

This document outlines the EL Department's program structure and policies. This document also explains the purpose of EL and how students enter and exits the programs. Testing policies and state requirements are also laid out in this document.

English Learner (EL) Programs and Services

Sambath Ouk 6/30/2015

TABLE OF CONTENTS

Legal Precedence For EL Services.....	2
Identification and Placement.....	3
English Learner (EL) Programs and Services.....	4
EL Department – Vertical Transition.....	9
Newcomer Center Description.....	10
Standards Based Newcomer Checklist.....	13
New to Country EL Students and MCA Testing.....	20
Differentiated Support for EL Students.....	21
K12 EL Teacher Job Duties.....	23
EL Testing and Exit Criteria.....	25

LEGAL PRECEDENCE FOR EL SERVICES

Executive Order 13166: Improving Access to Services for Persons With Limited English Proficiency (2000)

Federally conducted and federally assisted programs “must take reasonable steps to ensure meaningful access to their programs and activities by LEP persons,” according to the guidelines set forth by the Department of Justice.

<http://www.justice.gov/crt/about/cor/Pubs/eolep.php> (full text)

Supreme Court - Lau v. Nichols (1974)

The Supreme Court ruled that districts must help limited-English proficient students overcome educational barriers through equitable (not equal) access to facilities, textbooks, teachers, and curriculum.

<http://www.pbs.org/beyondbrown/brownpdfs/launichols.pdf> (summary)

<http://stanford.edu/~kenro/LAU/IAPolicy/IA1aLauvNichols.htm> (summary and full text)

Office for Civil Rights - Enforcement Policy of 1991

This document clarifies enforcement points of an EL program:

- 1) EL teachers must be adequately trained and be evaluated by someone who is familiar with EL teaching methods.
- 2) Exit criteria for students in the program should be based on objective standards.
- 3) Schools may not have “no double service” policies. Students who have a need can have both EL services and special education services.
- 4) EL students cannot be categorically excluded from special programs, such as gifted/talented education.
- 5) All language minority students must be assessed for fluency.
- 6) Parents are to be provided with information related to school in a language that they understand.
- 7) EL students are to receive instruction from qualified staff.

<http://www.ed.gov/about/offices/list/ocr/docs/lau1991.html>

The US Department of Justice and The US Department of Education

Provides guidelines to:

Ensures that English Learner students can participate meaningfully and equally in educational programs

Identification and Placement

How EL's get identified and placed

The District administers a home language questionnaire (HLQ) to all students:

Policy: EL Central Office personnel enroll new students to the appropriate buildings and is responsible to obtain the following information:

- a. The Home Language Questionnaire (HLQ)
 - b. Place of Birth, Country of Birth, Date of Birth and immigrant status i.e., refugee, immigrant, or asylee (On New Student Registration Form)
 - c. EL Student Levels as determined from previous school or W-APT test.
 - d. EL Central Office Personal will work with building EL teachers and building administrators to place students appropriately.
1. Building office staff or EL Central Office staff will determine if the student speaks another language at home or has a different primary language.
 2. For families who have identified a different primary language or different language spoken at home, by law, they have to be offered a chance to test for EL support.
 3. Parents can decline to test which automatically disqualifies the students from EL support.
 4. Parents can test to see if students qualify but then refuse services. Students will not be provided direct EL services. However, they will automatically be assigned to take the state EL test, the ACCESS. Parents who refuse services can refuse state EL testing.
 - a. Parents can refuse EL testing but cannot pick or choose the types of EL services provided. Types of EL support are determined by testing and teacher input.
 5. Initial Notification form will be sent to parents whose students are new to the district with reason for placement, exit criteria and rights for withdrawal.
 6. Program Description and English Proficiency results will be mailed home annually as guided by state requirements.
 7. The District will communicate with parents regarding their children's participation in the EL program as guided by state requirements.

ENGLISH LEARNER (EL) PROGRAMS AND SERVICES

Who are English Learners (EL), and how are they identified?

When a family arrives in the district, one of the intake forms is a Home Language Questionnaire. The questions include:

- First language learned by student: _____
- Language normally used by student at home: _____
- Language normally used by parents at home: _____

If a family designates that a language other than English is spoken for any of the above questions, then they will be directed to the EL Coordinator for intake. At this point, an English Language Assessment is given to the student. The results are used to determine English language proficiency and appropriate services.

Services Provided for English Learners: K-12 Overview

Students with limited or no English preparation before their arrival are enrolled in our Newcomer Centers, which are located within our schools. Our Newcomer Centers teach students the basics of reading, writing, and speaking in English, so that they can begin to participate in an American school setting. The intensive, all-day programming also teaches math, science, and social studies content to students to help them catch up to their native English speaking peers. Typically, students remain in the Newcomer Centers for about a year, until they pass assessments that show they have enough basic literacy and proficiency to participate successfully in school. Some students exit sooner and some remain in the Center a little bit longer. However, no student will stay in the Newcomer Center for more than 18 months.

At this point, students enter mainstream classes, with English language instruction for a portion of their school day. For example, an EL elementary student will exit to a mainstream classroom with 45 minutes of daily English support. An EL middle school student who has exited the Newcomer Center might have an EL Reading and EL Writing class, mainstream social studies, math, science, physical education and music. An EL high school student will have varied amounts of English support, based on proficiency level. All placements are based on students' performance in classrooms and on standardized tests. According to most language acquisition experts, students need only two to three years to develop basic social communication, but five to seven years to develop proficiency in academic settings (Cummins, 1986). This is the difference between using language to talk on the playground or in a school cafeteria versus discussing scientific theories, historical events, and classical literature. For students with interrupted or limited formal schooling, academic language development can take seven to eleven years. For this reason, students may need EL classroom settings for several years before they are enrolled exclusively in mainstream courses.

