PROGRAM FAQs

What is the ELL Program?

CCPS' English Language Learner Program supports the language, literacy, academic, and social development of English Learner (EL) students with the goal of students reaching proficiency in listening, speaking, reading, and writing in English as measured on the World Class Instructional Design and Assessment (WIDA) English language proficiency assessment. (ACCESS).

Who is eligible for ELL Services?

If the student's Home Language Survey indicates that a language other than English is their primary language, or that another language is spoken in the home, the student is screened using the WIDA Screener to determine English language proficiency.

How are ELL Services Provided?

Once a student qualifies for the ELL program based on WIDA Screener scores, they are served using researched based instructional practices that include the Virginia Standards of Learning and the WIDA English Language Development Standards. Service delivery models vary by grade level, but can include in-class content support and/or ELD pull out services.

PROGRAM ACRONYMS

- **ACCESS for ELLS:** Assessing Comprehension and Communication in English State-to-State
- **ELL:** English Language Learner
- **LEP:** Limited English Proficient
- **SOL:** Standards of Learning
- **WIDA:** World Class Assessment and Design

FAMILY SUPPORTS

- Translators/Interpreters, as needed

- Language Line phone service provides oral interpretation, including oral interpretation of written document

- Division and school level Parent and family engagement events offered.

- Talking Points App is utilized to assist in communication with families.

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Campbell County Public Schools

English Language Learner Program
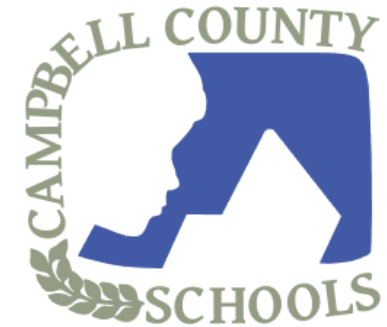
Mission Statement:

Campbell County Schools' English Language Learner (ELL) program strives to support English language learners in becoming fully proficient in English while meeting the same academic standards expected of all students. Campbell County Schools is committed to meeting the needs of our English language learners by ensuring equitable access to high-quality, engaging and rigorous instruction. It is our mission to empower our students to become global citizens, who are linguistically, socially, and culturally equipped for success in school and beyond.

WIDA Proficiency Levels

Students at levels 1-4.3 receive direct ELL service. Level 4.4+ students have exited the ELL program and are monitored for two academic years.

The five ELD Standards are:

- 1. English language learners communicate for **Social** and **Instructional** purposes within the school setting.
- 2. English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Language Arts**.
- 3. English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Mathematics**.
- 4. English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Science**.
- 5. English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies.**

6- Reaching
- 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
- 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
- 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
- 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 - Beginning
- 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
- 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-words (who, what, etc.), choice or yes/no questions, or statements with sensory, graphic or interactive support