think-pair-share.	16.2.2-3.4L Answer questions about author's point of view after listening to a poem in a think-pair-share.	16.2.2-3.5L Answer questions about author's point of view after listening to a poem.	CC.1.2.3.D
	RECEPTIVE	16.2.2-3.1R Match pictures of multiple meaning words (e.g., fly – insect, fly – verb) to print with teacher monitoring.	16.2.2-3.2R Point to the picture that demonstrates the multiple meaning word using visuals with simple sentences (e.g., I saw a bat; I hit the ball with a bat).	16.2.2-3.3R Point to the multiple meaning word using context clues in a sentence with a partner.	16.2.2-3.4R Identify the definition of multiple meaning words in a paragraph using a variety of strategies (e.g., context clues, dictionary) with a partner.	CC.1.2.3.K
PRODUCTIVE	16.2.2-3.1S Identify how a character feels by selecting labeled pictures showing emotion.	16.2.2-3.2S Answer WH-questions about character traits from a story using pictures (e.g., angry, sad, scared) with teacher modeling.	16.2.2-3.3S Respond to questions in phrases or short sentences about the traits of the main character using sentences starters with a partner and a list of character traits.	16.2.2-3.4S Discuss the traits of a character using specific and some technical language using a list of character traits with a partner.	16.2.2-3.5S Describe characters in a story (e.g., their traits and feelings) in a group.	CC.1.3.3.C

16.2.2-3	PRODUCTIVE	Writing	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
			16.2.2-3.1W Compare and contrast 'text to self' by sorting pictures onto a Venn Diagram with teacher modeling.	16.2.2-3.2W Compare and contrast 'text to self' using words, drawings or short phrases with a partner.	16.2.2-3.3W Compare and contrast 'text to self' using a variety of linking compare/contrast words (e.g. unlike; in common).	16.2.2-3.4W Compare and contrast 'text to self' in a paragraph using a pre-completed Venn diagram organizer, a list of compare or contrast linking words, and a paragraph frame.	16.2.2-3.5W Connect ideas in 'text to self' compare /contrast essays using linking words and phrases (e.g., similar to; in common; unlike) using a word bank and a pre-completed Venn diagram organizer.	CC.1.4.2.O CC.1.4.3.D

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

Grade Level: 2-3

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
16.3.2-3	16.3.2-3.1L Identify geometric figures with teacher prompts (e.g., Which is a square?)	16.3.2-3.2L Sort and classify figures (e.g., circles, triangles, quadrilateral) based on a teacher's oral description of measurable attributes using manipulatives.	16.3.2-3.3L Draw a geometric figure based on its attributes from an oral description given a word bank of attributes and a graphic organizer of shapes.	16.3.2-3.4L Draw a geometric figure based on its attributes from an oral description with a partner.	16.3.2-3.5L Draw a geometric figure based on its attributes from an oral description.	CC.2.2.2.A.1 CC.2.3.3.A.1
	16.3.2-3.1R Match operation symbols to single words (e.g., add, subtract, multiply, divide).	16.3.2-3.2R Match operation symbols to phrases (e.g., less than, difference between, more than, equal group) with teacher modeling.	16.3.2-3.3R Given a simple word problem, identify the operation to use using a word/symbol conversion chart.	16.3.2-3.4R Match a word problem to a math sentence with a partner.	16.3.2-3.5R Create a math sentence using a story problem given a combination of symbols (+, -, ×, ÷, >, and =) and numbers.	CC.2.2.3.A.4
PRODUCTIVE	16.3.2-3.1S Name the operations to be used to solve a simple math story problem in small groups using a chart or visuals.	16.3.2-3.2S Restate the steps of an operation to a partner using visuals or manipulatives with teacher modeling.	16.3.2-3.3S Describe the steps used in an operation to solve a math problem to a partner using visuals or manipulatives.	16.3.2-3.4S Discuss the operation necessary to solve a problem within a small group using visuals or manipulatives.	16.3.2-3.5S Justify the operation used to solve a math story problem.	CC.2.2.3.A.4

	Writing	16.3.2-3.1W Label the elements that comprise tables, charts or bar graphs in single words (e.g., vertical and horizontal axis, tally marks, labels).	16.3.2-3.2W Describe data shown in tables, charts or bar graphs in short phrases (e.g. smallest, goes up).	16.3.2-3.3W Describe data shown in tables, charts or bar graphs with cloze sentence frames.	16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model.	16.3.2-3.5W Interpret data shown in tables, charts or bar graphs using paragraphs with a guided model.	CC.2.4.2.A.4 CC.2.4.3.A.4
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English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Grade Level: 2-3

16.4.2-3	RECEPTIVE		Level 1 Emerging	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
		Listening	16.4.2-3.1L Select appropriate clothing after listening to a weather report in first language and English.	16.4.2-3.2L Select appropriate clothing after viewing a video weather report multiple times.	16.4.2-3.3L Select appropriate clothing after viewing a video weather report twice.	16.4.2-3.4L Select appropriate clothing after viewing a video weather report with guided questions.	16.4.2-3.5L Select appropriate clothing after viewing a video weather report.	
	Reading	16.4.2-3.1R Sort labeled pictures of clothing, shelter and food on a graphic organizer with teacher modeling.	16.4.2-3.2R Match labeled pictures of tools to sentence strips describing a final product (e.g., match thresher to 'This tool cuts wheat.')	16.4.2-3.3R Identify the tool used to provide food, clothing, or shelter after reading visually supported paragraph with a partner.	16.4.2-3.4R Identify the tools used to provide food, clothing, or shelter after reading an adapted text.	16.4.2-3.5R Identify the tools used to provide food, clothing, or shelter after reading a grade-level informational text with a picture dictionary.		3.4.3.B4

PRODUCTIVE	Speaking	16.4.2-3.1S Describe the size, shape, weight, color, texture and feel of an object using words or short phrases in first language and English.	16.4.2-3.2S Describe the size, shape, weight, color, texture and feel of an object in related phrases or short sentences using a word bank with a partner.	16.4.2-3.3S Compare objects based on size, shape, weight, color, texture and feel using multiple, expanded sentences with realia and sentence starters (This ___ is heavier than that one, but ___).	16.4.2-3.4S Compare objects based on size, shape, weight, color, texture and feel using multiple expanded sentences with a partner.	16.4.2-3.5S Compare and contrast the properties of various objects using technical language and multiple, expanded sentences with a partner.	3.2.3.A1
	Writing	16.4.2-3.1W Sequence the life cycle of a plant or animal using labeled pictures.	16.4.2-3.2W Label the life cycle of a plant or animal on a diagram with a word bank.	16.4.2-3.3W Describe the life cycle of a plant or animal in sentence form using a graphic organizer.	16.4.2-3.4W Describe the life cycle of a plant or animal in multiple related sentences with a visually supported guided model.	16.4.2-3.5W Elaborate on plant or animals life cycles (e.g., birth, development, reproduction) using paragraph frames.	3.1.3.A3

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: 2-3

16.5.2-3	RECEPTIVE	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
	Listening	16.5.2-3.1L Identify symbols in a map key in response to teacher prompts (e.g., Where is the hospital?)	16.5.2-3.2L Match pictures of labeled illustrations to map key symbols from oral description with a partner.	16.5.2-3.3L Locate places on a map follow multi-step directions from oral instructions with a partner.	16.5.2-3.4L Follow multi-step directions using a map key given oral instructions from a narrator in a small group.	16.5.2-3.5L Construct a map with a map key given oral instructions from a partner.	7.1.2.A 7.1.3.A

16.5.2-3	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
16.5.2-3	16.5.2-3.1R Match pictures of physical processes to words with teacher support.	16.5.2-3.2R Match cause and effect of basic physical processes using labeled before/after pictures (e.g., river and canyon) with a partner.	16.5.2-3.3R Identify cause and effect of basic physical processes after reading an adapted text using a graphic organizer (e.g., cause and effect or cycle chart) with visual support (illustrated word bank or word wall).	16.5.2-3.4R Identify cause and effect of basic physical processes after reading an adapted text using a graphic organizer (e.g., cause and effect or cycle chart).	16.5.2-3.5R Identify cause and effect of basic physical processes after reading a grade-level text using a graphic organizer (e.g., cause and effect or cycle chart) with a picture dictionary.	7.2.2.B 7.2.3.8
	16.5.2-3.1S Name pictures of needs (e.g., water, house) and wants (e.g., fancy backpack, expensive shoes) with teacher modeling and prompts.	16.5.2-3.2S Ask WH- questions about needs and wants with visual support (e.g., labeled flash cards, illustrated word bank).	16.5.2-3.3S Compare/contrast personal needs and wants with a partner using sentence frames.	16.5.2-3.4S Compare/contrast personal needs and wants with a partner.	16.5.2-3.5S Justify opinion on personal needs/wants with rehearsal time.	6.1.2.A 6.1.3.A
PRODUCTIVE	16.5.2-3.1W Illustrate a personal experience with conflict and resolution.	16.5.2-3.2W Illustrate and label with words phrases a personal experience with conflict and resolution with an illustrated word bank or picture dictionary.	16.5.2-3.3W Describe a personal experience with conflict and resolution using a combination of pictures and sentences using sentence frames and/or a picture dictionary.	16.5.2-3.4W Describe a personal experience of conflict and how it was resolved with paragraph frames and a picture dictionary.	16.5.2-3.5W Analyze an historical conflict or disagreement and the way in which it was resolved with paragraph frames or a graphic organizer.	5.2.2.B 5.2.3.B 8.2.2.D 8.2.3.D

English Language Development Standard 1: English language learners communicate in English for
SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Grade Level: 4-5

16.1.4-5	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	16.1.4-5.1L Identify materials needed to complete tasks (e.g., Take out a number 2 pencil.) using realia, oral directions, and peer support.	16.1.4-5.2L Select materials needed to complete tasks using phrases and short sentences with a partner (e.g., You need your activity sheet and math book.)	16.1.4-5.3L Match materials needed to complete tasks with their uses using realia, oral directions, and/or peer support.	16.1.4-5.4L Sequence use of materials or resources needed to complete tasks using realia, oral directions, and/or peer support.	16.1.4-5.5L Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., I may need to change my answer. Which kind of writing tool would be best?)	Not Applicable
	16.1.4-5.1R Match words or short phrases [e.g., library, play sports] to pictures associated with school community.	16.1.4-5.2R Classify phrases and short sentences associated with school community (e.g., Where we eat lunch) using graphic organizers.	16.1.4-5.3R Use context clues to determine meaning of words associated with school community in illustrated texts.	16.1.4-5.4R Analyze information about school community using a variety of printed materials during shared reading.	16.1.4-5.5R Draw conclusions about school community using a variety of printed materials during shared reading.	Not Applicable
PRODUCTIVE	16.1.4-5.1S Produce one-word responses to WH-questions about self with oral and picture prompts.	16.1.4-5.2S Produce phrases or short sentences in response to open-ended questions about self with oral and picture prompts.	16.1.4-5.3S Answer open-ended questions about self using complete sentences with a partner.	16.1.4-5.4S Ask for and provide clarification of personal information during conversation in a small group.	16.1.4-5.5S Provide extended discourse with justification in regard to personal information or opinions.	Not Applicable

16.1.4-5									
	16.1.4-5.1W	Label pictures showing socially and culturally appropriate behaviors in school using a picture dictionary.	16.1.4-5.2W Describe illustrations of socially and culturally appropriate behaviors in school with sentence starters.	16.1.4-5.3W Produce a written solution to correct an inappropriate behavior in school with a small group.	16.1.4-5.4W Summarize a variety of solutions to correct an inappropriate behavior in school in a small group.	16.1.4-5.5W Create multimedia brochures contrasting appropriate American school behaviors with those of other countries with a partner.			Not Applicable
	16.1.4-5.1W	Label pictures showing socially and culturally appropriate behaviors in school using a picture dictionary.	16.1.4-5.2W Describe illustrations of socially and culturally appropriate behaviors in school with sentence starters.	16.1.4-5.3W Produce a written solution to correct an inappropriate behavior in school with a small group.	16.1.4-5.4W Summarize a variety of solutions to correct an inappropriate behavior in school in a small group.	16.1.4-5.5W Create multimedia brochures contrasting appropriate American school behaviors with those of other countries with a partner.			Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level: 4-5

16.2.4-5	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	16.2.4-5.1L Point to illustrated words from repeated informational text (e.g., video, media, lecture) with a partner.	16.2.4-5.2L Sort pictures from repeated informational text (e.g. video, media, lecture) with teacher modeling.	16.2.4-5.3L Categorize oral information using pictures from informational text (e.g., video, media, lecture) with a graphic organizer.	16.2.4-5.4L Compare peers' ideas about informational text (e.g., video, media, lecture) using a graphic organizer in a small group discussion.	16.2.4-5.5L Draw conclusions from informational text (e.g., video, media, lecture) during group discussion.	CC.1.5.4.A CC.1.5.5.A CC.1.5.4.C CC.1.5.5.C
	16.2.4-5.1R Point to words associated with fact or opinion using a picture dictionary or one-to-one translator.	16.2.4-5.2R Identify language indicative of fact or opinion using phrases and sentences from fictional graded reader using a word bank.	16.2.4-5.3R Use context clues to identify fact and opinion from a chapter in fictional text using a graphic organizer.	16.2.4-5.4R Classify evidence of fact and opinion using examples in fictional text using a graphic organizer.	16.2.4-5.5R Draw conclusions about facts and opinions from fictional text using a rubric.	CC.1.2.4.B CC.1.2.5.B CC.1.2.4.E CC.1.2.5.E CC.1.2.4.H CC.1.2.5.H CC.1.2.4.K CC.1.2.5.K
PRODUCTIVE	16.2.4-5.1S Answer simple WH-questions about an informational text illustrations (e.g., What animal is carrying the books?) with teacher prompting. My Librarian is a Camel by Margaret Ruurs	16.2.4-5.2S Identify the main idea and a supporting detail from an illustrated informational text using sentence frames (e.g., In Kenya, librarians use _____) with a partner.	16.2.4-5.3S Restate the main idea and details from an illustrated informational text with a partner.	16.2.4-5.4S Discuss opinions about informational text using supporting details and sentence frames in a small group. (e.g., In my opinion, I believe).	16.2.4-5.5S Express and defend opinions with details from informational text using class notes in a class debate.	CC.1.5.4.A CC.1.5.5.A CC.1.5.4.D CC.1.5.5.D

16.2.4-5	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
Writing	16.2.4-5.1W Respond to illustrated events from an informational text using word or phrases with an illustrated word bank.	16.2.4-5.2W Produce short sentences about illustrated events from an informational text using sentence frames.	16.2.4-5.3W Compare and contrast details from an informational graded reader using a Venn Diagram.	16.2.4-5.4W Summarize details from a grade-level informational text using notes.	16.2.4-5.5W Write a persuasive essay using details from a grade-level informational text with a guided model.	CC.1.4.4.D CC.1.4.5.D CC.1.4.4.J CC.1.4.5.J CC.1.4.4.P CC.1.4.5.P CC.1.4.5.Q CC.1.4.5.Q

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level: 4-5

16.3.4-5	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	16.3.4-5.1L Point to the multiplication problem from short descriptions (e.g., times 10) by the teacher with visual support.	16.3.4-5.2L Sort the factors in a multiplication task following two-step oral directions with a partner.	16.3.4-5.3L Find the product of multiplication problems following multi-step oral directions with manipulatives in a small group.	16.3.4-5.4L Solve a multiplication problem from oral directions using realia (e.g., buying four apples using grocery ad).	16.3.4-5.5L Solve multiplication problems based on oral discourse with a partner.	CC.2.1.4.C.2 CC.2.1.5.C.2
	16.3.4-5.1R Match labeled parts of a division equation with its definition using visuals.	16.3.4-5.2R Identify parts of a division equation from a simple word problem using sentence stems with a model.	16.3.4-5.3R Sequence steps in solving a division word problem using sentence strips with a partner.	16.3.4-5.4R Interpret data (e.g., using charts, graphs, etc.) to determine division quotients in a small group.	16.3.4-5.5R Identify ways of using division in everyday life from multiple sources (e.g., approved search engines, textbooks, etc).	CC.2.1.4.C.1 CC.2.1.5.C.1 CC.2.1.4.C.2 CC.2.1.5.C.2 CC.2.3.5.A.1
PRODUCTIVE	16.3.4-5.1S Name parts of a fraction with teacher modeling.	16.3.4-5.2S Restate and use phrases to describe fractions using manipulatives with a partner.	16.3.4-5.3S Retell a story involving fractions in a triad.	16.3.4-5.4S Explain the concept of fractions using a graphic organizer in a small group.	16.3.4-5.5S Explain with examples ways fractions are used to solve problems in daily life.	CC.2.1.4.C.1 CC.2.1.5.C.1 CC.2.1.4.C.2 CC.2.1.5.C.2 CC.2.4.4.A.4 CC.2.4.5.A.4