One practice we use is the Sheltered Instruction Observation Protocol (SIOP), which is a method of intentionally embedding language instruction, learning strategies, and differentiating instruction into mainstream lesson delivery. This allows EL students to have access to content material in all classes.

Another model of English instruction that is used in elementary and middle school settings is co-teaching. While co-teaching can come in many forms, this type of class may be led by a content area expert and an English language specialist. Co-taught classes can help students to master new content and academic language structures.

As soon as students reach proficiency on assessments and classroom performance, they are placed on “Transitional status.” This means that a student will be scheduled as if they were a native English speaker, but will have an EL case manager who monitors their test scores and classroom performance to make sure their placement is appropriate. Students are transitional (monitored) for two years before the EL designation is removed from their student profile.

Cultural Liaison and Para Support

Interpreters who speak Somali or Spanish help register students in the district, translate district documents, interpret for conferences and special education meetings, lead community focus groups, and provide support in our Newcomer Classrooms. When additional languages are needed, the district has a pool of available interpreters on call. Interpreters are instrumental in helping the students and their families successfully navigate the language and culture of the school system.

The English Learner Program – Differentiated Models of Instruction By Levels

Newcomer Center

The Newcomer Center is an intensive English language program. The focus of the program is to provide basic English language literacy as well as cultural and school orientation to new arrivals. Students with minimal or no knowledge of English study at the Newcomer Center to learn enough oral language, grammar, vocabulary, reading and writing to successfully access information taught in other classes at their grade level. In addition to English language classes, students may also study mathematics, science, social studies, physical education, music, art, and computer technology. The language of instruction is English; however, district interpreters often assist to enhance communication.

How do students qualify for Newcomer Center Placement?

Students need to be brand new to the country, residing in the US for only two year or less. Also as part of the registration procedure, students take the W-APT, a language proficiency placement test. Based on the results of this assessment, students are either placed in a Newcomer Center or in a mainstream classroom with EL teacher support. Newcomer Centers accept students at all times throughout the school year.

Duration

Students with previous education can expect to attend the Newcomer Center for a couple of months to approximately one academic year. Those with limited or no previous schooling may require additional instructional time in a newcomer setting to prepare for a successful transition to content classes. However, no student will stay in the Newcomer Center for longer than 18 months. Some students may participate in one or more mainstream classes while they are Newcomer students. This participation depends on the student's language and content area readiness.

Method of Instruction

English listening, speaking, reading, and writing skills are taught in the Newcomer Center, in addition to content area curriculum. The students are divided into small groups according to their various levels and are taught by teachers and paraprofessionals in different groups throughout the 6-hour day. This small-group approach is also used for math instruction. Additionally, field trips are added to provide authentic language experiences and are an integral part of the curriculum. For Newcomer students, time is set aside daily for social language development.

Exit Criteria

Assessments are given quarterly in the four language domains (listening, speaking, reading and writing) as well as in math, reading comprehension, and vocabulary. Students from 2nd grade to 12th grade will qualify to exit the Newcomer Center into the English Learner Program or English Learner Program and mainstream classes when they demonstrate a 2.0-2.5 proficiency level in vocabulary and reading on the district and state assessments and can communicate orally at a “beginning” level as rated by the WIDA. They also must successfully complete the Newcomer Center competency checklist requirements. In mathematics, students are expected to master whole number computation, fraction operations, decimals, and basic story problems in addition to basic math vocabulary before exiting the Newcomer Center.

Elementary English Learner Program

An elementary English Learner receives language service in their elementary school from a licensed EL teacher. Students receive service based on their language proficiency levels. Beginners receive 30 or 45 minutes of daily instruction in a pull-out setting. Other levels receive instruction in a collaborative model with the EL teacher and the classroom teacher. This instruction is aligned with the state English Language Arts standards. In all instruction, students are gaining skills and proficiency in speaking, listening, reading, and writing. EL program teachers communicate with mainstream teachers regarding student progress on an ongoing basis.

Middle School English Learner Program

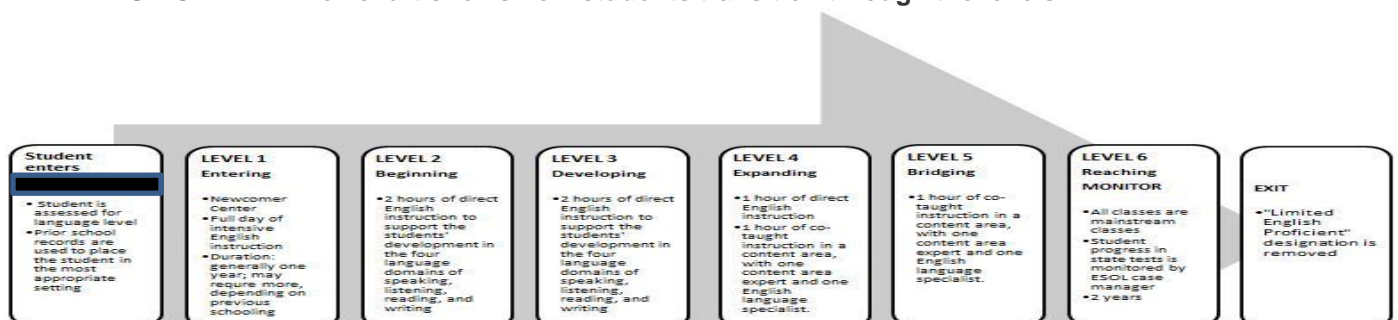
After leaving the Newcomer Center, students receive direct English instruction for up to two hours daily, depending on their level of language proficiency.

