



# Notification of Initial English Language Program Placement

## Student Information

|               |             |        |
|---------------|-------------|--------|
| Student       | Grade Level | School |
| ML Status: ML | Student ID# |        |

Dear Parent(s) or Guardian(s)

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

## English Language Proficiency Tests

| Test Name & Date    | Results   |   |   |   |   |   |           |   |   |   |   |   |               |   |   |   |   |   |          |   |   |   |   |   |
|---------------------|-----------|---|---|---|---|---|-----------|---|---|---|---|---|---------------|---|---|---|---|---|----------|---|---|---|---|---|
| ACCESS for ELLs 2.0 | Composite |   |   |   |   |   | Listening |   |   |   |   |   | Speaking      |   |   |   |   |   | Oral     |   |   |   |   |   |
|                     | 1         | 2 | 3 | 4 | 5 | 6 | 1         | 2 | 3 | 4 | 5 | 6 | 1             | 2 | 3 | 4 | 5 | 6 | 1        | 2 | 3 | 4 | 5 | 6 |
|                     | Reading   |   |   |   |   |   | Writing   |   |   |   |   |   | Comprehension |   |   |   |   |   | Literacy |   |   |   |   |   |
|                     | 1         | 2 | 3 | 4 | 5 | 6 | 1         | 2 | 3 | 4 | 5 | 6 | 1             | 2 | 3 | 4 | 5 | 6 | 1        | 2 | 3 | 4 | 5 | 6 |
| WIDA Screener       | Composite |   |   |   |   |   | Listening |   |   |   |   |   | Speaking      |   |   |   |   |   | Oral     |   |   |   |   |   |
|                     | 1         | 2 | 3 | 4 | 5 | 6 | 1         | 2 | 3 | 4 | 5 | 6 | 1             | 2 | 3 | 4 | 5 | 6 | 1        | 2 | 3 | 4 | 5 | 6 |
|                     | Reading   |   |   |   |   |   | Writing   |   |   |   |   |   | Literacy      |   |   |   |   |   |          |   |   |   |   |   |
|                     | 1         | 2 | 3 | 4 | 5 | 6 | 1         | 2 | 3 | 4 | 5 | 6 | 1             | 2 | 3 | 4 | 5 | 6 |          |   |   |   |   |   |

## Proficiency Level Descriptors

The ACCESS for ELLs 2.0 test results are ranked into the following categories

| 1  | 2  | 3   | 4  | 5   | 6  |
|--|--|---|--|---|--|
| <b>Entering</b>  | <b>Emerging</b>  | <b>Developing</b>   | <b>Expanding</b>   | <b>Bridging</b>   | <b>Reaching</b>  |
| Knows and uses minimal social language and minimal academic language with visual support | Knows and uses some social English and general academic language with visual support | Knows and uses social English and some specific academic language with visual support | Knows and uses social English and some technical academic language | Knows and uses social and academic language working with grade level material | Knows and uses social and academic language at the highest level measured by this test |

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom.

Additional factors used to determine your child's program eligibility

- Teacher's recommendation
- Classroom performance

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### Sheltered Instruction

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

### High-intensity ESL Program

Content-Based ESL An English program that serves identified ML students in English only by providing a full-time teacher certified to provide supplementary instruction for all content area instruction. The program integrates English-as-a-second-language instruction with subject matter instruction that focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

### ESL-only Program

Pull Out/Push In ESL An English program that serves identified ML students in English only by providing a certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary delivery model.

### Part-time Bilingual Program

Transitional Bilingual Education Program This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the English language learner's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.

### ML Services

While the rate of English language development (ELD) varies between students, many exit the ELD program in 2-3 years.

### Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

| Exit Criteria Category | Exit Criteria Standard   |
|------------------------|--|
| Composite              | Achieving the NJDOE established cut score, an overall composite of 4.5 or higher on ACCESS for ELLS or MODEL, or an A3 on Alternate ACCESS |
| Teacher evaluation     | English Language Observation Form that indicates the student is ready to exit  |
| Classroom performance  | Performing at grade level  |

Students who exit the program are monitored for academic success for 2 years.

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

A description of how your child's program placement will contribute to meeting the objectives of the IEP, if applicable, is contained in the current IEP (20 U.S.C Section 6312[e][3][A][vii]).

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success.

Your efforts will help us meet the 2024/2025 expected rate for graduation of 100%.

As a parent, you have the right to decline enrollment in a program or type of service, withdraw your child from the program at any time, or choose another program if available. If you have any questions about your child's placement or the type of program options available to you, please contact Zoe Lloyd at 201-385-8600 x1375.

**Please sign and return this form to the school, only if you are declining ESL services.**

Por favor, firme y devuelva este formulario a la escuela, solo si está rechazando los servicios de ESL./Proszę podpisać i odesłać ten formularz do szkoły, tylko jeśli odrzucasz usługi ESL./Lütfen bu formu imzalayıp okula iade edin, yalnızca ESL hizmetlerini reddediyorsanız/Ju lutemi nënshkruani dhe kthejeni këtë formular në shkollë, vetëm nëse jeni duke refuzuar shërbimet ESL/Por favor, assine e devolva este formulário para a escola, somente se você estiver recusando os serviços de ESL.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Phone Number: \_\_\_\_\_