16.3.4-5	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
Writing	16.3.4-5.1W Give examples of patterns in nature with an illustrated word bank.	16.3.4-5.2W Give examples of patterns in nature using general content words (e.g., shape, size, color).	16.3.4-5.3W Give examples of patterns in nature using sentence stems (e.g., I see that ___; I noticed that ___).	16.3.4-5.4W Give examples of patterns in nature using a paragraph frame.	16.3.4-5.5W Give examples of patterns in nature using complex sentence frames (e.g., I noticed that ___ is similar to ___).	CC.2.2.4.A.4 CC.2.2.5.A.4

English Language Development Standard 4: English language learner... communicate information, ideas, and concepts necessary for academic success in the content area of Science.
Grade Level: 4-5

16.4.4-5	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	16.4.4-5.1L Identify conservation measures using pictures and realia following oral descriptions.	16.4.4-5.2L Select and label the orally described conservation measures using realia with a partner.	16.4.4-5.3L Categorize conservation choices (e.g., past and present technology use) using real life examples.	16.4.4-5.4L Compare orally described conservation choices (e.g., past and present technology use) using real life examples.	16.4.4-5.5L Evaluate conservation measures from oral explanations of grade-level materials.	EE.4.5.4.A EE 4.5.4.C
	16.4.4-5.1R Match labels and symbols of weather patterns with teacher modeling.	16.4.4-5.2R Identify weather patterns from visually supported captions or short statements.	16.4.4-5.3R Sequence descriptive sentences and pictures to illustrate weather patterns.	16.4.4-5.4R Interpret texts to find solutions to weather pattern prediction problems with a small group.	16.4.4-5.5R Research the effects of weather patterns on the community using grade-level reading material.	ST 3.3.4.A5 ST 3.3.5.A5
PRODUCTIVE	16.4.4-5.1S Name parts of geological forms with a small group.	16.4.4-5.2S Ask WH-questions about geological forms using pictures and realia with a partner.	16.4.4-5.3S Describe how geological forms are organized with a partner.	16.4.4-5.4S Explain features of geological forms using a graphic organizer.	16.4.4-5.5S Evaluate and explain characteristics of geological forms from grade-level material.	ST 3.3.4.A1 ST 3.3.5.A1 ST 3.3.4.A2 ST 3.3.5.A2 ST 3.3.4.A3 ST 3.3.5.A3 ST 3.3.4.A6 ST 3.3.5.A6
	16.4.4-5.1W Draw and label pictures of scientific phenomena based on observations (e.g., life cycles) in L1 or L2.	16.4.4-5.2W Record observations of scientific phenomena based on visuals/realia using a graphic organizer.	16.4.4-5.3W Describe and record observations of scientific phenomena on a tri-fold science board.	16.4.4-5.4W Produce journals based on scientific observations from classroom experiments.	16.4.4-5.5W Summarize explanations and observations in a scientific journal using grade-level materials.	ST 3.2.4.A.1 ST 3.2.5.A.1

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Grade Level: 4-5

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
16.5.4-5	16.5.4-5.1L Point to tools and artifacts based on oral descriptions with visual support.	16.5.4-5.1L Point to pictures of tools and artifacts based on oral classifications with a partner.	16.5.4-5.1L Sequence use of tools and artifacts described orally using a timeline with a partner.	16.5.4-5.1L Identify the differences between tools and artifacts of different time periods using a guided model.	16.5.4-5.1L Draw conclusions about tools and artifacts through oral discourse after video on anthropological sites.	8.2.4.B 8.2.5.B 8.3.4.B 8.3.5.B 8.4.4.B 8.4.5.B
	RECEPTIVE	16.5.4-5.1R Sequence migration stories from non-fiction texts using a graphic novel format with single words or phrases	16.5.4-5.2R Sequence migration stories from a non-fiction text using a graphic novel with sentence strips.	16.5.4-5.3R Sequence migration stories from a non-fiction text after a group reading.	16.5.4-5.4R Sequence migration stories from a non-fiction text with a partner.	8.3.4.D 8.3.5.D
PRODUCTIVE	16.5.4-5.1S Present to peers the responsibilities of branches of government using iPad and visuals.	16.5.4-5.2S Define the responsibilities of the branches of government using sentence starters with a partner.	16.5.4-5.3S List the responsibilities of the branches of government in small groups.	16.5.4-5.4S Define the responsibilities of the branches of government in small groups.	16.5.4-5.5S Present to peers the responsibilities of the branches of government using notes.	5.3.4.A 5.3.5.A
	Writing	16.5.4-5.1W Label pictures of cross-cultural interaction with a partner.	16.5.4-5.2W Write short statements about cross cultural experiences in your community using a graphic organizer.	16.5.4-5.3W Compare and contrast cross-cultural experiences in your community with multiple sentences using a guided model.	16.5.4-5.4W Write a short paragraph summarizing information about cross-cultural experiences in your community using transition words with a word bank.	16.5.4-5.5W Write a persuasive essay about the importance of cross-cultural experiences using visually supported grade-level resources.

English Language Development Standard 1: English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.

Grade Level: 6-8

16.1.6-8	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	16.1.6-8.1L Respond to oral prompts related to classroom behaviors (e.g., Raise your hand; Open your book) with gestures.	16.1.6-8.1L Follow instructions related to classroom behaviors (e.g. sharing; turn taking) through role play.	16.1.6-8.1L Identify positive ways of interacting socially based on oral descriptions with a partner.	16.1.6-8.1L Compare positive and negative solutions to peer pressure based on oral descriptions during teacher facilitated discussion.	16.1.6-8.1L Make connections to self from oral scenarios involving peer interactions.	Not Applicable
	16.1.6-8.1R Arrange pictures and symbols with words and phrases in everyday print (e.g., menu, signs, newspaper) in L1 or L2.	16.1.6-8.2R Find key information from everyday print (e.g., menu, signs, newspaper) with visual supports.	16.1.6-8.3R Categorize relevant and irrelevant information on topics gathered from everyday print on a t-chart with a partner.	16.1.6-8.4R Draw conclusions on topics gathered from everyday print in highlighted text.	16.1.6-8.5R Summarize information on topics gathered from everyday print while independently reading.	Not Applicable
PRODUCTIVE	16.1.6-8.1S State greetings, compliments, introductions, or farewells in authentic context using one or two words while roleplaying.	16.1.6-8.2S Ask and respond to simple WH-questions or exchange information with picture cues.	16.1.6-8.3S Exchange everyday information using conversation models with partners.	16.1.6-8.4S Participate in conversation using idiomatic expressions or slang in a small group.	16.1.6-8.5S Participate in conversation using idiomatic expressions of slang with a partner.	Not Applicable
	16.1.6-8.1W Make "To do" lists (pictures and words) using a picture dictionary.	16.1.6-8.2W Compose short phrases or sentences about personally relevant tasks (shopping, dining, personal hygiene) with a partner using sentence frames.	16.1.6-8.3W Construct simple paragraphs about personally relevant tasks using a graphic organizer.	16.1.6-8.4W Revise paragraphs about personally relevant tasks with a partner.	16.1.6-8.5W Write responses including figurative language about personally relevant tasks using study guides.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
Grade Level: 6-8

16.2.6-8	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	16.2.6-8.1L Select illustrations representing main ideas based on simple oral words/phrases using a word bank.	16.2.6-8.2L Select illustrations representing main ideas based on brief oral descriptive phrases using a word bank.	16.2.6-8.3L Identify main idea and supporting detail based on oral descriptions using sentence frames.	16.2.6-8.4L Connect main idea and supporting details based on a teacher-read passage with a partner using graphic organizer.	16.2.6-8.5L Summarize main ideas and supporting details based on teacher-read fiction/nonfiction during small groups.	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A
	16.2.6-8.1R Match words to illustrations that reflect main ideas of an illustrated text.	16.2.6-8.2R Locate phrases that reflect the main ideas of an illustrated text.	16.2.6-8.3R Analyze the use of illustrations, headings, captions, vocabulary to determine the central idea of a text with a partner.	16.2.6-8.4R Identify the central and related ideas of a text in sentences using a story map while working in a small group.	16.2.6-8.5R Select and explain the best summary of the central and related ideas of a text in a group of three to four.	CC.1.2.6.L CC.1.2.7.L CC.1.2.8.L CC.1.3.6.K CC.1.3.7.K CC.1.3.8.K
PRODUCTIVE	16.2.6-8.1S Repeat key vocabulary (WH-words) that demonstrate main ideas using illustrated flash cards.	16.2.6-8.2S Describe the main idea using short phrases with a partner.	16.2.6-8.3S Connect three details to one main idea with an adapted text in a small group of 3-4.	16.2.6-8.4S Explain the connection between different details and at least two main ideas in a small group of 3-4.	16.2.6-8.5S Debate the main idea and cite details with self-selected support (e.g., a partner, notes, rehearsal time).	CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B
	16.2.6-8.1W Label events in a story with sequence words (e.g., first, second, then, last) using an illustrated narrative or informational text.	16.2.6-8.2W Write phrases to demonstrate sequence from an illustrated narrative or informational text sentence frames (e.g., After that ...; Finally...).	16.2.6-8.3W Compose sentences that convey sequence using a sequencing chart.	16.2.6-8.4W Construct a paragraph that uses some technical language (e.g., initially, finally) to convey sequence using model papers.	16.2.6-8.5W Edit multiple organized paragraphs that use technical language to sequence events using a rubric.	CC.1.4.6.D CC.1.4.7.D CC.1.4.8.D CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P

English Language Development Standard 3: English language learner... communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level: 6-8

16.3.6-8	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	16.3.6-8.1L Match two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner using single words or phrases.	16.3.6-8.2L Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner reading brief descriptions.	16.3.6-8.3L Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner reading a paragraph	16.3.6-8.4L Match two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner using grade level specific vocabulary (e.g., polygon, cube, tetrahedral).	16.3.6-8.5L Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes after an oral presentation to the whole class.	CC.2.3.7.A.2 CC.2.3.8.A.2
	16.3.6-8.1R Match order of operations terms with symbols with teacher prompting.	16.3.6-8.2R Identify key terms to determine the order of operations in a shared reading of a story problem.	16.3.6-8.3R Demonstrate the order of multi-step problems using manipulatives.	16.3.6-8.4R Follow written directions to solve a multi-step problem based on models.	16.3.6-8.5R Solve a multi-step problem working with a partner.	CC.2.2.7.B.3 CC.2.2.8.B.3
PRODUCTIVE	16.3.6-8.1S Name math terms as depicted on flash cards.	16.3.6-8.2S State the steps needed to solve a visually depicted math problem using manipulatives.	16.3.6-8.3S Explain the steps used to solve a visually supported math problem.	16.3.6-8.4S Analyze the process for solving grade-level math problems with a partner.	16.3.6-8.5S Offer an alternative solution to solving a math problem with a small group.	CC.2.2.7.B.3 CC.2.2.8.B.3

16.3.6-8	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
	<p>16.3.6-8.1W Label a bar graph with title, appropriate scale, labels and a key using a model.</p>	<p>16.3.6-8.2W Write phrases to describe patterns of data in charts and graphs using a visual example.</p>	<p>16.3.6-8.3W Compare and contrast data in charts and graphs using a Venn diagram.</p>	<p>16.3.6-8.4W Create an appropriate chart or graph for a given set of data while working with a partner.</p>	<p>16.3.6-8.5W Justify the process for solving a grade-level open-ended item dealing with data (e.g., why a circle graph would be the best way to report the data) using class notes.</p>	<p>CC.2.4.6.B.1 CC.2.4.7.B.1 CC.2.4.8.B.1</p>
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
PRODUCTIVE	<p>16.3.6-8.1W Label a bar graph with title, appropriate scale, labels and a key using a model.</p>	<p>16.3.6-8.2W Write phrases to describe patterns of data in charts and graphs using a visual example.</p>	<p>16.3.6-8.3W Compare and contrast data in charts and graphs using a Venn diagram.</p>	<p>16.3.6-8.4W Create an appropriate chart or graph for a given set of data while working with a partner.</p>	<p>16.3.6-8.5W Justify the process for solving a grade-level open-ended item dealing with data (e.g., why a circle graph would be the best way to report the data) using class notes.</p>	<p>CC.2.4.6.B.1 CC.2.4.7.B.1 CC.2.4.8.B.1</p>

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Grade Level: 6-8

16.4.6-8	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.6-8.1L Critique peer science fair presentations with a rubric and an interpreter.	16.4.6-8.3L Critique peer science fair presentations with a rubric with icons (e.g., Likert Scale).	16.4.6-8.4L Critique peer science fair presentations with a rubric and a partner.	16.4.6-8.5L Critique peer science fair presentations with a rubric.	S8.A.1.1 Science as Inquiry (e.g. 3.1.6.A9 3.1.7.A9 3.1.8.A9)
	Reading	16.4.6-8.1R Match names of recyclable objects with illustrations with a bilingual dictionary.	16.4.6-8.2R Match sentence strips to illustrations of the steps in the recycling process with a partner.	16.4.6-8.3R Identify the steps and outcomes of a community recycling program in a highlighted or chunked newspaper article.	16.4.6-8.5R Predict outcomes of a community recycling program in a newspaper article using class notes.	4.3.6.D
PRODUCTIVE	Speaking	16.4.6-8.1S Name the components of the Milky Way using visuals as a guide.	16.4.6-8.2S Restate the interconnectedness of the components of the Milky Way using visuals and notes/graphic organizers.	16.4.6-8.3S Ask questions about the interconnectedness of the components of the Milky Way using visuals and notes/graphic organizers.	16.4.6-8.5S Analyze orally the interconnectedness of the components of the Milky Way in a small group	3.3.6.B1 3.3.7.B1
	Writing	16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner.	16.4.6-8.2W Label a drawing/model of a plant cell using a word bank from an illustrated model.	16.4.6-8.3W List the steps of photosynthesis in plants using a pictorial representation.	16.4.6-8.5W Write a multi-paragraph report explaining the role of photosynthesis in the cycling of matter and flow of energy on Earth.	3.1.6.A2 3.1.7.A2 3.1.6.A5 3.1.7.A5

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: 6-8

16.5.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.6-8.1L Locate places or geographic features on a map from oral description..	16.5.6-8.2L Select appropriate maps to identify regions, countries or landforms from oral description.	16.5.6-8.3L Select appropriate maps based on oral descriptions about regions, countries, landforms or manmade structures.	16.5.6-8.4L Compare and contrast different types of maps from oral descriptions using a graphic organizer.	16.5.6-8.5L Construct a representation of different types of maps from oral descriptions.	7.1.6.B 7.1.7.B 7.1.8.B 7.2.6.A 7.2.7.A 7.2.8.A
	Reading	16.5.6-8.1R Identify words and phrases from text and charts with visual support.	16.5.6-8.2R Classify data based on information from text and charts using a graphic organizer.	16.5.6-8.3R Compare data based on information from text and charts using a graphic organizer.	16.5.6-8.4R Analyze data based on information and charts in a small group.	16.5.6-8.5R Predict future trends based on data gleaned from grade-level text and charts in a small group.	8.1.6.C 8.1.7.C 8.1.8.C
PRODUCTIVE	Speaking	16.5.6-8.1S Name historical figures or events in photographs and illustrations with a partner.	16.5.6-8.2S Answer WH-questions about historical figures or events from photographs, illustrations or videos in a small group.	16.5.6-8.3S Role-play scenes from the lives of historical figures or events with a team.	16.5.6-8.4S Engage in a classroom discussion about historical figures or events based on previously completed graphic organizer.	16.5.6-8.5S Debate or defend a decision or action of an historical figure or event in teams.	8.1.6.A-B 8.1.7.A-B 8.1.8.A-B
	Writing	16.5.6-8.1W Label pictures of historical events with a partner.	16.5.6-8.2W Write phrases or short sentences about visually supported historical events using sentence frames.	16.5.6-8.3W Compare and/or contrast visually supported historical events using a Venn diagram.	16.5.6-8.4W Generate an informative comparative summary of historical events with a writing frame in a small group.	16.5.6-8.5W Write an informative comparative essay about an historical event using primary sources with a rubric.	8.1.6 A 8.1.7.A 8.1.8.A 8.1.6 C 8.1.7.C 8.1.8.C