Students at levels 2 and 3 receive 2 hours of daily instruction, with a focus on reading, writing, listening, and speaking. Students also build background information, and develop critical academic vocabulary in relevant topics of science, social studies, math, and literature. Bilingual assistance can be made available for students who need additional help.

Students at level 3 and 4 receive one hour of daily English instruction, with a focus on reading and writing, along with the continued development of oral fluency and listening skills. They may also receive one hour of a co-taught class in a content area (science, social studies, or language arts).

Students at level 4 and 5 receive one hour of daily of Co-taught English Language Arts support.

EL FLOWCHART – Flowchart shows how students transition through the levels.



Middle School Programming

Newcomer	Imagine Learning	Reading Foundation	Writing Foundation	Math Foundation	Academic Language	Music/PE
EL Low	EL Reading	EL Writing	Grade Level English	Math Transitions	Related Arts	Music/PE
EL High	EL Reading/ Writing	Grade Level English	Grade Level Science or social studies	Grade Level Math	Related Arts	Electives
EL Co-taught	Grade Level English Co-taught	Grade Level Science	Grade Level Social Studies	Grade Level Math	Related Arts	Electives

HIGH SCHOOL ENGLISH LEARNER PROGRAM

High School Newcomer Center

The Newcomer Center (NCC) is an intensive English program for students with limited English skills. Students are placed in the Newcomer Center based on test results on the W-APT language proficiency assessment, which is administered at the Edison Building upon registration.

At the Newcomer Center, instruction includes listening, speaking, reading, and writing in English. The focus of the NCC is basic English literacy, expectations of an American high school, and cultural competence. All instruction is in English, but there may be some help in the student's first language through the assistance of district interpreters. In addition to English instruction, students receive one period of mathematics, a semester of physical education, and a semester of art.

Students with previous education can be expected to attend the Newcomer Center for approximately one academic year. Those with limited or no previous schooling may require additional instructional time in a newcomer setting to prepare for a successful transition to the EL Program. However, no student will stay there for longer than 3 semesters.

Length	Credits	Newcomer Classes
2 semesters	1.5/semester	English for ELL: Newcomers (elective)
2 semesters	.5/semester	Newcomer Math 9 (math elective)
1 semester	.5/semester	PE (satisfies part of PE requirement)
1 semester	.5/semester	Art (satisfies part of Fine Arts requirement)

Transitioning Out of the High School Newcomer Center

Advancement into the EL program or an alternative program (Adult Literacy or Alternative Learning Center) is based on student mastery of the Newcomer skills checklist or as determined by age. Each

student will have an individual plan upon leaving the Newcomer Center. Students who enter the EL program during high school will generally need five years to earn a diploma. This plan will depend on the following factors: previous schooling, credits from official transcripts from the home country, completion of the required coursework, and proficiency on a state allowed standardized test.

Age Limitations

Minnesota allows students to attend high school until age 21; however, the law states that there must be a reasonable expectation of graduation for students to enroll in the high school Newcomer Center. Students who are 20 years old and have limited previous schooling will be referred to the Adult Literacy program.

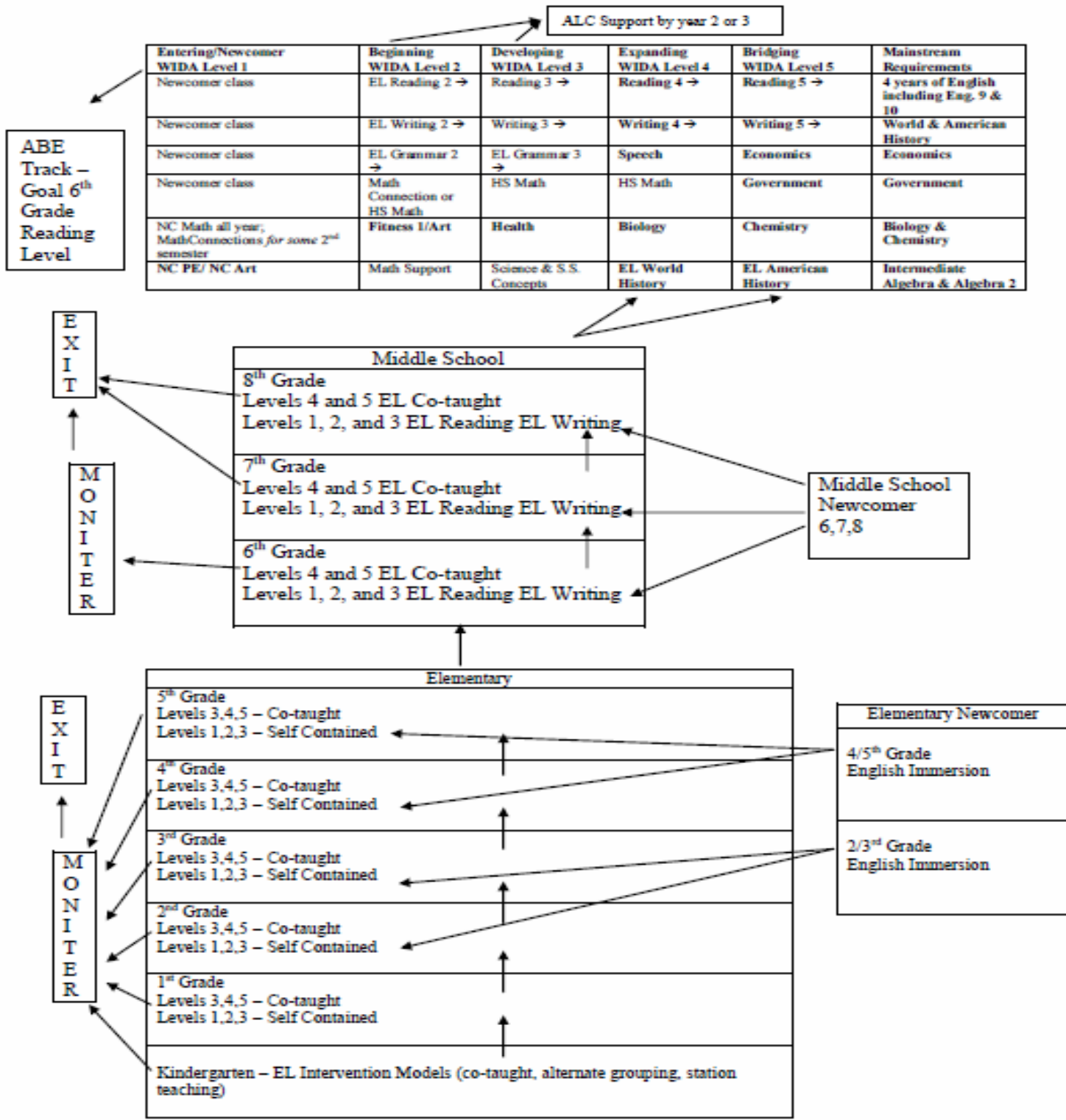
High School English Learner Program

In addition to the Newcomer level, there are four levels of direct instruction for high school English learners. Students generally advance one level each school year if they pass course requirements and meet proficiency on the WIDA for that level.

Entering/Newcomer WIDA Level 1	Beginning WIDA Level 2	Developing WIDA Level 3	Expanding WIDA Level 4	Bridging WIDA Level 5	Mainstream Requirements
Newcomer class	EL Reading 2 →	Reading 3 →	Reading 4 →	Reading 5 →	4 years of English including Eng. 9 & 10
Newcomer class	EL Writing 2 →	Writing 3 →	Writing 4 →	Writing 5 →	World & American History
Newcomer class	EL Grammar 2 →	EL Grammar 3 →	Speech	Economics	Economics
Newcomer class	Math Connection or HS Math	HS Math	HS Math	Government	Government
NC Math all year; MathConnections for some 2 nd semester	Fitness 1/Art	Health	Biology	Chemistry	Biology & Chemistry
NC PE/ NC Art	Math Support	Science & S.S. Concepts	EL World History	EL American History	Intermediate Algebra & Algebra 2

Students at beginning and developing levels receive three hours of EL instruction in reading, writing, listening, and speaking each day. These levels also give students general background knowledge in content areas – literature, social studies, and science. These courses earn general elective credits. Students at levels 4 (Expanding) and 5 (Bridging) receive two hours of EL instruction in reading, writing, listening, and speaking each day. **Level 4s and 5s focus on advanced academic language skills. Level 4 earns credit for ninth grade English. Level 5 earns credit for either ninth or tenth grade English as well as the required Reading credit. EL World History and EL U.S History will meet Social Studies requirements for credits.**

EL DEPARTMENT - VERTICAL TRANSITION



NEWCOMER CENTER (NCC)

The Newcomer Center (NCC) is an intensive English program for students with limited English skills. Students are placed in the Newcomer Center based on test results on the W-APT language proficiency assessment, which is administered at the EL Central Office upon registration. Based on the results of this assessment, 2nd – 5th grade students are either placed in a Newcomer Center or in a mainstream classroom with EL teacher support, while 6th – 12th grade students are either placed in a Newcomer Center or in a leveled English Learner classroom. At this moment, we will not be looking into a kindergarten newcomer center. Newcomer Centers accept students at all times throughout the school year.

Students with previous education can expect to attend the Newcomer Center for approximately one academic year. Those with limited or no previous schooling may require additional instructional time in a newcomer setting to prepare for a successful transition to content classes. However, no student will be in a newcomer center for longer than 18 months. Some students may participate in one or more mainstream classes while they are Newcomer students. This participation depends on the student's language and content area readiness.

Quarterly assessments focus on the four language domains (listening, speaking, reading and writing) as well as math, reading comprehension, and vocabulary. 2nd through 12th grade Students will qualify to exit the Newcomer Center into the English Learner Program or English Learner program and some mainstream classes when they demonstrate a 2.0-2.5 proficiency level in vocabulary and reading on the district and state assessments and can communicate orally at a beginning level as rated by the WIDA. They also must successfully complete the Newcomer Center competency checklist requirements.

In mathematics, elementary students will need to master or have enough exposure to Kindergarten, 1st grade, and 2nd grade level mathematics before exiting out of the Newcomer Center. In middle school students are expected to master whole number computation, fraction operations, decimals, and basic story problems in addition to basic math vocabulary before exiting. And in high school, students will transition from newcomer math to math connections and be able to pass both classes before entering the next level of high school math.