English Language Development Standard 1: **المتحدثون** language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.
Grade Level: 9-12

16.1.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.9-12.1L Follow one-step oral directions from teacher supported by gestures.	16.1.9-12.2L Sequence events with visual support (i.e., Follow a daily schedule).	16.1.9-12.3L Follow multi-step oral directions to select materials or resources needed to complete tasks with a partner.	16.1.9-12.4L Follow-up, process and respond to announcements over the intercom with peer support.	16.1.9-12.5L Analyze and interpret the appropriateness of oral messages or information from a variety of sources (such as: popular songs and voicemail messages) with a small group.	Not Applicable
	Reading	16.1.9-12.1R Sort information from multiple visually supported sources with a partner.	16.1.9-12.2R Identify important information (e.g., by highlighting) from multiple visually supported sources with a partner.	16.1.9-12.3R Categorize (e.g., best, maybe, unlikely) options from multiple sources with a graphic organizers	16.1.9-12.4R Summarize information from a variety of visually supported print resources.	16.1.9-12.5R Evaluate hypotheses based on information from a visually supported text.	Not Applicable
PRODUCTIVE	Speaking	16.1.9-12.1S Answer yes/no questions about types of music, games, TV programs or recreational with visual support.	16.1.9-12.2S Ask WH questions about preferred movies, magazines, stories, or authors with a partner.	16.1.9-12.3S Recommend games, songs, books, films or computer programs with a partner.	16.1.9-12.4S Compare and contrast plays, films, books, songs, computer programs or magazine articles using realia.	16.1.9-12.5S In a multimedia presentation, critique and evaluate plays, films, books, songs, computer programs, or magazine articles with a small group.	Not Applicable
	Writing	16.1.9-12.1W List common personal interests with a partner.	16.1.9-12.2W Create a graphic organizer about common personal interests with a partner.	16.1.9-12.3W Develop interview questions for a personal interest questionnaire with a small group.	16.1.9-12.4W Write a summary of information from personal interest questionnaires with a small group.	16.1.9-12.5W Make written conclusions and inferences about data collected from questionnaires with a partner.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level: 9-12

16.2.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.9-12.1L Match oral content vocabulary to visuals with a small group.	16.2.9-12.2L Match oral phrases and statements to media, objects, or illustrations with a partner.	16.2.9-12.3L Sort or sequence events from oral commentary with visual support and graphic organizers.	16.2.9-12.4L Identify cause and effect from oral discourse (e.g., watch a video clip and predict a character's response) with a partner	16.2.9-12.5L Identify personal connections from oral descriptions of a character's actions and/or experiences using a graphic organizer.	CC.1.2.9-10.C CC.1.2.11-12.C CC.1.5.9-10.C CC.1.2.11-12.C
	Reading	16.2.9-12.1R Match a person to his/her acts or accomplishments using visuals.	16.2.9-12.2R Sequence the events of a person's life using a timeline.	16.2.9-12.3R Identify motivational factors in a person's life using visuals and annotated text.	16.2.9-12.4R Interpret the impact of a person's life on others or society from visually supported text (e.g., How did Rosa Park's decisions affect the Civil Rights movement?)	16.2.9-12.5R Analyze a person's life choices using grade level text (e.g., was a decision beneficial or harmful).	CC.1.2.9-10.C CC.1.2.11-12.C CC.1.3.9-10.C CC.1.3.11-12.C
PRODUCTIVE	Speaking	16.2.9-12.1S Ask and answer WH-questions about text features using visually guided prompts with a small group of students.	16.2.9-12.2S Ask and answer text features using pictures, graphs, or charts with a partner.	16.2.9-12.3S Ask and answer context features of text using graphic organizers.	16.2.9-12.4S Discuss the key details and events of a grade-level non-fiction text in a small group using class notes.	16.2.9-12.5S Discuss the key details and events of a grade-level non-fiction text using class notes	CC.1.2.9-10.A CC.1.2.11-12.A CC.1.3.9-10.A CC.1.3.11-12.A CC.1.5.9-10.D CC.1.5.11-12D CC.1.5.9-10.E CC.1.5.11-12E

	16.2.9-12.1W Produce key words or phrases on a relevant topic using bilingual or picture dictionaries.	16.2.9-12.2W Produce phrases/short sentences using various writing styles with a guided model.	16.2.9-12.3W Produce paragraphs in various genres from notes with a guided model.	16.2.9-12.4W Edit and revise rough drafts across various genres using checklists or rubrics with a partner.	16.2.9-12.5W Produce grade-level writing across various genres using rubrics and electronic writing tools.	CC.1.4.9-10.A CC.1.4.11-12.A CC.1.4.9-10.G CC.1.4.11-12.G CC.1.4.9-10.T CC.1.4.11-12.T
Writing						

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level: 9-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	16.3.9-12.1L Listening Match math vocabulary to geometric figures in a small group.	16.3.9-12.2L Follow teacher directions to create a geometric figure using manipulatives.	16.3.9-12.3L Identify geometric figures based on oral descriptions with a partner.	16.3.9-12.4L Create geometric figures based on multi-step oral directions with a partner.	16.3.9-12.5L Transform geometric shapes based on oral directions using computer software or other supports.	CC.2.3.HS.A.1 CC.2.HS.A.13
	16.3.9-12.1R Reading Match data to the correct graph (e.g., data table to a circle graph) with a partner.	16.3.9-12.2R Organize data on a basic chart with a partner or a group.	16.3.9-12.3R Interpret data in a graph working with a partner or a group.	16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group.	16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	CC.2.4.HS.B.1 CC.2.4.HS.B.3
PRODUCTIVE	16.3.9-12.1S Speaking Repeat the steps in the order of operations using a guided model with a partner.	16.3.9-12.2S Identify steps in the order of operations with a small group.	16.3.9-12.3S Sequence the steps to solve a problem involving the order of operations with a small group. (e.g., add before you subtract in an algebraic equation).	16.3.9-12.4S Explain the solution to a problem involving the order of operations using visual supports.	16.3.9-12.5S Analyze the solution to a problem involving the order of operations with a partner.	CC.2.1.HS.F.1 CC.2.1.HS.F.2

	Writing	<p>16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions.</p>	<p>16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group.</p>	<p>16.3.9-12.3W Compose a simple algebraic equation, inequality or expression using a guided model.</p>	<p>16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner.</p>	<p>16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.</p>	<p>CC.2.2.HS.D.10 CC.2.2.HS.D.9</p>
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English Language Development Standard 4: English language learner _____ communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level: 9-12

16.4.9-12	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	16.4.9-12.1L Match pictures of water to its various states using visual cues.	16.4.9-12.2L Categorize water according to its states and properties with a partner.	16.4.9-12.3L Predict how the state of water will change given various real-world scenarios in videos.	16.4.9-12.4L Compare and contrast the unique properties of water to other liquids with a graphic organizer and teacher direction.	16.4.9-12.5L Reflect on how human influence impacts the state of water with a small group.	3.1.B.A8 4.2.10.C 4.2.12.C
	16.4.9-12.1R Select traits related to patterns of inheritance (e.g., blond vs. black hair, short tails vs. long tails) with visual support.	16.4.9-12.2R Identify the different parts of a DNA molecule on a diagram with a partner.	16.4.9-12.3R Describe the role of protein synthesis in cell reproduction using poster support.	16.4.9-12.4R Analyze genetic mutations and the how the DNA sequence may or may not affect phenotype using illustrations/photographs.	16.4.9-12.5R Draw conclusions about the impact of breeding using guided notes (e.g., dog, fruit, flower breeding).	3.1.12.B1 3.1.12.B3 3.1.12.B5 3.1.12.C2
PRODUCTIVE	16.4.9-12.1S Name examples of extinct and non-extinct species using flash cards (e.g., t-rex, woolly mammoth, raccoons).	16.4.9-12.2S Identify and describe artifacts that support the theory of evolution (e.g., identify pictures of fossil skeletons).	16.4.9-12.3S Describe the possible causes of species extinction using online video resources.	16.4.9-12.4S Discuss how natural selection can impact a population in a small group.	16.4.9-12.5S Debate various theories of evolution, creation, and extinction of life with teacher modeling and class notes.	3.1.12.C1 3.1.12.C2 3.1.12.C3
	16.4.9-12.1W Label a simple diagram of the food chain using graphic support.	16.4.9-12.2W Take notes on a graphic organizer to show predator/prey relationships using phrase wall support.	16.4.9-12.3W Write an outline describing a food web which includes producers, consumers, and decomposers with template support (e.g., descriptors of the roles of each organism).	16.4.9-12.4W Summarize the flow of energy within an ecosystem with the support of a model (i.e., as it relates to the food web).	16.4.9-12.5W Produce a research report explaining how the flow of energy within an ecosystem changes when one element is removed with partner support (i.e., as it relates to the food web).	4.1.10.C 4.1.12.C

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: 9-12

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
16.5.9-12	Listening	16.5.9-12.1L Indicate where natural resources exist (e.g., Find an oil rig) from visually supported oral description.	16.5.9-12.3L Compare availability of natural resources between two or more countries from visually supported oral description.	16.5.9-12.4L Analyze distribution of products from natural resources among global markets from visually supported oral description.	16.5.9-12.5L Interpret implications of distribution of products from natural resources among global markets from visually supported oral description.	6.3.12C
		16.5.9-12.1R Identify key vocabulary related to local, state and national government supported visually in L1 or L2	16.5.9-12.3R Note the roles and responsibilities of local, state and national government using a Venn diagram with a partner.	16.5.9-12.4R Differentiate the roles of local, state and national governments using a Venn diagram.	16.5.9-12.5R Differentiate the responsibilities of local, state and national governments based on implicit and explicit texts with a partner.	5.3.C.A 5.3.9.A 5.3.12A
RECEPTIVE	Reading	16.5.9-12.1S Respond to Yes/No questions about current or past events in world history with visual supports (e.g., photographs)..	16.5.9-12.3S Discuss personal connections to current or past people or events in world history (e.g., I visited Tiananmen Square) using realia or visual supports.	16.5.9-12.4S Analyze current or past events in world history with a small group.	16.5.9-12.5S Critique current or past issues or policies in world history with a partner.	8.4.W.A
		16.5.9-12.1W Match key vocabulary with the physical characteristics of places on a map or a chart with a small group.	16.5.9-12.3W Summarize the physical characteristics of places from information presented in a graphic organizer.	16.5.9-12.4W Create a multi-paragraph essay from an outline describing the physical characteristics of places or regions with a partner.	16.5.9-12.5W Write a research paper analyzing the physical characteristics of places or regions using a graphic organizer.	7.2.W.A
PRODUCTIVE	Speaking	Writing				

APPENDIX A Deeper Understanding

Introduction

There are an estimated 52,296 English Learners (ELs) enrolled in Pennsylvania's publicly funded schools.¹ These learners represent 3 percent of the total student school population. The three most common languages spoken by Pennsylvania's ELs (as a percentage of the state's EL students) are Spanish (57%), uncoded languages (6.2%), and Chinese (4.3%). These students bring with them valuable cultural and linguistic assets, including their home languages. In spite of these assets, ELs face significant challenges to achieving academic success compared to their non-EL peers. With effective, research-based supports and access to quality instruction, ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

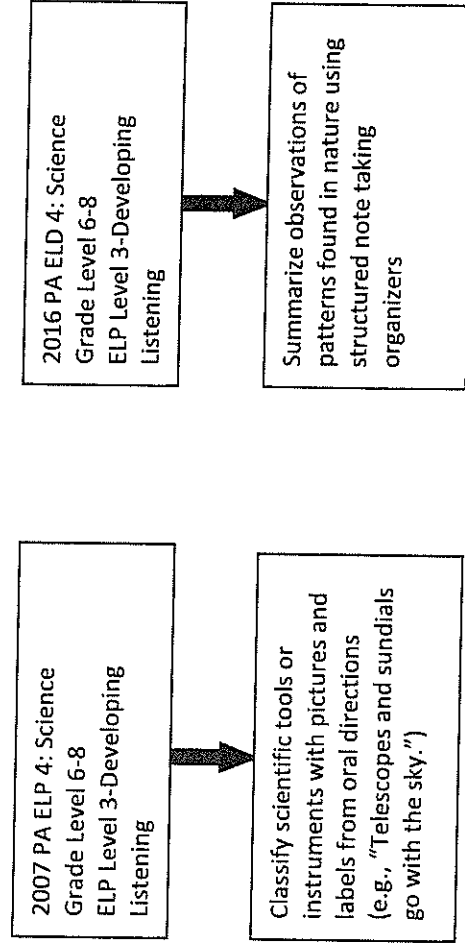
The challenge for educators in the classroom is found within the duality of providing comprehensible academic content as determined by the Pennsylvania Core/Academic Standards, as well as ensuring that ELs acquire the necessary academic language (vocabulary, grammar, etc.) to access content and exhibit knowledge and mastery of subject material. This can be accomplished through the collaborative efforts of instructional staff responsible for instructing these students. To support equitable instruction and assessment of ELs, Pennsylvania developed the Pennsylvania English Language Proficiency Standards (PA ELPS) in 2007. The PA ELPS provided a framework for standards-based instruction and assessment for ELs to attain English language proficiency. Under the direction and guidance of the Pennsylvania Department of Education, a workgroup comprised of educators from various educational systems came together to create these standards and correlate them to Pennsylvania's Academic Standards.

Since the initial PA ELPS were implemented, changes have occurred with educational policy and practice. In 2013, Pennsylvania's Elementary and Secondary Education Act (ESEA) flexibility waiver received federal approval. The waiver included an assurance to develop and adopt rigorous standards in English language arts and mathematics that build toward college and career readiness by graduation. It also ensured that these rigorous standards would be implemented for all students and that educators would receive the needed supports to transition to these new standards. Therefore, Pennsylvania's Core/Academic Standards reflect this increased rigor. Pennsylvania's ESEA flexibility waiver also required that the state review and update existing English Language Proficiency Standards (ELPS) in order to correlate them to the new Core/Academic Standards.

Increasing Rigor

An example of the increased rigor can be seen in the comparison of a 2007 ELPS Model Performance Indicator (MPI) to the newly revised 2016 indicator (Figure 1).

Figure 1. Model Performance Indicator



Note: These MPIs address the same ELPD Standard and subject area. They also target the same grade level, the same skill (Listening) and the same level of language development. However, the task from the 2016 ELD Framework is both more academically and linguistically complex than the 2007 task. Teachers will notice this reflected across the 2016 revision.

Research suggests that academic achievement among ELs lags behind their English-proficient counterparts, with gaps evident not only in language instruction, but also in core subject areas with high language demands.² Nationally, in 2011 ELs scored 36 points lower on the National Assessment of Educational Progress (NAEP) reading assessment compared to non-EL students, with the achievement gap increasing to 44 points at the 8th grade level, with no measurable improvement shown from the achievement gaps evident in 2002.

In Pennsylvania, state assessment data echoes national findings on academic achievement gaps of ELs. The 2012 Pennsylvania System of School Assessment (PSSA) results indicate academic proficiency of ELs falling well below their English proficient peers, with only 17.8% of ELs scoring proficient or above in reading, compared to 71.9% of non-ELs, and 35% of ELs scoring proficient in math, compared to 75.7% of non-ELs. Significantly, these results were less than the 2011 PSSA results, when 23.8% of ELs scored proficient or higher in reading, with 41.9% proficient or higher in mathematics.

During the time period the workgroup was meeting, the Every Student Succeeds Act of 2015 (ESSA) was signed into law. This educational reauthorization recognized the unique needs of ELs, including acknowledging the heterogeneity within the EL subgroup and reaffirms the goal inherent in the Flexibility Waivers: rigorous and challenging academic achievement standards which prepare students for success in college and career.

The workgroup took into account the federal legislation and the increased focus on academic language (e.g., what it is, when it is used, and how English learners can acquire it) as it reviewed and updated the standards. The workgroup also recognized that for ELs to acquire English proficiency and become academically successful, content educators must provide equitable access to planned instruction for their ELs. Classroom educators must not only understand the role of English Language Development Standards (ELDS) as an overlay to content area instruction, but have the tools and knowledge necessary to differentiate instructional content based upon the English language ability of their students. Differentiation of content will enable ELs to master academic English, gain content knowledge and achieve academic success. Therefore, to support educators in meeting the instructional needs of ELs and guide program development and lesson delivery, the workgroup developed the Pennsylvania English Language Development Standards (PA ELDS) Framework.

Model Performance Indicators

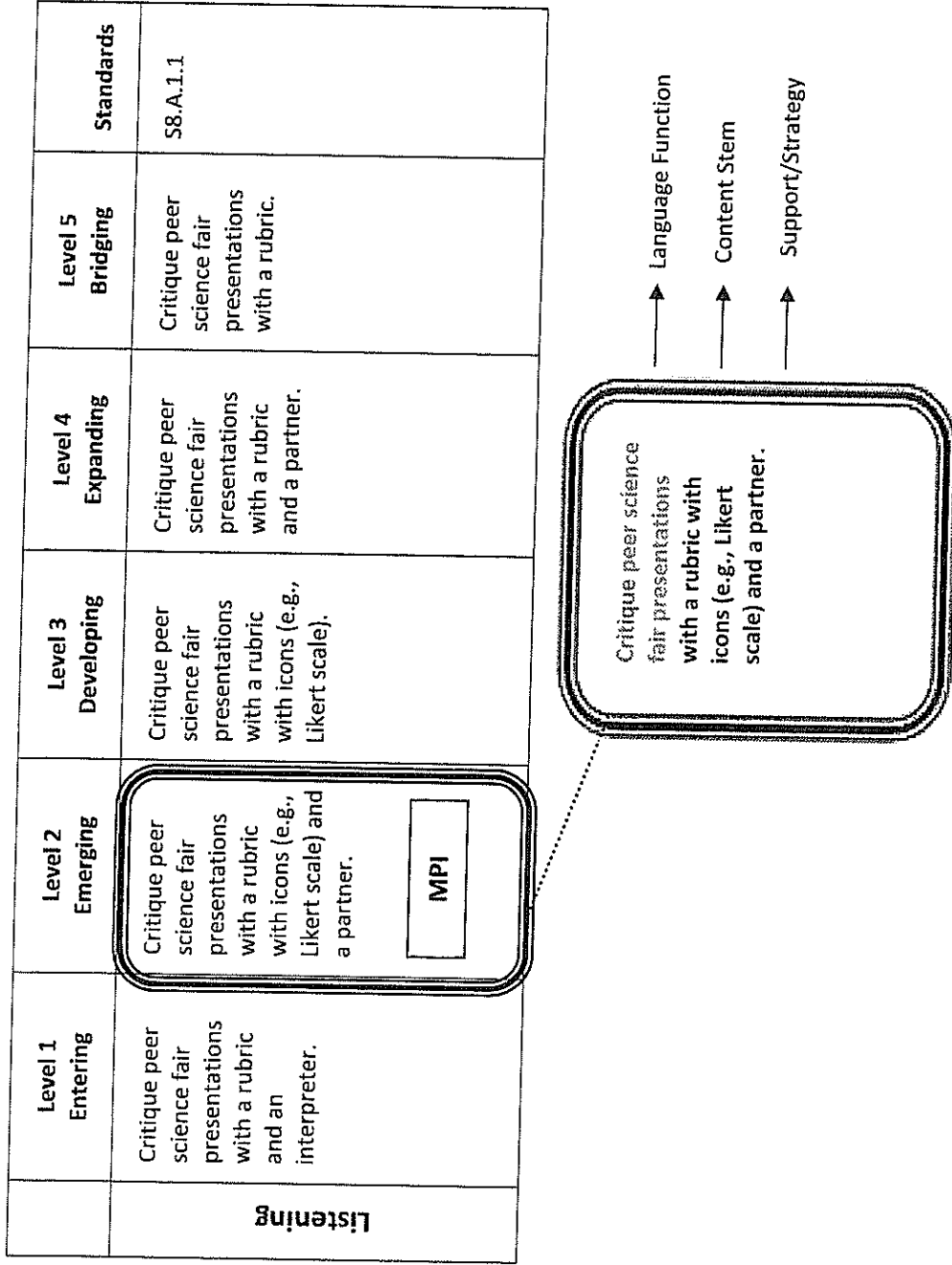
Represented in the framework are sample tasks that illustrate language differentiation across grades and subjects. These tasks are termed MPIs, providing educators with a starting point for planning instruction and assessment for ELs' acquisition of social and academic language across proficiency levels. MPIs demonstrate what students can be expected to know and/or be able to do as they approach the transition to the next level of ELP. MPIs also reflect the rigor of the state's Core/Academic Standards for Language Arts, Mathematics, Science and Social Studies and illustrate adaptations of a specific age-appropriate classroom instruction and assessment activity. Each MPI correlates to assessment anchors or eligible content and are organized within the five PA ELDS by:

- Six grade level (Pre-K-K, 1, 2-3, 4-5, 6-8, and 9-12);
- Five language proficiency levels (Entering, Emerging, Developing, Expanding, and Bridging); and
- Four language domains (listening, speaking, reading and writing).

The three components of each MPI are illustrated below (*Figure 2*.)

- 1) **Language function** (how the students at each ELP level will be expected to comprehend or produce language in the lesson or activity) ;
- 2) **Content stem** (the specific academic information the students are expected to communicate); and
- 3) **Instructional support(s)** (the manner of assistance which will help students to engage meaningfully with both the academic language and content).

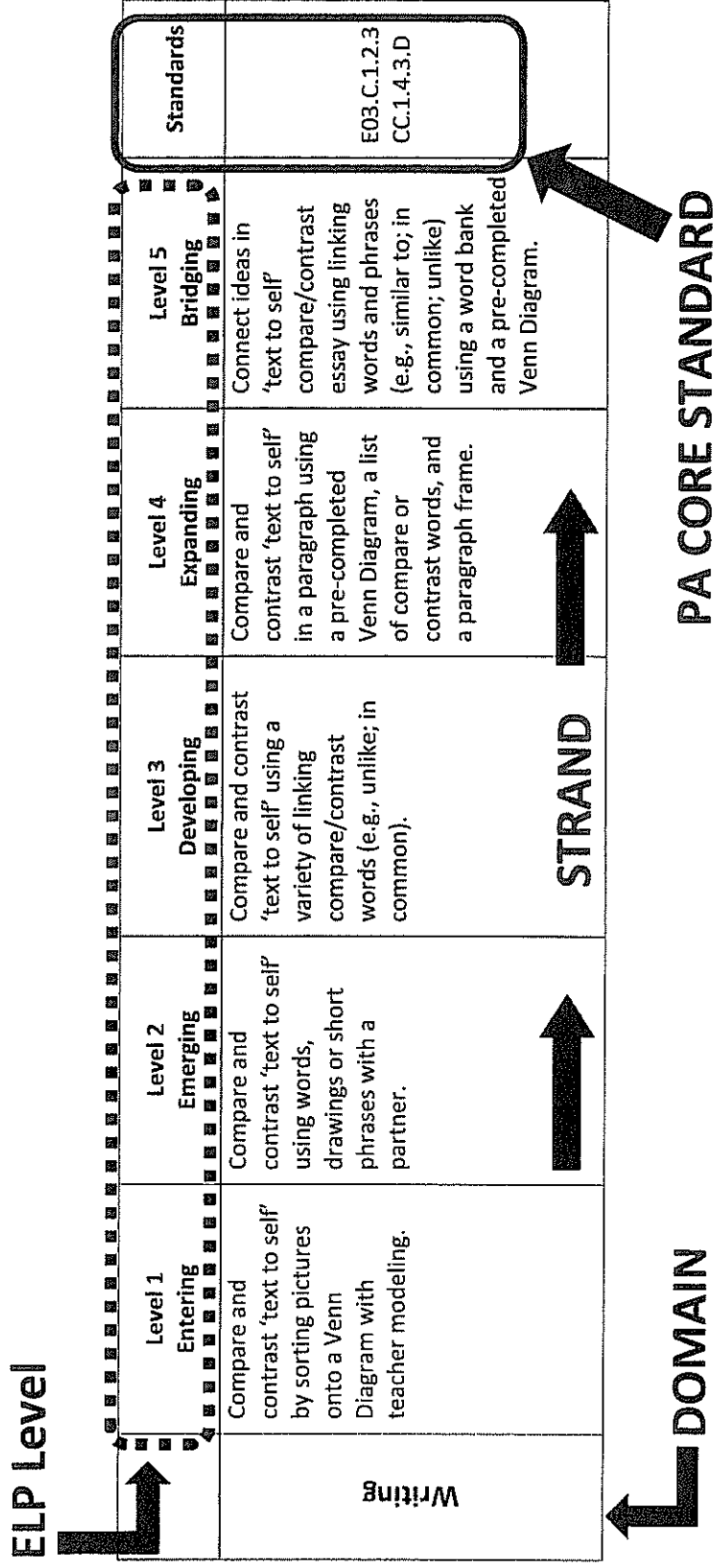
Figure 2. 5. *Grade 4 - English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science*
Grade Level: 6-8



Note: The MPI in these illustrations are adapted from the indicators developed by the WIDA Consortium. They serve as a snapshot of what an appropriate lesson might be at a given level of English proficiency.

MPIs are presented in a developmental strand across language proficiency levels (horizontal) and language domains (vertical). (Figure 3 represents how the individual MPIs are organized in strands across ELP levels.)

Figure 3. English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts - Grade Level: 2-3



For English Language Development Standard 1 (Social and Instructional), the MPI refers to the language acquisition that may occur socially or within classroom and school contexts. For ELPS 2 through 5 (Language Arts, Math, Science, and Social Studies), the MPI refer to academic language acquisition that must take place in content specific contexts. The Language Function and Content Stem are expectations of student performance and must always be stated clearly. However at higher levels of proficiency (particularly at Level 5), Supports may be specifically stated. This does not exclude the possibility of a teacher using these tools in class.

The Framework clearly depicts not only the cumulative nature of content development but also the cumulative development of language which takes both dedicated instruction and t needed for students to reach linguistic parity with their native speaking peers. Instructional co-planning opportunities involving both content teachers and ESL professionals are optim since it enables both educators to contribute equally from their respective specialization.

Transformation

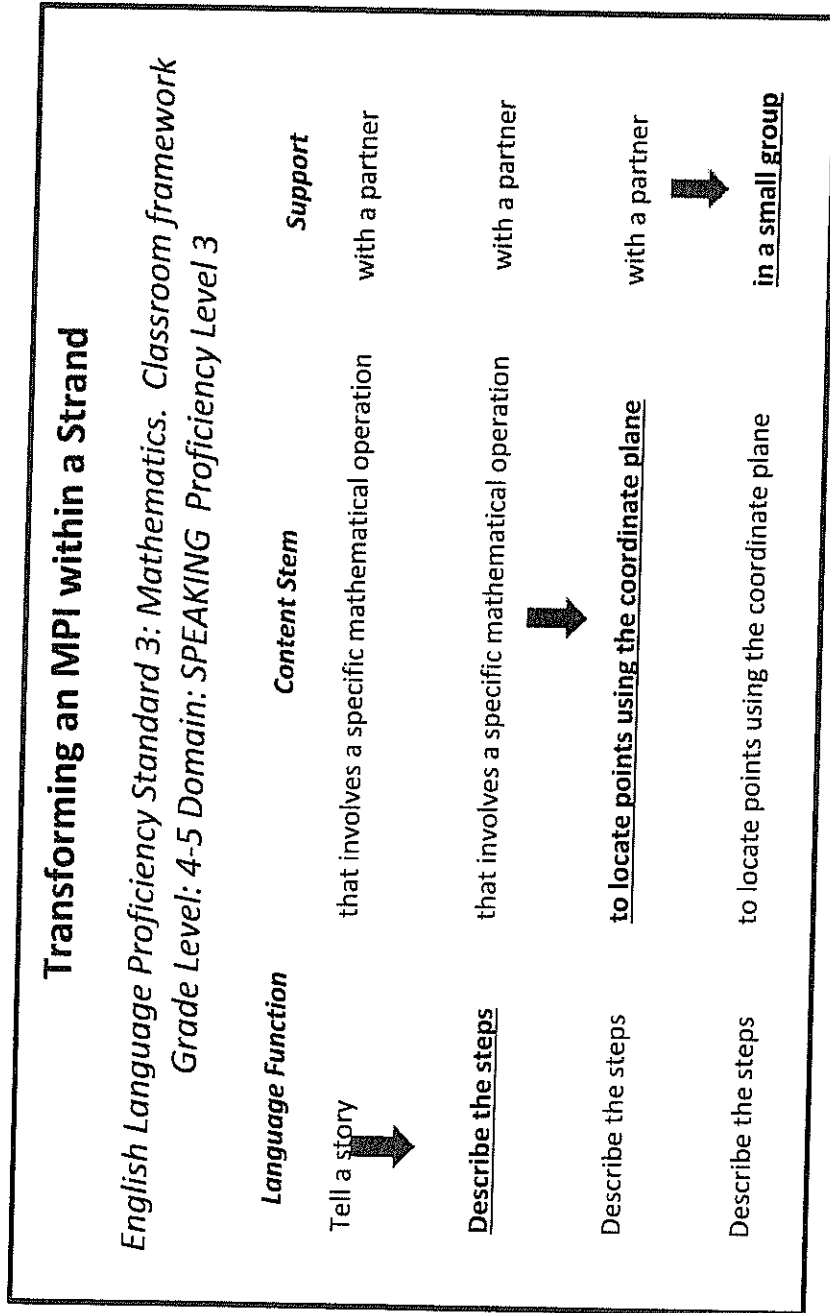
The flexibility and power of the MPI become evident through transformations. A transformation is the activity through which one of the 3 elements of the MPI (see Figure 4) is changed or transformed to extend the usage of the MPI while being mindful of the language proficiency level for that MPI.

The need to transform the Language Function would be dictated by the task and the language modality selected for that task. For example, one teacher may ask a student to "Discuss the steps in a chemical reaction" while another may ask students to "List the steps in a chemical reaction." The first teacher's task involves speaking, while the second's involves writing. Instructors must be cognizant of the demands of students' levels of language proficiency when transforming the language function to guarantee that the transformation does not result in a task that is beyond the students' ability.

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The transformation of a content stem addresses the academic content being taught. Students can be asked to describe the setting of a story, the habitat of a beaver or the burning of Atlanta during the Civil War. In each case the language function remained the same but content topic changed therefore requiring different content specific language to complete the task.

Figure 4: MPI Transformation



The above graphic is an example of a transformation of all elements of a single MPI. Transformations commonly involve changing one element (Language Function, Content Stem, or Support/Strategy) of the MPI. The most common action is the transformation of the content stem to another task within the same or different content area.

Differentiating Instruction and Assessment for English Learners

The challenge for educators in the classroom is found within the duality of providing comprehensible academic content as determined by the Pennsylvania Core/Academic Standards, as well as ensuring that ELs acquire the necessary academic language (vocabulary, grammar, etc.) to access content and exhibit knowledge and mastery of subject material. The PA ELDS Framework is designed to help educators effectively differentiate instruction and assessment across content areas for ELs at varying levels of ELP.

To provide explicit and systematic instruction differentiated by an ELP level, Pennsylvania Department of Education has developed the *ELL Differentiation Protocol* (Figure 5.). The *Protocol* enables educators to:

- Develop language and content objectives;
- Identify and explicitly teach key features of academic language;
- Differentiate based on ELP level;
- Amplify instructional input and scaffold instructional output; and
- Assess comprehension of students at all ELP levels.

The *Protocol* contains a set of four steps for applying the PA ELDS Framework to formative instruction and assessment.