The Elementary School Newcomer Center is an intensive English language program at a designated elementary school in Faribault, Minnesota. Newcomer students from all over the city will be bussed to this location. The focus of the program is to provide basic English language literacy as well as cultural and school orientation to new arrivals. Students with minimal or no knowledge of English study at the Newcomer Center to learn enough oral language, grammar, vocabulary, reading and writing to successfully access information taught in other classes at their grade level. In addition to English language classes, students also study mathematics, science, social studies, physical education, music, art, and computer technology. The language of instruction is English; however, district interpreters often assist to enhance communication.

English listening, speaking, reading, and writing skills are taught in the Newcomer Center, in addition to content area curriculum. The students are divided into small groups according to their various levels and

are taught by teachers and paraprofessionals in different groups throughout the 6-hour day. This small-group approach is also used for math instruction. At the elementary level, students are introduced to curriculum that they will encounter in the mainstream classrooms. Additionally, field trips to provide authentic language experiences are an integral part of the curriculum. For primary students, time is set aside daily for social language development.

The Middle School Newcomer Center is an intensive English language program at Faribault Middle School in Faribault, Minnesota. The focus of the program is to provide basic English language literacy as well as cultural and school orientation to new arrivals. Students with minimal or no knowledge of English study at the Newcomer Center to learn enough oral language, grammar, vocabulary, reading and writing to successfully access information taught in other classes at their grade level. In addition to English language classes, students also study mathematics, physical education and computer technology. The language of instruction is English; however, district interpreters often assist to enhance communication.

English listening, speaking, reading, and writing skills are taught in the Newcomer Center through English Language Development courses ELD and Content Academic Language Development courses (ALD). The students are divided into small groups according to their various levels and are taught by teachers and paraprofessionals in different groups throughout the 6-hour day. This small-group approach is also used for math instruction. Field trips to provide authentic language experiences are an integral part of the curriculum.

The High School Newcomer Center is an intensive English language program at Faribault High School in Faribault, Minnesota. Instruction includes listening, speaking, reading, and writing in English. The focus of the NCC is basic English literacy, expectations of an American high school, and cultural competence. All instruction is in English, but there may be some help in the student’s first language through the assistance of district interpreters. In addition to English instruction, students receive one period of mathematics, a semester of physical education, and a semester of art.

Students with previous education can be expected to attend the Newcomer Center for approximately one academic year. Those with limited or no previous schooling may require additional instructional time in a newcomer setting to prepare for a successful transition to the EL Program. However, students should not be in the Newcomer Center for more than 3 semesters.

Length	Credits	Newcomer Classes
2 semesters	TBD/semester	TBD/semester
2 semesters	.5/semester	Newcomer Math 9 or Math Connections (math elective)
1 semester	.5/semester	PE (satisfies part of PE requirement)
1 semester	.5/semester	Art (satisfies part of Fine Arts requirement)

Advancement into the EL program or an alternative program (Adult Literacy or Alternative Learning

Center) is based on student mastery of at least a 6th grade reading level or as determined by age. Each student will have an individual plan upon leaving the Newcomer Center. Students who enter the EL program at Newcomer level during high school will generally need five or six years to earn a diploma. This plan will depend on the following factors: previous schooling, credits from official transcripts from the home country, completion of the required coursework, and proficiency on allowed state assessments.

Minnesota allows students to attend high school until age 21; however, the law states that there must be a reasonable expectation of graduation for students to enroll in the high school Newcomer Center. Students who are 20 years old and have limited previous schooling will be referred to the Adult Literacy program.

2nd and 3rd Grade Newcomer Exit Information

Name _____ Birthdate _____ Male _____ Female _____

Grade _____ Student ID _____ Newcomer Teacher _____

Class Entry Date: _____ Exit Date: _____ Home School _____

Date entered US: _____ Home Country _____ Language _____

Imagine Learning Lexile Level _____ (Grade equivalency) _____

E = Exposure

D = Developing

S = Successful Completion

Reading Benchmarks: Literature	E	D	S
1.1.1.1 Ask and answer questions about key details in a text.			
1.1.2.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.			
1.1.3.3 Describe characters, settings, and major events in a story, using key details.			
1.1.4.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.			
0.1.6.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.			
1.1.7.7 Use illustrations and details in a story to describe its characters, setting, or events.			
Reading Benchmarks: Informational Text	E	D	S
1.2.1.1 Ask and answer questions about key details in a text.			
1.2.2.2 Identify the main topic and retell key details of a text.			
1.2.4.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			
0.2.5.5 Identify the front cover, back cover, and title page of a book.			
1.2.6.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.			
1.2.7.7 Use the illustrations and details in a text to describe its key ideas.			
0.2.8.8 With prompting and support, identify the reasons an author gives to support points in a text.			
0.2.9.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			
1.2.10.10 With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.			
Speaking, Viewing, Listening Benchmarks	E	D	S
1.8.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.			
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).			
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.			
c. Ask questions to clear up any confusion about the topics and texts under			

discussion.			
d. Listen to others' ideas and identify others' points of view.			
e. Follow two-step oral directions.			
1.8.2.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).			
1.8.3.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.			
1.8.4.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.			
1.8.6.6 Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression. (See grade 1 Language standards 1 and 3 on page 38 for specific expectations.)			
Writing Benchmarks	E	D	S
0.6.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...)			
0.6.2.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			
0.6.3.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			
0.6.8.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			

Reading Benchmarks: Foundational Skills	E	D	S
1.3.1.1 Demonstrate understanding of the organization and basic features of print.			
a. Follow words from left to right, top to bottom, and page by page.			
b. Recognize that spoken words are represented in written language by specific sequences of letters.			
c. Understand that words are separated by spaces in print.			
d. Recognize and name all upper- and lowercase letters of the alphabet.			
*e. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).			
1.3.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
a. Distinguish long from short vowel sounds in spoken single-syllable words.			
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.			
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.			
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).			
1.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.			
a. Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends.			
b. Decode regularly spelled one-syllable words.			
c. Know final -e and common vowel team conventions for representing long vowel sounds.			
f. Read words with inflectional endings.			
g. Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.			