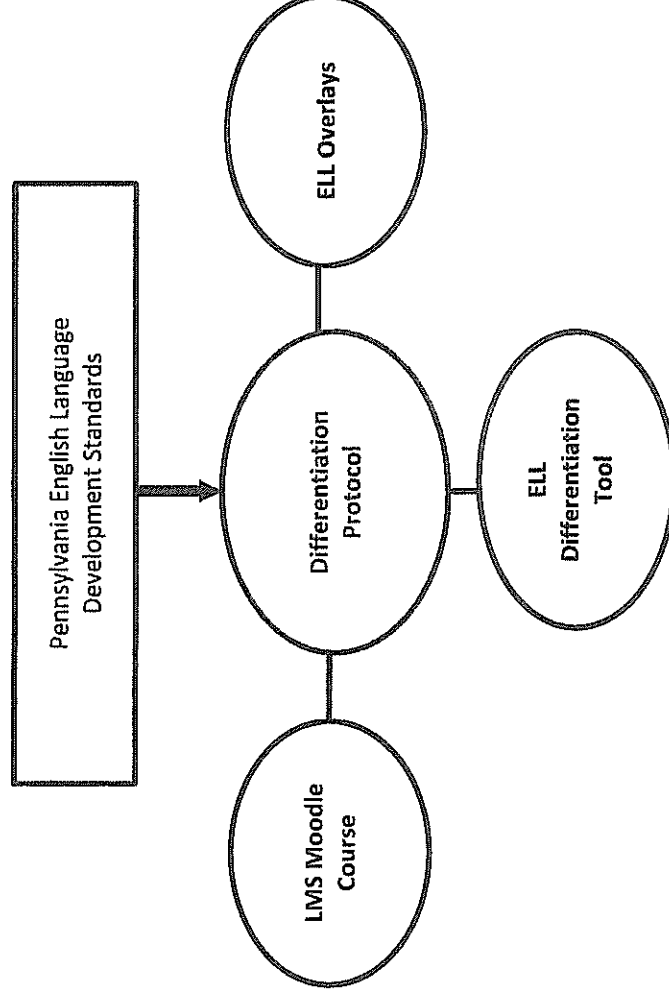
Step 1. Identify the **INSTRUCTIONAL GOALS** (e.g., standards, concepts, competencies, objectives) for the unit, chapter, or lesson.

Step 2. Determine the **KEY USE OF ACADEMIC LANGUAGE (KUALA)**

Step 3. Identify key **ACADEMIC LANGUAGE** components.

Step 4. Develop a three-part **PERFORMANCE INDICATOR (PI)** outlining a developmentally appropriate task for ELs at any one ELP level.

Figure 5. Differentiation Protocol



Comprehensive System of Support

In order to support the implementation of the PA ELDS, the Pennsylvania Department of Education has developed supportive tools and resources.

ELL Overlays

The PA ELL Overlays, like the PA ELDS, provide exemplars of required adaptations to instruction and assessment for ONE specific instructional context. They illustrate the dynamic process of adapting instruction and assessment for ELLs based on ELP level.

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The ELL Overlays differ from the formative matrices in that they expand on the example task by incorporating concepts, competencies and academic/topic-related language. By including these additional dimensions, this amplified resource contextualizes ELP-level appropriate tasks in the larger classroom environment. The ELL Overlays for English Language Arts and Mathematics can be found on the SAS Portal at: <http://www.pdesas.org/curriculumframework/elloverlay/>.

ELL Differentiation Tool

Pennsylvania's ELL Differentiation Tool is a dynamic, interactive tool for use by teachers to modify their content lessons to meet the educational needs of ELs. The Tool connects the PA ELDS Framework and Pennsylvania's Academic and Core Standards, and then applies them to specific instructional lessons or activities.

The ELL Differentiation Tool assists teachers in the differentiation of instruction and assessment for ELs, as required by the federal Title I and Title III mandates, state mandates, and the Danielson Framework for Teaching. The overarching PA ELDS Framework acknowledges that ELs share the same cognitive resources as their non-EL peers, and thus are capable of accessing and acquiring the same rigorous college-and-career readiness standards, albeit through a different pathway. It is this need for an alternate pathway to learning which necessitates differentiated instruction and formative assessment to provide support to students at different English Language Development levels, and to scaffold on their existing strengths and funds of knowledge.

This tool synthesizes existing resources (2016 PA ELDS Framework, 2012 WIDA Amplification of the ELDS, and other supporting resources) to provide educators a streamlined experience as they engage in this necessary differentiation for their ELs. The ELL Differentiation Tool can be found on the ESL Portal at <http://ell.eslportalpa.info/>.

LMS Moodle Course - What ALL Educators Need to Know - How to Differentiate Instruction and Assessment for ELs

Developed for classroom/content area teachers, special education teachers, ESL specialists, and administrators, this self-paced, online course introduces educators to effective differentiation strategies for instruction and assessment of ELs. Participants will explore developing student profiles, analyzing language complexity, and how to scaffold and support ELs at various proficiency levels. This course can be accessed via the ESL Portal at <http://ell.eslportalpa.info/>.

Additional Resources

The Pennsylvania Department of Education continues to provide professional development training and resources to educators (including practitioners, administrators, counselors and teachers) working with ELs in PA to facilitate the effective implementation and use of PA ELDS Framework. For additional information on the Framework and the Pennsylvania Core/Academic Standards visit the Pennsylvania Department of Education's Standards Aligned System (SAS Portal) at www.pdesas.org.

Endnotes

¹ <http://www.education.pa.gov/Data-and-Statistics/Pages/Enrollment%20Reports%20and%20Projections.aspx#tab-1>
The ESL statistics are obtained from the Pennsylvania Information Management System (PIMS) October 1 Enrollment Data Collection, and the 52,000+ number is pulled from the 2015-16 October 1 collection.

² Alt, M., Arizmendi, G.D., Beal, C.R., & Hurtado, J. (2013). The effect of test translation on the performance of second grade English learners on the KeyMath-3. Psychology in the Schools, 50(1)

Students may be eligible for special education services only if it has been determined that the disability is **not** due to English language proficiency.

RESOURCES

Pennsylvania Department of Education

Bureau of Curriculum and Academic Services, Assistance Request Line
(717) 787-8913

Bureau of Special Education
(800) 879-2301

Partnership for Educational Excellence Network
(800) 360-7282 ext 3407

WEB SITES

Pennsylvania Department of Education
www.pde.state.pa.us

Educating Student with Limited English Proficiency and English Language Learners, Basic Education Circular
www.pde.state.pa.us/becatach/pc4-28educating.html

Reaching All Families
www.ed.gov/pubs/ReachFam/eg.html

Education Week: Bilingual Education
www.edweek.org/context/topics/issuespage.cfm?id=8

No Child Left Behind: Moving Limited English Proficient Students to English Fluency
www.ed.gov/initi/ncib/parr7.html

If you have questions, speak with the ESL teacher, classroom teacher, counselor, or principal at your child's school, or contact your local Intermediate Unit.

COMMONWEALTH OF PENNSYLVANIA

Mark Schwelker, Governor

DEPARTMENT OF EDUCATION

Charles B. Zogby, Secretary

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

Thomas P. Carey, Deputy Secretary

BUREAU OF CURRICULUM AND ACADEMIC SERVICES

Michael J. Kozup, Director

DIVISION OF EVALUATION & REPORTS

Lee Piempel, Chief

DIVISION OF CURRICULUM & INSTRUCTION

Nancy Nell, Chief

DIVISION OF SCHOOL BASED IMPROVEMENT

Marian Sutter, Chief

BUREAU OF SPECIAL EDUCATION

Frances James-Warkowski, Director

John Tommasini, Assistant Director

PENNSYLVANIA DEPARTMENT OF EDUCATION

333 Market Street

Harrisburg, PA 17128-0393



The Pennsylvania Department of Education (PDE) will not discriminate in its educational programs, activities or employment practices, based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected category. Announcement of this policy is in accordance with State law including the Pennsylvania Human Relations Act and with Federal law, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act of 1990. Any complaint of harassment or discrimination pertaining to education should be directed to the Equal Employment Opportunity Manager, Department of Education, 333 Market Street, Harrisburg, PA 17128-0393, Voice Telephone: 717-787-4417, Text Telephone TTY: 717-789-8445, Fax: 717-783-8348. For further information on accommodations for persons with disabilities, contact the ADA Coordinator, Department of Education at the same address, Voice Telephone: 717-789-9701, Fax: 717-772-2317, at the same Text Telephone TTY.

If you have any questions about this publication, or for additional copies, contact:

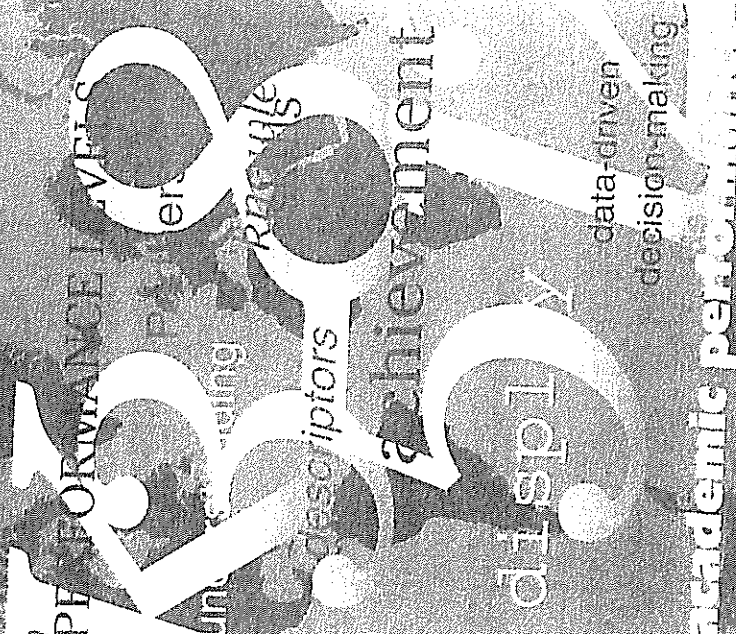
The Partnership for Educational Excellence Network
(800) 360-7282 ext 3407.

This brochure is printed in English and Spanish and also available online in Arabic, Chinese, Bosnian (Croatian), French, Russian, and Vietnamese at

www.pde.state.pa.us

EDUCATING STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Information for Parents



Pennsylvania Department of Education and
Pennsylvania Association of Intermediate Units:
A Partnership Promoting Educational Excellence
for the Commonwealth

ENGLISH LANGUAGE LEARNING

The education of students whose dominant language is not English is the responsibility of every school district and charter school in the Commonwealth.

English Language Learner (ELL):

A child whose native language is not English, from an environment where a language other than English is dominant.

Limited English Proficiency (LEP):

A child whose native language is other than English and whose skills in speaking, reading, writing or understanding the English language impact the opportunity to learn successfully in the classroom.

English as a Second Language (ESL):

A program of instruction designed to teach children with limited English proficiency. An ESL program includes social and academic language skills as well as cultural aspects of the English language and to succeed in an academic environment and contribute to society. ESL programs must:

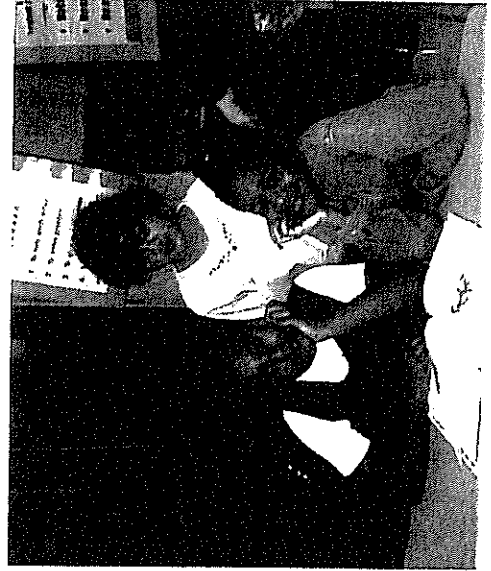
- Be available for grades K-12;
- Be aligned with the Pennsylvania Academic Standards; and
- Provide credits toward graduation.

EDUCATIONAL PROGRAMS

Public school districts and charter schools develop and provide a planned educational program for each student with limited English proficiency. These programs enable students to meet academic standards and succeed in school. Each program must include:

1. Standards-based English as a second language instruction at the appropriate proficiency level;
2. Content area instruction aligned with academic standards and adapted to meet the needs of the student; and
3. Assessment processes that reflect academic standards and instruction.

Students must have access to and should be encouraged to participate in all aspects of the academic and extracurricular activities available in the district.



All information provided to students and parents must be in a language or mode they understand.

EDUCATIONAL PROCESS

Each school district and charter school must have clearly defined procedures for providing services to students with limited English proficiency. Using the following process, the school must:

- Enroll a student upon presentation of a local address and proof of immunization, using the same procedure as with all other students;
- Administer a home language survey (HLS) to determine the native language, other languages used and the languages spoken at home;
- Assess using multiple measures to determine English language proficiency and ability level in the native language;
- Provide an age/grade-appropriate program of instruction based on sound educational and second language acquisition theory including accommodations as needed;
- Provide the appropriate amount and type of ESL instruction at the appropriate level;
- Communicate with parents concerning the educational program and student progress in both the ESL program and general education; and
- Evaluate progress on an ongoing basis and adjust the program as needed.

www.pde.state.pa.us

لا يتمكن الطلاب من الحصول على تعليم وخدمات خاصة لطلاب حالة التاك من ان
عوزهم غير الناتج عن مستوى لقان اللغة الإنجليزية
مواصل

إدارة بنسلفانيا التعليمية

مكتب المناهج و الخدمات الأكاديمية ، خط طلب المساعدة
(717) 787- 8913
مكتب التعليم الخاص

(800) 879- 2301
المساعدة لخدمة التعليم
360- 7282
خط داخلي 3407
مواقع على الشبكة

إدارة بنسلفانيا التعليمية

www.pde.state.pa.us
تعليم الطلاب أصحاب المهاره المحدوده في الإنجليزية
و الذين يدرسون اللغة الإنجليزية ، منقره التعليم الأساسي
www.pde.state.pa.us/becattach/pc4-26educating.html

الوصول لاجلة للملات
www.ed.gov/pubs/ReachFam/sg.html

اسبوع التعليم ؛ التعليم بأكثر من لغة
www.edweek.org/context/topics/issuespage.cfm?id=8

علم تختلف الأطفال ؛ مساعدة الطلاب أصحاب المهاره المحدوده في اللغة الإنجليزية
للوصول إلى طلاء في اللغة

www.ed.gov/initis/nclb/part7.html

إذا كان لديك أسئلة ، تحدث مع معلم **ESL** ، معلم اللسان ، المستشار ، أو

مدير مدرسة طفلك ، أو الاتصال بوحدة الوساطة المحلية

قد يتمكن الطلاب من الحصول على تعليم وخدمات خاصة فقط

في حالة التاك من ان عوزهم غير ناتج عن مستوى لقان اللغة الإنجليزية

كومونولث أو ف بنسلفانيا
مارك شويكر ، المحافظ

الإدارة التعليمية
شارلز ب ، السكرتير

مكتب التعليم الأساسي و الثانوي
توماس ب كارى ، سكرتير بالإلهة

مكتب المناهج و الخدمات الأكاديمية
ميشيل جيه ، كوزاب ، المدير

قسم التقييم و التقارير
لي بيلسول ، الرئيس

قسم المناهج و التكوين
نانسى نيل ، رئيس

قسم التحسين المدرسي
ماريان ساكر ، رئيس

مكتب التعليم الخاص
لر ألين جامل - واز كورنكي ، مدير
جون توماسيني ، مساعد المدير



إدارة بنسلفانيا التعليمية
333 ماركت ستريت

ماريسبورج ، بنسلفانيا 0333- 17126
ان كورني إدارة بنسلفانيا التعليمية (PDE) هي براسمها التعليمية ، انشائها ار
تعليمها الوطنية ، على اساس العرق ، اللون ، العرق الأصلي ، الجنس و
التوجهات الجنسية ، العجز ، الدين ، سلسلة النسب ، عضوية الاتحادات ، ار
غير ذلك من الفئات المعترف بها قانونيا

ان الاعلان عن هذه السياسة هو طلباً للقانون الولاية متعمداً " قانون العلاقات
الأساسية في بنسلفانيا و القانون الفيدرالي ، و يضمن المادة 6 من قانون الحقوق
المعدية لعام 1964 ، البند 9 من التعديلات الخاصة بالتعليم لعام 1972 ، الجزء
504 من قانون القائل لعام 1973 ، قانون الكريكة المدنية في
التوظيف لعام 1967 ، و قانون الأمريكيون أصحاب الاعاقة لعام
1990 ، أي شكوى بخصوص العجز أو التفرقة المتعلقة بالتعليم

توجه إلى مدير الإدارة التعليمية للرد
المشارية في التوظيف ، 333 ماركت ستريت ، ماريسبورج ، بنسلفانيا 0333- 17126 ،
هاتف صوري : 4417- 717-787 ، فاكس 4417- 717-787 ، بريد إلكتروني : 777-783-8445 TTY :
777-783-8445
تاكس : 448-783-9348 ، البريد من المطبوعات بخصوص التجهيزات لأصحاب الإحالة
تصل ب ADA Coordinator ، الإدارة التعليمية بليس العزلان ، هاتف صوري ؛
تصل ب ADA Coordinator ، 717-772-2317 ، و فاكس 717-783-9791

إذا كانت لديك أسئلة بخصوص هذه الخدمة ، أو الحصول على نسخ إضافية ، اتصل ب:
المساعدة لخدمة التعليم 7282- 360 (800) خط داخلي 3407

هذا المكتب تم تعليمه باللغة الإنجليزية و الأسبانية و معارف أيضا ميشو و على شبكة
الإصدرات بالبرية ، الصيفية ، البرانية (كورنوية) ، الروسية ، الروسية ، و اللاتفية
على موقع الإنترنت www.pde.state.pa.us

تعليم الطلاب أصحاب المهاره المحدوده في اللغة الإنجليزية
معلومات لأرباء الأمور



إدارة بنسلفانيا التعليمية ر هبة بنسلفانيا للوحدات
الوسيطه ؛ المشاركة للوصول إلى التعليم الممتاز
للكومونولث

يجب أن تقدم كافة البيانات للطلاب و أولياء الأمور باللغة التي يفهمونها.

العملية التعليمية

يجب على كل منظمة تعليمية و مدرسة مرخصة أن تعرف بوضوح الإجراءات لتقديم الخدمات للطلاب أصحاب المهارات المحدودة في اللغة الإنجليزية . يجب على المدرسة إتباع الطريقة التالية:

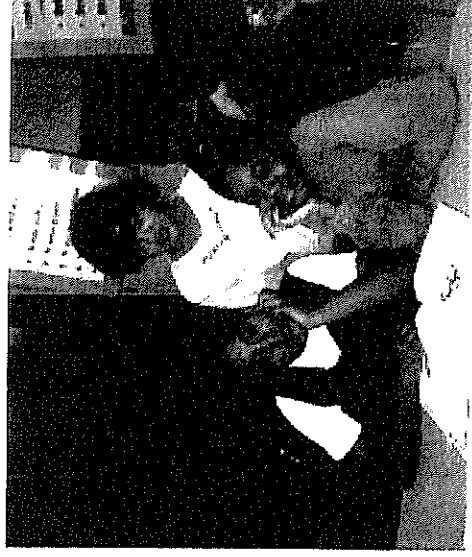
- قيد الطلاب عند تقديم عنوانه المحلي و إثبات الحصالة , مستخدمة نفس الإجراء المتبع مع غيرهم من الطلاب؛
- إجراء دراسة عن اللغة الأصلية (HLS) لتحديد اللغة الأصلية , اللغات الأخرى المستخدمة و اللغة التي يتم التحدث بها في المنزل؛
- يتم التقييم باستعمال مقاييس متعددة لتحديد مستوى إتقان اللغة الإنجليزية و مستوى القابلية في اللغة الأصلية ؛
- توفير برنامج تدريس مناسب للسن/الصف على أساس تعليمي جيد و نظرية إكتساب اللغة الثانية و يشمل التجهيزات عند الإحتياج ؛
- تقديم الكم و الكيف لتدريس الإنجليزية كلغة ثانية بالمستوى المناسب ؛
- الإحصال بالإباء بخصوص البرنامج التعليمي و تقدم الطالب في برنامج تعلم اللغة الإنجليزية كلغة ثانية و التعليم بوجه عام ؛ و
- تقييم التقدم على أساس مستمر و تعديل البرنامج كلما إحتاج الأمر .

البرامج التعليمية

مناطق المدرسة العامة و المدارس المرخصة تطوّر و تقدم برنامج تعليمي معد لكل تلميذ صاحب مهارة محدودة في اللغة الإنجليزية . تلك البرامج تمكن الطلاب من مقابلة المستويات الأكاديمية و النجاح في المدرسة . يجب أن يتضمن كل برنامج :

1. تقييم المستوى على أساس أن اللغة الإنجليزية هي اللغة الثانية بدرجة مهارة مناسبة .
2. منطقة ضمان التدريس تتصل بالمستويات الأكاديمية و كيف لمقابلة إحتياجات الطالب ؛ و
3. عمليات تقييم تبين المستويات الأكاديمية و التدريس .

يجب أن يتمكن الطلاب ويتم تشجيعهم على المساهمة في كافة الأنشطة الأكاديمية و لفرق المناهج التعليمية في المقاطعة .



تعليم اللغة الإنجليزية

تعليم الطلاب أصحاب لغة لامية أخرى غير الإنجليزية هي مسئولية كل منطقة تعليمية و المدرسة المرخصة في كونزرك

معلم اللغة الإنجليزية (ELL) : مثال نو لغة لامية غير إنجليزية , من بيئة تهيمن عليها لغة مختلفة عن الإنجليزية.

يراجع محدودة للغة الإنجليزية (LEP) : مثال نو اللغة الأصلية مختلفة عن اللغة الإنجليزية , و صاحب مهارات في التكم , القراءة , الكتابة , أو فهم اللغة الإنجليزية تؤثر على فرصة التعلم بنجاح في الفصل .

الإنجليزية كلغة ثانية (ESL) : صمم برنامج توجيه تعليم الأطلال أصحاب المهاره المحدوده للغة الإنجليزية . برنامج ESL يتضمن المهارات اللغوية الأكاديمية و الإجتماعية و أيضا لياحي ثقافية للغة الإنجليزية الضرورية للنجاح في البيئة الأكاديمية و تساهم بالمجتمع . برنامج ESL يجب أن :

- متاح للدرجات K-12
- يصف مع مستويات الأكاديمية لنبسالتها او
- يبلج التقييمات نحو التخرج .

Les étudiants peuvent être éligibles aux services de l'éducation spécialisée seulement si il a été déterminé que l'incapacité n'est pas due à la compétence dans l'anglais

RESSOURCES

Département de l'éducation de la Pennsylvanie

Bureau des programmes et des services scolaires, ligne de requêtes d'assistance (717) 787-8913

Bureau de l'éducation spécialisée (800) 879-2301

Association du réseau d'excellence de l'éducation (800) 360-7282 poste 3407

SITE INTERNET

Département de l'éducation de la Pennsylvanie www.pde.state.pa.us

Enseignant les étudiants avec une compétence limitée dans l'anglais et les étudiants de l'anglais, circulaire de l'éducation fondamentale. www.pde.state.pa.us/becattach/pc4-26educating.html

Inquant toutes les familles.

www.pde.state.pa.us/pubs/ReachFam/eg.html

Semaine d'éducation: Éducation bilingue.

www.pde.state.pa.us/context/topics/issuespage.cfm?lb=8
Un enfant ne reste en arrière: Changeant les du niveau d'une compétence limitée dans le niveau de l'anglais parlé couramment. www.pde.state.pa.us/initi/ncib/part7.html

Si vous avez des questions parlez avec le professeur de l'ADL (Anglais comme Deuxième Langue), le professeur de la salle de classe, le conseiller, ou le directeur de l'école de votre enfant, ou contactez l'unité intermédiaire locale

COMMONWEALTH DE LA PENNSYLVANIE
Mark Schweiker, Gouverneur
DEPARTEMENT DE L'EDUCATION
Charles B. Zogby, Secrétaire
BUREAU DE L'EDUCATION ELEMENTAIRE ET SECONDAIRE

Thomas P. Carey, Député Secrétaire

BUREAU DES PROGRAMMES D'ÉTUDES ET DES SERVICES SCOLAIRES

Michael J. Kozup, Directeur

SECTION DE L'ÉVALUATION ET DES RAPPORTS

Lee Plempel, Chef de Service

SECTION DES PROGRAMMES D'ÉTUDES ET DE L'ENSEIGNEMENT

Nancy Nelli, Chef de Service

SECTION BASEE SUR L'AMELIORATION DE L'ECOLE

Marian Sutter, Chef de Service

BUREAU DE L'ÉDUCATION SPECIAL ISFF

Frances James-Warkomski, Directeur
John Tommasini, Sous-Directeur



PENNSYLVANIA DEPARTMENT OF EDUCATION
383 Market Street
Harrisburg, PA 17128-0383

Le Département de l'éducation de la Pennsylvanie (PDE) ne fera pas de distinction dans ses programmes éducatifs, activités ou pratiques dans l'emploi, basé sur la race, la couleur, l'origine nationale, le sexe, l'orientation sexuelle, l'incapacité, l'âge, la religion, l'ascendance, l'adhésion des syndicats, ou aucune autre catégorie légalement protégée. L'annonce de cette règle est conforme à la loi de l'état y compris la Loi des Relations Humaines et avec la Loi Fédérale, y compris le Titre VI de la Loi des Droits Civiques de 1964, le Titre IX des Amendements de l'éducation de 1972, la Section 504 de la loi de la Rééducation de 1973, la Loi de 1987 contre la Discrimination d'Age dans l'emploi, et la Loi de 1990 pour les Américains avec des incapacités. L'éducation devrait être adressée au directeur de l'Equal Employment Opportunity (regardez des chances dans l'emploi) Department of Education, 383 Market Street, Harrisburg, PA 17128-0383. Téléphone par voix: 717-787-4417, téléscripteur de Téléphonie des Textes TTY: 717-783-8445, Fax: 717-788-8946. Pour de plus amples informations sur les logements pour des personnes avec des incapacités, contactez le coordinateur de l'ADA, Département de l'Éducation (Département de l'Éducation) à la même adresse, Téléphone par voix: 717-783-8791, Fax: 717-772-2317, au même téléscripteur de téléphone des Textes TTY.

Si vous avez des questions au sujet de cette publication, ou si vous avez besoin de copies supplémentaires, contactez: l'Association pour le Réseau Éducatif d'Excellence (800) 360-7282 poste 3407.

Cette brochure est imprimée en anglais et en espagnol et est accessible sur l'internet en arabe, chinois, japonais (croatian), français, russe et vietnamien à: www.pde.state.pa.us

INSTRUCTION POUR LES ÉTUDIANTS AVEC UNE COMPÉTENCE LIMITEE DANS

Information pour les Parents

PERFORMANCE LEVELS
Partners
RUBRICS
descriptors
Achievement

data-driven
decision-making

Le Département de l'éducation de la Pennsylvanie et l'association des unités intermédiaires de la Pennsylvanie: Une association encourageant l'excellence scolaire pour le Commonwealth

ÉTUDE DE L'ANGLAIS

L'éducation des étudiants dont la langue principale n'est pas l'anglais, est la responsabilité de chaque secteur scolaire et de chaque école école alternative dans le Commonwealth.

Étudiant de l'Anglais (EA):

Un enfant dont la langue maternelle n'est pas l'anglais et venant d'un milieu dont la langue principale est autre que l'anglais.

Compétence Limitée dans l'Anglais (LIA):

Un enfant dont la langue maternelle est autre que l'anglais et dont l'aptitude de parler, de lire, d'écrire ou de comprendre l'anglais dans la classe influence sa chance d'apprendre l'anglais avec succès.

L'Anglais en tant que Deuxième Langue (ADL):

Un programme d'enseignement conçu pour atteindre les enfants qui ont une compétence limitée dans l'anglais. Le programme ADL inclut des capacités linguistiques sociales et scolaires, ainsi que les aspects culturels de la langue anglaise requis pour réussir dans un milieu scolaire et pour contribuer à la société. Les programmes d'ADL doivent:

- Être disponibles du CE1 à la classe Terminale
- Être au niveau avec les normes scolaires de la Pennsylvanie
- Pouvoir fournir les points scolaires nécessaires pour la remise des diplômes.

LES PROGRAMMES EDUCATIFS

Les secteurs de l'école publique et les écoles alternatives développent et fournissent un programme éducatif planifié pour chaque étudiant avec la compétence limitée dans l'anglais. Ces programmes permettent aux étudiants de se mettre au niveau des normes scolaires et de réussir à l'école. Chaque programme doit inclure:

1. L'enseignement de la base-norme de l'anglais en tant que deuxième langue au niveau approprié de capacité.
2. Le contenu de l'enseignement en accordance avec les normes scolaires, et qui s'adapte pour atteindre les besoins de l'étudiant.
3. Un processus d'évaluation qui reflète les normes scolaires et l'enseignement

Les étudiants doivent avoir accès à, et devraient être encouragés à participer à tous les aspects des activités scolaires et des activités périscolaires disponibles dans le secteur.



L'information donnée aux étudiants et aux parents doit être exprimée dans une langue ou d'une façon qu'ils puissent comprendre.

LE PROCESSUS EDUCATIF

Chaque zone d'école et chaque école alternative doit avoir des procédures clairement définies pour fournir les services aux étudiants qui ont une compétence limitée dans l'anglais. En utilisant le processus suivant, l'école doit:

- Inscrire un étudiant après la présentation d'une adresse de résidence et d'une preuve d'immunisation, en utilisant le même procédé qu'avec tous les autres étudiants.
- Faire une enquête à la maison pour déterminer la langue maternelle, d'autres langues utilisées, et les langues parlées à la maison.
- Évaluer en utilisant des mesures multiples pour déterminer la compétence dans l'anglais et l'aptitude dans la langue maternelle.
- Fournir un programme d'instruction approprié à l'âge et au niveau scolaire de l'étudiant basé sur une théorie éducative valable ainsi que pour la deuxième langue acquise y compris le logement si nécessaire.
- Fournir la quantité appropriée et le genre d'enseignement d'ADL au niveau approprié.
- Communiquer avec les parents au sujet du programme éducatif et des progrès de l'étudiant dans le programme de l'ADL ainsi que l'éducation générale.
- Évaluer les progrès continuellement et ajuster le programme si nécessaire.

Учащиеся могут иметь право на получение специализированного образования в том случае, если было определено, что ограниченное знание английского языка не является причиной их неустойчивости.

За информацией обращаться в:

Pennsylvania Department of Education
Департамент образования штата Пеннсильвания

Bureau of Curriculum and Academic Services, Assistance Request Line
(717) 787-8913

Bureau of Special Education
(800) 879-2301

Partnerships for Educational Excellence Network
(800) 360-7282 ext 3407

Websites

Pennsylvania Department of Education
www.pde.state.pa.us

Educating Student with Limited English Proficiency and English Language Learners, Basic Education Circular
www.pde.state.pa.us/becattach/pca-26educating.html

Reaching All Families

www.ed.gov/pubs/ReachFam/sf.html

Education Week: Bilingual Education

www.edweek.org/context/topics/issuepage.cfm?id=8

No Child Left Behind: Moving Limited English Proficient Students to English Fluency
www.ed.gov/initiatives/nclb/part7.html

Со всеми вопросами вы можете обратиться к преподавателю ESL, классному руководителю, наставнику или директору школы, или обратиться в местную Адаптационную группу (Intermediate Unit).