1.3.1.4 Read with sufficient accuracy and fluency to support comprehension.			
a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.			
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			
c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.			
Language Benchmarks	E	D	S
0.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
a. Print all upper- and lowercase letters. (1.10.1.1)			
b. Use frequently occurring nouns and verbs.			
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).			
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).			
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).			
0.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
a. Capitalize the first word in a sentence and the pronoun I.			
b. Recognize and name end punctuation.			
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).			
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.			
1.10.6.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).			

NEWCOMER CENTER STANDARDS CHECKLIST - GRADES 4-12

*These guidelines suggest what is expected of the newcomer center student before he/she is transferred to the residential school.

Name:	Student ID #:	DOB:	Sex:
School:	Grade:	Country/Language	
Date Entered NCC:		Date Exit NCC:	

E = Exposure D = Developing S = Successful Completion

1. Speaking, Viewing, Listening, Media Literacy	E	D	S	2. Language	E	D	S	3. Reading Foundation	E	D	S
-Simple Commands C&A=Inside				-Subject pronouns/obj. pronoun/ poss. adj. 2.10.1.1 C&A=Inside				-Following basic oral directions C&A=Inside			
-Ask and Answer simple questions WH words 2.1.1.1				-Plurals 2.10.1.1 C&A= Inside				-Matching C&A=Inside			
Biodata				-Verbs (to be, want, need, like, have see): present tense C&A=Jazz Chants				-Sequencing C&A=Inside			
Greetings				-Punctuation/capitals 2.10.2.2 C&A=Inside				-Categorizing C&A=Inside			
-Survival phrases C&A=Daily Routine posted in RM; Oral exam with picture prompts				-Progressive tense C&A=Inside				-Visual discrimination of letters in print & cursive forms & upper & lower case. 2.3.0.3 C&A=Handwriting book			
-Following oral directions C&A=Oral exam w/picture prompts				-Past tense 1.10.1.1 C&A=Inside				-Spatial concepts: position			
-Safety rules Bus Safety C&A=Oral exam with picture prompts				-Future tense 1.10.1.1 C&A=Inside				-Directionality			
-Inflections: ed/s/s C&A=Monday AM warm up; Oral exam with picture prompts				-Subject/verb agreement				-Sound/symbol recognition: -alphabet (oral/visual, upper/lower case, print/cursive) 2.3.0.3			
-Numbers (ordinal/cardinal) Address C&A=Oral exam with picture prompts				-Adjectives: feelings and conditions 2.10.1.1 C&A=Inside				-Distinguishing phonemes 1.3.0.3 C&A=Inside			
-Write or draw a response that demonstrates comprehension 2.8.2.2 C&A=Story Retell				-Contractions				-Initial consonants 0.3.0.3 C&A=Inside			
-Calendars C&A=Oral review				-There is/there are C&A=Inside				-Final consonants 0.3.0.3 C&A=Inside			
-Computer lab *Logging on *Keyboarding *Word processing *Simple power point *Simple web searches				-Plural nouns – Irregular and regular 2.10.1.1 C&A=Inside				-Consonant blends 1.3.0.3 C&A=Inside			

-telephones C&A=Demonstration Checklist; Skits; Inside											
-Contribute to pre-reading discussions (make predictions)				2.1.0.1 (F) C&A=Observation checklist					-Intro to vowels, short and long 2.3.0.3 C&A=Inside		
-Excuse from school				2.10.4.4 C&A=Book reports; Cloze test with new vocab					-Basic sight words to correspond to expected oral production (everyday environment) 1.3.0.3 C&A=Dolch		
-Appointments C&A=Inside				2.10.6.6 C&A=Oxford Picture Dictionary test					-Use onset & rhyme to decode simple words C&A=Read Naturally		
-Message C&A=Inside									-Reading language experience stories C&A=Obsv. checklist		
Survival phrases:									-Contribute to pre-reading discussions (make predictions) C&A=Observation checklist		
-Emergency vocabulary C&A: Action English Picture Stories; Inside									-Retell familiar stories (beginning, middle, end 2.1.5.5, 2.8.4.4 C&A=Template test		
-Health information C&A=Inside									-Derive meaning from visual elements in texts, pictures 2.2.7.7 C&A=Water cycle; Monarch life cycle		
-Asking directions C&A=Inside									-Begin to use bilingual dictionary C&A=Translation; Bilingual help; Write a sentence		
									2.1.2.2 C&A=Recount stories, fables, folktales; Inside Folktales - quiz		
-Language experience stories C&A=Inside									2.1.5.5		
People: C&A: Inside									2.1.3.3 C&A=Describe story characters - oral and written response		
-Family relationships											
-Occupations									2.1.10.10 (Librarian) C&A=Book reports		
-Classroom objects									2.2.5.5 C&A=Know and use various text features; 6 th grade template		
2.8.1.1 (except B) C&A= Group work Science project (cells)									2.2.2.2 C&A=Inside; Find main topic		