COMMONWEALTH OF PENNSYLVANIA
Mark Schweiker, Governor (Губернатор)

DEPARTMENT OF EDUCATION
Charles B. Zeglin, Secretary (Нач. Департамента)

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
Thomas P. Scahy, Deputy Secretary (Зам. Начальника)

BUREAU OF CURRICULUM AND ACADEMIC SERVICES
Michael J. Kozup, Director

DIVISION OF EVALUATION & REPORTS
Lee Pleasner, Chief (Начальник отдела)

DIVISION OF CURRICULUM & INSTRUCTION
Nancy Neid, Chief (Начальник отдела)

DIVISION OF SCHOOL BASED IMPROVEMENT
Marilyn Suttler, Chief (Начальник отдела)

BUREAU OF SPECIAL EDUCATION
Frances James-Waskomski, Director
John Tommaselli, Assistant Director



PENNSYLVANIA DEPARTMENT OF EDUCATION
333 Market Street
Harrisburg, PA 17126-0333

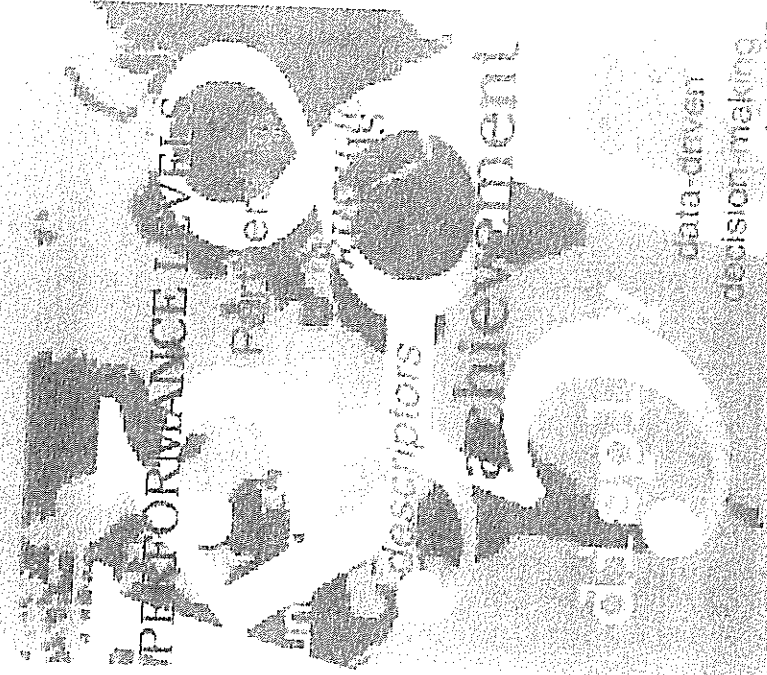
Программы обучения, внешкольные мероприятия и принципы трудоустройства, разработанные Департаментом школьного образования штата Пеннсильвания (PDE), не проводят политику дискриминации, по принципу расовой принадлежности, цвету кожи, национальности, пола, сексуальной ориентации, инвалидности, возрасту, религии, происхождению, членства в профсоюзе, и других категорий, охранных законом. Объявление этой политики сделано в соответствии с законодательством штата, включая Закон штата Пеннсильвания о трудовых кадрах, а также в соответствии с федеральным законодательством, включая Статью VI Закона о Правах человека от 1964 года, Статью IX Поправок об Образовании от 1972, Раздела 504 Закона о Реабилитации от 1973, Закон против дискриминации на работе по возрасту по принципу от 1967, а также Закон о защите прав инвалидов от 1990. Все жалобы о несправедливом обращении или дискриминации, связанные с образованием должны направляться Руководителю отдела Предоставления равных возможностей - Equal Employment Opportunity Manager, Department of Education, 333 Market Street, Harrisburg, PA 17126-0333, Voice Telephone: 717-787-4417, Text Telephone TTY: 717-783-8445, Fax: 717-783-9348. За информацией по предоставлению специальных средств обучения для инвалидов следует обратиться к координатору ADA - ADA Coordinator, Department of Education по тому же адресу, Voice Telephone: 717-783-9791, Fax: 717-772-2317, at the same Text Telephone TTY.

Со всеми вопросами о данной публикации или за получением дополнительных экземпляров, обращайтесь в the Partnership for Educational Excellence Network (800) 360-7282 ext 3407.

Данная брошюра напечатана на английском и испанском языках, ее перевод на Арабский, китайский, хорватский, французский, русский и венгерский языки можно найти на интернет-сайте на странице www.pde.state.pa.us

**ОБУЧЕНИЕ УЧАЩИХСЯ В
ОГРАНИЧЕННЫМ
ЗНАНИЕМ
АНГЛИЙСКОГО ЯЗЫКА**

Информация для родителей



**Департамент образования штата
Пеннсильвания и Ассоциация
Адаптационных групп
Пеннсильвании: Партнерство во имя
наилучшей системы образования в
штате**

ИЗУЧЕНИЕ АНГЛИЙСКОГО ЯЗЫКА

Обучение учащихся, для которых английский язык не является основным языком общения, является обязанностью всех школьных округов и частных школ штата Пеннсилвания.

Изучающий английский язык (ИАЯ - ELL): Ребенок, для которого английский язык не является родным и который находится в среде, в котором общение происходит на языке, отличном от английского.

Ограниченное знание английского языка (ОЗЯ - LEP): Ребенок, для которого английский язык не является родным, а также навыки чтения, письма и общения на английском языке препятствуют успешному обучению данного учащегося в школе.

Английский как второй язык (АВЯ - ESL):

Данная программа обучения предназначена для учащихся с ограниченным знанием английского языка. Программа АВЯ (ESL) включает в себя как академические, так и социально-культурно аспекты английского языка, необходимые для успешных занятий в школе и работы в будущем.

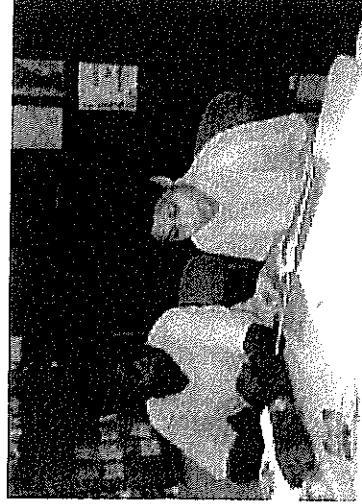
- программа предоставляется во всех классах (K-12);
- программа соответствует Академическим стандартам штата Пеннсилвания;
- пройденная программа учитывается как часть общего курса обучения, необходимого для окончания школы.

ПРОГРАММЫ ОБУЧЕНИЯ

Все общеобразовательные и частные школы разрабатывают и обеспечивают программы обучения, подготовленные конкретно для каждого учащегося с ограниченным знанием английского языка. Данные программы помогают учащимся успешно заниматься в школе, удовлетворяя все требования школьной академической программы. Каждая программа включает:

1. преподавание на английском языке, соответствующее уровню знания учащегося;
2. программу обучения, соответствующую академическим стандартам и разработанную для каждого конкретного учащегося; а также
3. процесс анализа и оценки, отражающий академические требования и стандарты.

Учащиеся должны иметь доступ и стараться быть вовлечены во все аспекты академической и общественной послешкольной программ, предоставляемыми школьными округами.



Вся информация, предоставляемая учащимся и их родителям должна быть передана на том языке, который им понятен.

ПРОЦЕСС ОБУЧЕНИЯ

Все общеобразовательные и частные школы обязаны иметь четко определенные процедуры предоставления услуг учащимся с ограниченным знанием английского языка. Используя нижеследующую процедуру школы должны:

- при предоставлении адреса и справки о имущественной зарегистрировать ребенка в школу согласно стандартной процедуре приема всех учащихся в школу;
- провести языковой опрос на дому (HLS) для определения родного языка и других языков, которые могут использоваться в семье ребенка;
- используя многочисленные средства анализа, определить уровень знаний и способностей на родном языке и уровень знания английского языка;
- обеспечить преподавание, соответствующее возрасту и классу ребенка, и основанное на общепринятой теории усвоения знаний и второго языка, включая предоставление специализированных средств обучения при необходимости;
- поддерживать связь с родителями по вопросам обучения и общего прогресса учащегося как в академической программе, так и в программе ESL;
- проводить постоянный анализ и оценку прогресса и корректировку программы при необходимости.

Los estudiantes pueden ser elegibles para servicios de educación especial únicamente si ha sido determinado que la incapacidad no es a causa de la habilidad del idioma inglés

RECURSOS

Departamento de Educación de Pensilvania

Oficina de Currículum y Servicios Académicos, Línea de Petición de Asistencia (717) 787-8913

Oficina de Educación Especial (800) 879-2301

Red de Sociedad para la Excelencia Educativa (800) 360-7282 ext 3407

SITIOS WEB

Departamento de Educación de Pensilvania www.pde.state.pa.us

Educando a Estudiantes con Habilidad Limitada de Inglés y Aprendices del Idioma Inglés, Circular de Educación Básica

www.pde.state.pa.us/becattach/pc4-26educating.html

Alcanzando a Todas las Familias www.ed.gov/pubs/ReachFam/sg.html

Semana Educativa: Educación Familiar

www.edweek.org/context/topics/issuespage.cfm?id=8

Ningún Niño Dejado Atrás: Avanzando Estudiantes con Habilidad Limitada de Inglés a Fluido en Inglés www.ed.gov/initi/ncib/part7.html

Si tiene preguntas, hable con el maestro de ESL, maestro del aula, consejero, o director en la escuela de su niño, o contacte a su Unidad Intermedia local.

ESTADO DE PENNSILVANIA

Mark Schweiker, Gobernador

DEPARTAMENTO DE EDUCACIÓN

Charles B. Zogby, Secretario

OFICINA DE EDUCACIÓN PRIMARIA Y SECUNDARIA

Thomas P. Carey, Secretario Suplente

OFICINA DE CURRÍCULUM Y SERVICIOS ACADÉMICOS

Michael J. Kozup, Director

DIVISIÓN DE EVALUACIÓN Y REPORTES

Lee Piempel, Principal

DIVISION DE CURRÍCULUM E INSTRUCCION

Nancy Neill, Principal

DIVISIÓN DE MEJORAMIENTO DE BASE ESCOLAR

Marian Sutter, Principal

OFICINA DE EDUCACIÓN ESPECIAL

Frances James-Warkowski, Directora

John Tommasini, Asistente del Director

DEPARTAMENTO DE EDUCACIÓN DE PENNSILVANIA

333 Market Street

Harrisburg, PA 17128-0333



El Departamento de Educación de Pensilvania (DEP) no discriminará en sus programas educacionales, actividades o prácticas de empleo, basadas en la raza, color, origen de nacionalidad, sexo, orientación sexual, incapacidad, edad, religión, discapacidad, membresía de sindicato, o alguna otra categoría protegida por la ley. El anuncio de esta política se divulgará con la Ley Estatal Protegida VI de la Ley de los Derechos Civiles de 1984, Título IX de las Enmiendas de Educación de 1972, Sección 804 de la Ley de Rehabilitación de 1973, la Ley de Discriminación de la Edad en el Empleo de 1987, y la Ley de Americanos con Incapacidades de 1990. Cualquier queja de acoso o discriminación por parte de un empleado debe ser dirigida al Gerente de Oportunidad Igual de Empleo, Departamento de Educación, 333 Market Street, Harrisburg, PA 17128-0333, teléfono de voz: 717-787-4417, teléfono de texto TTY: 717-789-9448, Fax: 717-789-9348. Para mayor información en el momento, para personas con discapacidades, contacte al Coordinador de ADA, Departamento de Educación en la misma dirección, Teléfono de Voz: 717-789-9781, Fax: 717-778-2317, al mismo teléfono de texto TTY.

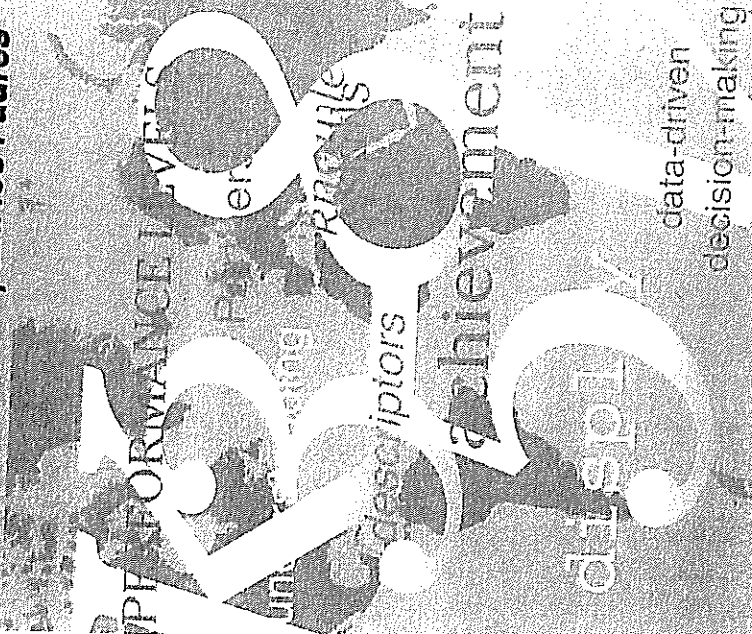
Si tiene algunas preguntas acerca de esta publicación, o para copias adicionales, contacte: Red de Sociedad para la Excelencia Educativa (800) 360-7282 ext 3407.

Este folleto es impreso en Inglés y Español y también es disponible en la red en Árabe, Chino, Boania (Croata), Francés, Ruso, y Vietnamés en

www.pde.state.pa.us

EDUCANDO ESTUDIANTES CON HABILIDAD LIMITADA DE INGLÉS

Información para los Padres



Departamento de Educación de Pensilvania y Asociación de Unidades Intermedias de Pensilvania: Una Sociedad Promoviendo la Excelencia Educativa para el Estado

APRENDIENDO EL IDIOMA INGLÉS

La educación de estudiantes cuyo idioma dominante no es inglés es la responsabilidad de cada distrito escolar y escuela pública independiente en el Estado.

English Language Learner (ELL):

El estudiante que aprende inglés

Un niño cuyo idioma nativo no es inglés, de un medio donde el lenguaje dominante es otro aparte del inglés.

Limited English Proficiency (LEP):

Habilidad limitada de inglés

Un niño cuyo idioma nativo no es el inglés, y que sus destrezas del hablar, leer, escribir, y escuchar en el inglés impactan su oportunidad de aprender exitosamente en la escuela.

English as a Second Language (ESL):

Inglés como Segundo Idioma

Un programa de instrucción diseñado para cada niño con habilidad limitada de inglés. Un programa ESL incluye competencia de idioma social y académico también como aspectos culturales del idioma inglés necesarios para triunfar en un medio académico y contribuir a la sociedad. El programa ESL debe:

- Ser disponible para los grados K-12;
- Estar alineado con los Estándares Académicos de Pensilvania; y
- Proveer oportunidades para la graduación.

PROGRAMAS EDUCACIONALES

Los distritos escolares públicos y escuelas públicas independientes desarrollan y proveen un programa educacional planeado para cada estudiante con habilidad limitada de inglés. Estos programas habilitan a los estudiantes a triunfar en la escuela y alcanzar estándares académicos. Cada programa debe incluir:

1. Instrucciones de base estándar para inglés como segundo idioma al nivel de competencia apropiada;
2. Instrucción del área de contenido alineado con los estándares y adaptado para reunir las necesidades del estudiante; y
3. Evaluaciones que reflejan estándares académicos e instrucción.

Los estudiantes deben tener acceso y deben ser motivados a participar en todos los aspectos de las actividades académicas y extracurriculares disponibles en el distrito.



Toda la información que reciben los estudiantes y padres debe ser en un idioma o modo que ellos comprendan.

PROCESO EDUCACIONAL

Cada distrito escolar y escuela privada deben tener claramente procedimientos definidos para proveer servicios a estudiantes con habilidad limitada de inglés. Usando los siguientes procesos, la escuela debe:

- **Matricular** a un estudiante al presentar prueba de domicilio local y prueba de inmunización, usando el mismo procedimiento como con todos los otros estudiantes;
- **Administrar un Home Language Survey (HLS), Estudio de Idioma en casa**, para determinar el idioma nativo, otros idiomas usados en el lenguaje hablado en casa;
- **Evaluar** usando múltiples medidas para determinar la competencia del idioma inglés y el nivel de competencia en el idioma nativo;
- **Proveer un programa de instrucción de una edad / grado apropiado** basado en teorías de adquisición del segundo idioma incluyendo modificaciones como sean necesarias.
- **Proveer** la cantidad y tipo apropiado de instrucción de ESL al nivel apropiado;
- **Comunicar** con los padres referente al programa educacional y el progreso del estudiante en ambos el programa ESL y educación general; y
- **Evaluar** el progreso de manera continua y ajustar el programa como sea neces

HỌC SINH CÓ THỂ ĐƯỢC DÙNG NHỮNG DỊCH VỤ CỦA CHƯƠNG TRÌNH GIÁO DỤC ĐẶC BIỆT CHỈ KHI NÀO ĐÃ ĐƯỢC XÁC NHẬN LÀ SỰ XUY KIỆN TRONG VIỆC HỌC KHÔNG PHÁT LẠ VỊ THIỂU KHẢ NĂNG ANH NGỮ.

TÀI LIỆU

BỘ GIÁO DỤC PENNSYLVANIA (PENNSYLVANIA DEPARTMENT OF EDUCATION)
VĂN PHÒNG CHƯƠNG TRÌNH VÀ DỊCH VỤ GIÁO DỤC,
SỐ ĐIỆN THOẠI YÊU CẦU GIÚP ĐỠ:
(717) 787-8913
VĂN PHÒNG CHƯƠNG TRÌNH GIÁO DỤC ĐẶC BIỆT

(800) 879-2301

HỆ THỐNG HỘI GIÁO DỤC ỨU TÚ (PARTNERSHIPS FOR EDUCATIONAL EXCELLENCE NETWORK)
(800) 360-7282, EXT. 3407

WEBSITES

BỘ GIÁO DỤC PENNSYLVANIA (PENNSYLVANIA DEPARTMENT OF EDUCATION)
WWW.PDE.STATE.PA.US

CHƯƠNG TRÌNH GIÁO DỤC CHO HỌC SINH CÓ KHẢ NĂNG ANH NGỮ GIỚI HẠN VÀ NHỮNG NGƯỜI HỌC ANH NGỮ, TÀI LIỆU GIÁO DỤC CĂN BẢN
WWW.PDE.STATE.PA.US/BECA/TACH/PC4_26EDUCATING.HTML

LIÊN LẠC VỚI MỌI GIA ĐÌNH

WWW.ED.GOV/PUBS/REACHFAM/SG.HTML

GIÁO DỤC HÀNG TUẦN: GIÁO DỤC SONG NGỮ

WWW.EDWEEK.ORG/CONTEXT/TOPICS/ISSUESPAGE.CEM?ID=8

KHÔNG ĐƯA TRẺ NÀO BỊ BỎ QUÊN: ĐÀO TẠO NHỮNG HỌC SINH KÉM ANH NGỮ THÀNH NHỮNG HỌC SINH GIỎI ANH NGỮ

WWW.ED.GOV/INITS/INCL/PART7.HTML

NEU QUY VỊ CÓ THẮC MẮC, XIN LIÊN LẠC VỚI GIÁO VIÊN CỦA CHƯƠNG TRÌNH ESL, GIÁO VIÊN TRONG LỚP HỌC, CÓ VẤN HỎI HAY HIỆU TRƯỞNG TRONG TRƯỜNG CON CỦA QUÝ VỊ. HAY LIÊN LẠC VỚI INTERMEDIATE UNIT CỦA ĐỊA PHƯƠNG.

COMMONWEALTH OF PENNSYLVANIA
MARK SCHWEIKER, THỐNG ĐỐC

BỘ GIÁO DỤC

CHARLES B. ZOGIBY, BỘ TRƯ NG

VĂN PHÒNG GIÁO DỤC TIỂU HỌC VÀ TRUNG HỌC
THOMAS P. CAREY, THƯ TRƯ NG

VĂN PHÒNG CHƯƠNG TRÌNH VÀ DỊCH VỤ HỌC
MICHAEL J. KOZUP, GIÁM ĐỐC

CHI NHÁNH XÉT NGHIỆM VÀ THÔNG BÁO
LEE PLEMPER, TRƯ NG

CHI NHÁNH CHƯƠNG TRÌNH VÀ GIẢNG DẠY
NANCY NEIL, TRƯ NG

CHI NHÁNH CÁCH THỨC TRƯỜNG
MARIAN SUTTER, TRƯ NG

VĂN PHÒNG GIÁO DỤC ĐẶC BIỆT
FRANCES JAMES-WARKOMSKI, GIÁM ĐỐC
JOHN TOMMASINI, PHỤ TÁ GIÁM ĐỐC



BỘ GIÁO DỤC PENNSYLVANIA
333 MARKET STREET
HARRISBURG, PA 17126-0333

BỘ GIÁO DỤC PENNSYLVANIA SẼ KHÔNG CỜ KỶ THỊ TRONG NHỮNG CHƯƠNG TRÌNH GIÁO DỤC, HOẠT ĐỘNG, HAY TRONG VIỆC THUÊ NHÂN VIÊN, ĐUA, TIẾP CHỨNG TỐC, MẠI DẠ, NGUỒN GỐC XỬ LÝ, PHÂN BIẾT NAM NỮ, SỰ CHỌN LỰA, CHỌI TINH SỰ TÂN THỂ TUỔI TÁC, TON GIÀO, GỐC ĐÀN, THUỐC HỒI VẤN CỦA CÔNG ĐOÀN, HAY BẤT CỨ HÀNH PHÁN NÀO RIỆC ĐƯỢC BẢO VỆ B. PHÁP LUẬT, SỰ THÔNG BÁO CỦA CHÍNH SÁCH NAY PHÙ HỢP VỚI LUẬT CỦA TIỂU BANG KẾ CẢ LUẬT CỦA PENNSYLVANIA VỀ SỰ LÊN HỀ CỦA CON NGƯỜI VÀ LUẬT LIÊN BANG, BẢO GỒM ĐIỀU VI CỦA LUẬT QUYỀN CÔNG ĐÀN 1964, ĐIỀU IX CỦA LUẬT GIÁO DỤC BUSSES ĐỜI NĂM 1972, PHẦN 504 CỦA LUẬT HỒI PHỤC NĂM 1973, LUẬT VỀ VIỆC NHẬN BIẾT TUỔI TÁC TRONG VIỆT THỬ NHẬN CÔNG 1967, VÀ LUẬT VỀ NGƯỜI MỸ TÂN THỂ 1990. BẮT CỬ THIẾU NẠN NÀO VỀ VIỆC QUỶ NHƯ HAY KỶ THỊ LIÊN QUAN ĐẾN GIÁO DỤC NÊN ĐƯỢC ĐƯA ĐẾN QUẢN LÝ VÀ SỰ BÌNH ĐẲNG TRONG VIỆC THUÊ NHÂN VIÊN (EQUAL EMPLOYMENT OPPORTUNITY MANAGER). CỦA BỘ GIÁO DỤC, DEPARTMENT OF EDUCATION, 333 MARKET STREET, HARRISBURG, PA 17126-0333. VOICE TELEPHONE: 717-787-4417, TEXT TELEPHONE TTY: 717-783-8448, FAX: 717-328-9248. ĐỂ BIẾT THÊM CHI TIẾT VỀ SỰ THÍCH NGHI CHO NHỮNG NGƯỜI BỊ TÀN HỀ, XIN LIÊN LẠC VỚI NGƯỜI PHỐI HỢP ADA, BỘ GIÁO DỤC, CÙNG ĐỊA CHỈ TRÊN, VOICE TELEPHONE: 717-593-9791, FAX: 717-772-2317, VÀ CUNG CẤP TEXT TELEPHONE TTY.

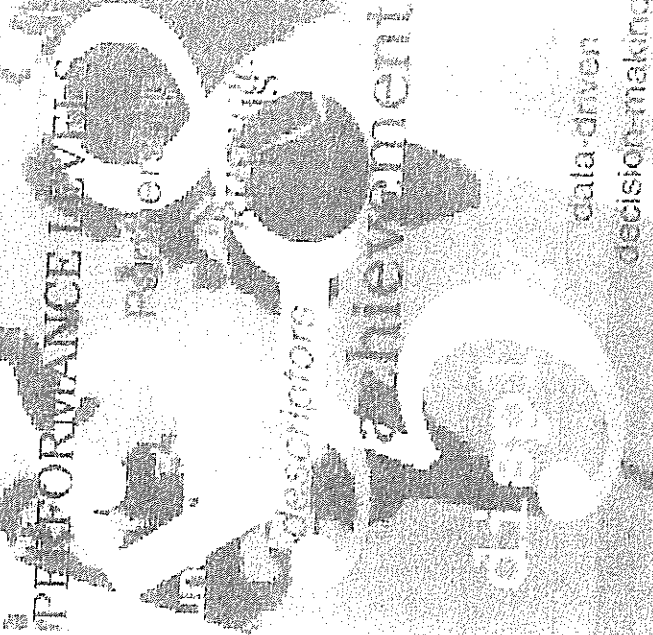
NEU QUY VỊ CÓ THẮC MẮC NÀO VỀ ÁN BẢN NÀY, HAY ĐỂ LẤY THÊM ÁN BẢN NÀY, XIN LIÊN LẠC: THE PARTNERSHIP FOR EDUCATIONAL EXCELLENCE NETWORK (800) 360-7282 EXT 3407.

XUẤT BẢN NÀY ĐƯỢC IN BẰNG TIẾNG ANH VÀ TIẾNG TÂY BAN NHA VÀ CUNG SẴN CŒ TRÊN INTERNET BẰNG TIẾNG ẦP, TÁU, BOSNIAN (CROATIAN), PHÁP, NGA, VÀ TIẾNG VIỆT

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SỰ GIÁO DỤC CỦA NHỮNG
HỌC SINH
VỚI KHẢ NĂNG ANH NGỮ GIỚI
HẠN

TÀI LIỆU CHO PHỤ HUYNH



data-driven
decision-making

HỌC ANH NGỮ

CHƯƠNG TRÌNH GIÁO DỤC CHO NHỮNG HỌC SINH MÀ NGÔN NGỮ CHÍNH KHÔNG PHẢI LÀ ANH NGỮ LÀ TRÁCH NHIỆM CỦA TẤT CẢ TRƯỜNG HỌC CỦA ĐỊA PHẬN VÀ NHỮNG TRƯỜNG CÓ ĐẶC QUYỀN (CHARTER SCHOOL) TRONG TIỂU BANG.

NGƯỜI HỌC ANH NGỮ:

MỘT Đứa TRẺ mà TIẾNG MẸ ĐỂ KHÔNG PHẢI LÀ ANH NGỮ, VÀ TRONG MỘT MÔI TRƯỜNG mà NGÔN NGỮ CHÍNH CŨNG KHÔNG PHẢI LÀ ANH NGỮ.

KHẢ NĂNG ANH NGỮ GIỚI HẠN:

MỘT Đứa TRẺ mà TIẾNG MẸ ĐỂ KHÔNG PHẢI LÀ ANH NGỮ và KHẢ NĂNG NÓI, ĐỌC, VIẾT HOẶC HIỂU ANH NGỮ ANH HƯ NG ĐẾN SỰ THÀNH CÔNG TRONG LỚP HỌC.

ANH NGỮ LÀ NGÔN NGỮ PHỤ (ESL):

MỘT CHƯƠNG TRÌNH DẠY ANH NGỮ DÀNH CHO NHỮNG TRẺ EM với KHẢ NĂNG ANH NGỮ GIỚI HẠN. CHƯƠNG TRÌNH GIÁO DỤC CỦA ESL BAO GỒM NHỮNG KHÓA CẠNH TRONG VIỆC GIAO DỊCH, HỌC ĐƯỜNG VÀ TRONG LÃNH VỰC VĂN HOÁ ĐỂ GIÚP CHO TRẺ EM CÓ THỂ ĐẠT ĐƯỢC THÀNH CÔNG TRONG VIỆC HỌC và ĐÓNG GÓP CHO XÃ HỘI. CHƯƠNG TRÌNH ESL PHẢI:

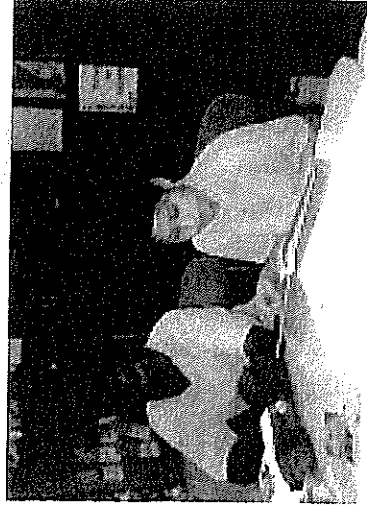
- CÓ CHO TỪ LỚP MẸ GIÁO ĐẾN LỚP 12;
- PHẢI CÓ TIÊU CHUẨN TƯƠNG ĐƯƠNG VỚI TIÊU CHUẨN GIÁO DỤC CỦA PENNSYLVANIA; VÀ
- CUNG CẤP CHỨNG CHỈ mà CÓ THỂ ĐÙNG ĐỂ ĐÁP ỨNG VÀO NHỮNG ĐIỀU KIỆN ĐỂ ĐƯỢC RA TRƯỜNG

CHƯƠNG TRÌNH GIÁO DỤC

ĐỊA PHẬN TRƯỜNG CÔNG VÀ NHỮNG TRƯỜNG CÓ ĐẶC QUYỀN THÀNH LẬP VÀ CUNG CẤP MỘT CHƯƠNG TRÌNH GIÁO DỤC RIÊNG CHO TỪNG HỌC SINH với KHẢ NĂNG ANH NGỮ GIỚI HẠN. NHỮNG CHƯƠNG TRÌNH này SẼ GIÚP CHO HỌC SINH ĐẠT ĐƯỢC TIÊU CHUẨN GIÁO DỤC và ĐƯỢC THÀNH CÔNG TRONG VIỆC HỌC. MỖI CHƯƠNG TRÌNH PHẢI GỒM CÓ:

1. CHƯƠNG TRÌNH GIÁO DỤC THEO TIÊU CHUẨN CÁN BẢN và ĐÙNG ANH NGỮ LÀ NGÔN NGỮ PHỤ MỘT TRÌNH ĐỘ THÍCH HỢP;
2. NỘI DUNG CỦA CHƯƠNG TRÌNH PHẢI NGANG HÀNG với TIÊU CHUẨN GIÁO DỤC và ĐÁP ỨNG với NHU CẦU của HỌC SINH; VÀ
3. PHƯƠNG CÁCH XÁC ĐỊNH SỰ TIẾN TRIỂN CỦA VIỆC HỌC PHẢI DỰA THEO TIÊU CHUẨN và CHƯƠNG TRÌNH GIÁO DỤC.

HỌC SINH PHẢI ĐƯỢC QUYỀN THAM DỰ và NÊN ĐƯỢC KHUYẾN KHÍCH THAM DỰ VÀO TRONG MỖI LÃNH VỰC của CÁC SINH HOẠT LIÊN HỆ ĐỂ CHƯƠNG TRÌNH HỌC, HAY NGOẠI CHƯƠNG TRÌNH HỌC mà ĐỊA PHẬN TỔ CHỨC.



TẤT CẢ MỘT AI LIU CUNG CẤP CHO HỌC SINH VÀ PHỤ HUYNH PHẢI TRONG PHƯƠNG THỨC HAY NGÔN NGỮ mà HỌ HIỂU ĐƯỢC.

PHƯƠNG PHÁP GIÁO DỤC

MỖI ĐỊA PHẬN TRƯỜNG và TRƯỜNG CÓ ĐẶC QUYỀN PHẢI XÁC ĐỊNH MỘT CÁCH RÕ RÀNG NHỮNG THỦ TỤC ĐỂ CUNG CẤP DỊCH VỤ CHO NHỮNG HỌC SINH với KHẢ NĂNG ANH NGỮ GIỚI HẠN. ĐÙNG PHƯƠNG PHÁP SAU ĐÂY, NHÀ TRƯỜNG PHẢI:

- CHỈ DANH HỌC SINH KHI CÓ ĐƯỢC MỘT ĐỊA CHỈ ĐỊA PHƯƠNG và GIẤY CHỈCH NGŨA, ĐÙNG THỦ TỤC NHƯ CHO NHỮNG HỌC SINH KHÁC;
- THỰC HIỆN VIỆC QUAN SÁT NGÔN NGỮ TẠI GIA ĐỂ XÁC ĐỊNH TIẾNG MẸ ĐỂ và NHỮNG NGÔN NGỮ KHÁC ĐÙNG ĐỂ ĐỐI THOẠI TRONG NHÀ;
- ĐÙNG NHIỀU PHƯƠNG CÁCH ĐỂ XÁC ĐỊNH KHẢ NĂNG ANH NGỮ và MỨC THÀNH THẠO CỦA TIẾNG MẸ ĐỂ;
- CUNG CẤP CHƯƠNG TRÌNH GIÁO DỤC THÍCH HỢP THEO TUỔI và LỚP DỰA THEO LÝ THUYẾT về GIÁO DỤC và về SỰ THU THẬP NGÔN NGỮ PHỤ, và NHỮNG NHU CẦU KHÁC NẾU CẦN;
- CUNG CẤP MỘT CHƯƠNG TRÌNH ANH NGỮ PHỤ (ESL) MỘT MỨC ĐỘ THÍCH HỢP;
- LIÊN LẠC với PHỤ HUYNH về NHỮNG VẤN ĐỀ LIÊN HỆ ĐẾN CHƯƠNG TRÌNH GIÁO DỤC và SỰ TIẾN TRIỂN của HỌC SINH TRONG CHƯƠNG TRÌNH ANH NGỮ PHỤ (ESL) và CHƯƠNG TRÌNH HỌC TỔNG QUÁT; và
- XÁC ĐỊNH SỰ TIẾN TRIỂN MỘT CÁCH THƯỜNG XUYÊN và SỬA ĐỔI CHƯƠNG TRÌNH NẾU CẦN.