2.8.2.2 C&A=Story retell with semantic map								2.2.6.6 C&A=Identify purpose of text; Folktales - story with moral			
2.8.3.3 C&A=PowerPoint; observation checklist								2.2.9.9 C&A=Compare and contrast; Benchmark Learning			
2.8.5.5 C&A=Imagine Learning audio recordings								2.3.0.4 C&A=Fluency (Read Naturally); Venn Diagram			
2.8.4.4 C&A=Tell a story with appropriate facts in audible, coherent sentences											
2.8.7.7 C&A=Use print, digital, and multimodal media; Animal reports											
2.8.8.8 C&A=Create shared multimedia work; PPT animal and country reports											

4. Writing	E	D	S	5. Cultural Information	E	D	S	6. Orientation to School Site	E	D	S
-Manuscript writing: Production 0.10.1.1 C&A=Writing samples				-Symbols of U.S. C&A=Benchmark Learning				-Smoking C&A=Observation			
-Recognition				-Geographical information C&A=Benchmark Learning				-Attending: tardiness C&A=Observation			
-Cursive alphabet: Production C&A=Inside				-Holidays (as appropriate) C&A=N/C packets				-Absence C&A=Observation			
-Recognition C&A=Inside				-Recognize/use map or globe C&A=Minnesota project				-Locker C&A=Observation			
-Alphabetical order C&A=Inside				-Identify continents and oceans C&A=Geography packet				-Gym: clothing C&A=Observation			
-Personal information C&A=Inside				-Use direction words in relation to a map: -Be able to interpret maps C&A=Geography packet				-Vocabulary C&A=Observation			
-Number word -one to twenty C&A=Inside				-Make and interpret charts & symbols C&A=Geography packet; Make a key				-School supplies C&A=Observation			
-Thirty to one hundred C&A=Inside				-Acquire a basic vocabulary for social studies C&A=Oxford Picture Dictionary activities and quiz; Benchmark				-School routine C&A=Observation			
-Ordinals C&A=Addresses, sequencing, directions; Inside				-Hygiene: -Shower, shampoo, deodorant, tissues C&A=Nurse visit				-Cafeteria: -Food choices C&A=Observation			
-Language experience stories: 2.6.3.3 -Will generate simple sentences 2.6.3.3 C&A=5 paragraph essay with				-Payment by computer C&A=Teachers monitor				-Bus C&A=Safety quiz			

rubric												
				-Table manners C&A=Observation in cafeteria					-Understanding and following classroom directions C&A=Observation			
-Sight words to correspond to expected oral production (everyday environment)												
-Simple dictations									-Interaction with others C&A=Observation			
2.6.1.1 C&A= Sentence starters (book reports); because, and, also												
2.6.2.2 C&A=Writing project- 6 th grade assessment template												
2.6.5.5 C&A=Autobiography; Focus topic writing, revising with editing support												
2.6.6.6 C&A=Digital tools-produce and publish writing												
2.6.7.7 C&A=Research; Glogster; Animal Report; Country Report; PPT												
2.6.8.8 (With Scaffolding) C&A=Recall information from experiences; Language Experience Stories; Semantic map												

7. Math	E	D	S	7. Math	E	D	S	7. Math	E	D	S
-Recognizes the numerals 0-100				-Understands basic math facts for addition, subtraction, division, and multiplication as age appropriate				-Counts from 0-100			
-Shapes/basic math (terms & numbers)				-Money				-Time			
*-Fast Math Test Score Entry _____ Exit _____											

NEW TO COUNTRY EL STUDENTS AND MCA TESTING

Definition: Students new to the US and receive EL services as of April of the previous year are exempt from certain areas of the MCA testing

New to country students and test exemptions

- Students are exempted from taking the reading MCAs.

Reasons tied to exemptions

- Students new to country aren't expected to score well on the MCAs
- The poor scores generated by students with little opportunities to learn English will be an unfair reflection on the school and EL program.

Common MN district's practices

- Students do not take the MCA reading.
- Students take the math and science MCA – Math and science scores count for participation.

Reasons tied to practice

- Students do not take the reading because of the heavy language involved in the test
- Students take the math for participation scores in AYP – New to country students with previous education may do well in math.

How to identify new to country on the MCA test

- Reading test – Do a post edit identifying the students as new to country. Please be sure to mark US arrival date.
- Math test – have students complete the paper pencil test and mark “new to country” on the answer document.

DIFFERENTIATED SUPPORT FOR EL STUDENTS

District Numbers (approximately 960 EL students)

Elementary

Level 1 Newcomer = Serviced in the Newcomer class. This is full day English immersion. **(Not an RTI Model but will cover majority of Tier III)**

Level 1 Entering, 2 & 3 – 30 to 45 minute self-contained EL classes **(Tier 2 Small Groups)**

Level 3 & 4 – Co-teaching using grouping & technology support **(Tier 1 Direct Support)**

Level 5 – Flexible scheduling, ESL teachers don't see their students every day. The EL teachers will do more coaching of the mainstream teachers in SIOP **(Tier 1 Indirect or direct support)**

Level 6 – indirect support (monitor) EL teachers check in at conference time & manage student test scores **(Tier 1 Indirect support)**

Kindergarten – Services varied depending on sites

Middle School:

Level 1 Newcomer = Serviced in the Newcomer class. This is full day English immersion. **(Not an RTI Model but will cover majority of Tier III)**

Level 1 Entering, 2 & 3 – self-contained EL services **(Tier 2 Small Groups (15 students max))**

Level 3 & 4 – Co-teaching model – Push-in into the content however still serviced in a separate EL classroom if space is available. Content is scaffold & adapted to the level of the students. **(Tier 1 Direct Support)**

Level 5 – Co-teaching model or provide indirect support – Students are co-taught with mainstream kids or homework is supported in homeroom and lunch based on needs. **(Tier 1 Direct support or just additional homework help)**

Level 6 – indirect support (monitor) EL teachers check in at conference time & manage student test scores **(Tier 1 Indirect support)**

High Schools: Sheltered Language Classroom guided by strategies from SLOP

The majority of students who are in EL in the high schools are students who recently arrived, many of whom are years behind their peers & don't have the language skills & cultural confidence to seek additional help. Therefore:

- EL classes are provided to support the language development of students
- EL courses are designed to transition students into the mainstream
- Resource rooms are available to support students in content area classes
- After-school tutoring provided

(Refer to EL High School Pathway)

K12 EL Teacher Job Duties

Job Duties:

The EL Teacher teaches students how to speak, read, write, and listen for understanding in the English language and is also responsible for:

- Providing differentiated support to EL students based on the students' language levels.
- Implementing standard based instruction to EL students.
- Supporting the ELA standards through a structured RTI model that has been developed at each site.
- Collaborating with other departments in your building. Example: Special Ed and Reading.
- Being involved with data teams and PLCs at sites.
- Using the WIDA Framework to differentiate instruction.
- Implementing District assessments as well as EL and state required assessments.
- Monitoring the EL caseload.
- Monitoring EL students and paperwork required on behalf of the EL students.
- Communicating with EL parents and central EL office.
- Organizing bilingual parent teacher conferences.
- Participating in parent teacher conferences as it pertains to your EL students.
- Advocating for the EL students and families.
- Sharing best practice of EL with the staff at your building.

Differentiated Support for EL Services – Models may be different at each site depending on the site's available resources:

Elementary

Level 1 Newcomer = Serviced in the Newcomer class. This is full day English immersion.

Level 1 Entering, 2 & 3 – 30 to 45 minute pull out

Level 3 & 4 – Coteaching using grouping & technology support

Level 5 – Flexible scheduling, ESL teachers don't see their students every day. The EL teachers will do more coaching of the mainstream teachers in SIOP

Level 6 – indirect support (monitor) EL teachers check in at conference time & manage student test scores

Kindergarten – Services varied depending on sites

Middle School:

Level 1 Newcomer = Serviced in the Newcomer class. This is full day English immersion.

Level 1 Entering, 2 & 3 – continue pullout model

Level 3 & 4 – Coteaching model – Push in into the content however still serviced in a separate EL classroom. Content is scaffolded & adapted to the level of the students. This is still a separate EL classroom.

Level 4 & 5 – Coteaching model – Using push in & team teaching. EL students should be mixed into the mainstream.

Level 6 – indirect support (monitor) EL teachers check in at conference time & manage student test scores

High Schools:

The majority of students who are in EL in the high schools are students who recently arrived, many of whom are years behind their peers & don't have the language skills & cultural confidence to seek additional help. Therefore:

- EL classes are provided to support the language development of students
- EL courses are designed to transition students into the mainstream
- Resource rooms are available to support students in content area classes
- After-school tutoring provided

EL Testing and Exit Criteria

The State EL accountability test – ACCESS

- ACCESS test is given in the month of February and March
- ACCESS test assesses language growth in the four domains of:
 - o Listening
 - o Speaking
 - o Reading
 - o Writing
- **ACCESS test assesses the four domains in the following areas**
 - o Linguistic Complexity: Expectations of the quantity and organization of the student’s verbal response
 - o Vocabulary Usage: Expectations of the student’s use of appropriate vocabulary for grade level and proficiency level; refers to language quality
 - o Language Control: Expectations of the student’s control of English grammar, word choice in context, and the English sound system; refers to language quality
- **ACCESS Achievement Levels**

6- Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5- Bridging	<ul style="list-style-type: none"> • specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of proficient English peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> • general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Emerging	<ul style="list-style-type: none"> • general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> • pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

State Recommendation: The state recommends that we exit students when they've achieved a composite score of 5 and no lower than a score of 4 in all domains.

Faribault EL Monitor Policy:

Elementary: Students will be placed on monitor when they have achieved one or all of the following.

- Achieved state recommended scores
- Passed MCA Reading
- Class work has shown that the students are ready to move on
- Teacher recommendation

Faribault EL Exit Policy

Elementary: Students will be exited when they have achieved one or all of the following.

- After completion of two year monitor
- Teacher recommendation

Middle School: Students will be exited when they have achieved one or all of the following.

- Achieved state recommended scores
- Passed MCA Reading
- Completed the EL classes

High School: Students will be exited when they have achieved one or all of the following.

- Completed necessary EL classes
- Overall language has shown that the student has enough language to perform in mainstream classes

**Because of age and the short amount of time students have before graduation, language proficiency is secondary to having enough language to pass required classes.

****EL Students who are dually identified EL and SPED may have different requirements for monitor and exits. EL and SPED teachers will meet to discuss the best support for students.**