

# New Student Identification

## **Description of Data collected during ESL/ELL entrance examination.**

Any student who enrolls in the district is immediately given a Home Language Questionnaire (HLQ). If the student answers yes to any of the questions on the HLQ, the High School office will immediately contact the English as a Second Language (ESL) Department to conduct further testing to determine if the student requires ESL Services. Mr. Peter, the ESL instructor, will conduct the testing described below or collect the appropriate data.

If the student's score on the testing falls within the qualifications for ESL services, [a score of 1 to 5.0 (with domain score(s) of less than 4 in each area) on either the W-APT or the ACCESS], the ESL department will contact the High School office (Mrs. Verdorn) regarding MARSS classification giving her the start date and home language and proficiency level and making sure she is listing the student as "LEP". As part of this process, a form listing the student's ACCESS scores, as well as areas to be marked as "identify in MARSS as LEP" or "do not identify in MARSS as LEP" will be included.

A parent notification letter will be mailed to the student's parent/guardian within 10 days to inform them of services, expectations and the kinds of support their child will receive and it is made clear within the letter that parents may decline services and the student will be placed into the regular education setting with no additional support. If the student scores above the listed scores, they will be referred to the counselor for regular ed scheduling.

### **W-APT/ACCESS Testing**

Pelican Rapids High School (PRHS) uses the WIDA ACCESS Placement Test (W-APT) to evaluate an incoming student's abilities. This assessment was switched to in 2011-2012 when yearly testing from MDE went to the ACCESS test. This test mirrors the ACCESS test given during the MDE State testing window each spring. If a student comes from a district/state where the ACCESS is given, and the student has taken the ACCESS test in the previous 12 months, those scores will be used to place the student into the appropriate classification.

## **Description of how Data Informs Placement Decisions**

The data collected provides the ESL department with the baseline needed to help place a student. The students are appropriately placed based on which of the following categories they fall into.

### **Possible Scores on ACCESS and W-APT Tests**

- 1 – Entering** (knows and uses minimal social language and minimal academic language with visual support)
- 2 – Emerging** (knows and uses some social English and general academic language with visual support)
- 3 – Developing** (knows and uses social English and some specific academic language with visual support)
- 4 – Expanding** (knows and uses social English and some technical academic language)
- 5 – Bridging** (knows and uses social and academic language working with grade level material)
- 6 – Reaching** (knows and uses social and academic at the highest working level measured by this test)

## **Placement**

After looking at the test scores, students scoring 6 or less will be placed into the appropriate class based on their test score

- 1. Entering/Emerging** (ESL 1 Class) W-APT/ACCESS Score of 1 or 2  
-Beginning in the Fall of 2013, students scoring a 1 or 2 on the test will also be placed into ESL Content Concepts
- 2. Emerging/Developing** (ESL 2 Class) W-APT/ACCESS Score of 2 or 3
- 3. Developing/Expanding** (ESL 3 Class) W-APT/ACCESS Score of 3 or 4
- 4. Expanding/Bridging** (ESL 4 Class) W-APT/ACCESS Score of 4 to 5
- 5. Bridging/Reaching** (Transitional Phase) W-APT/ACCESS Score of 5.0 to 6

## **Ongoing Identification**

Each year, student's ACCESS scores will be used to help make sure that the students are transitioning appropriately along the English Learner continuum. Those scores correspond to the classification of classes offered in the ESL program and so the scores will help to place them appropriately from year to year. Their performance and grasp of material in their other classes will also be used to help determine if they are ready to move onto the next step of their educational continuum.

Students who may not have been initially identified, for whatever reason, but language concerns arise, may be identified by teachers. If a teacher believes that a student's language concerns have to do with proficiency and NOT other factors, the High School teachers will fill out a referral form documenting how the student has shown to have proficiency issues. Also looked at will be educational history, performance in other classes and other factors that may be involved. If these students are identified as students who qualify for services, they will be placed appropriately and the MARSS reporter (Mrs. Verdorn) will be contacted immediately by the ESL instructor (Mr. Peter). A parent letter will also be sent out at this time.

## **Documentation and Annual MARSS Reports**

The ESL department at the High School building, will keep progress files for each student. These files will contain student ACCESS/W-APT scores as well as any other important information regarding the students involvement in the ESL program. The ESL department will update files with new ACCESS scores each summer when the data becomes available.

Each year during the week prior to school starting, Mr. Peter will meet with the MARSS Reporter (Mrs. Verdorn) and update any and all information that needs to be done. This will include double checking each students status and updating their language proficiency level as they are classified within MARSS if necessary.

## **English Learner Programs**

The Pelican Rapids High School uses primarily a Structured English Immersion setting. The classes in this program are built around the standards developed by the WIDA consortium and used by MN Department of Education. In this setting, students receive instruction in English based upon proficiency level. Some Sheltered Instruction Observational Protocol (SIOP) techniques are used as well in this setting. Currently, two classes are also offered in a Content-Based ESL setting [Mathematics and Social Studies].

## **Amount of Service**

Students who fall under the following WIDA categories typically receive the listed amount of service. A semester course is described as a course that is offered daily for 55 minute periods.

1. **Entering/Emerging** (2 courses per semester, ESL 1 and ESL Content Concepts)
2. **Emerging/Developing** (1 course per semester, ESL 2)
3. **Developing/Expanding** (1-2 courses per semester, ESL 3 + ESL Social Studies)
4. **Expanding/Bridging** (1-2 courses per semester, ESL 4 + ESL Social Studies)
5. **Bridging/Reaching** (Indirect Service)

## Scope of Service

### 1. **Entering/Emerging (ESL 1 Class)** W-APT/ACCESS Score of 1 or 2

-this class meets daily (55 minutes) within a Structured English Immersion setting and covers basic skills for students in the “entering” or “emerging” phase of language proficiency according to the WIDA standards and using the Side by Side Curriculum by the Pearson Company.

**ESL Content Concepts** Beginning in the Fall of 2013, students scoring a 1 or 2 on the test will also be placed into an ESL Beginner Content Based Learning Class. This class will also meet daily (55 minutes) and align with the “entering” or “beginning” phase of language proficiency in the WIDA standards, but will pursue these standards through the Core Content to help students build necessary background knowledge needed as they begin to transition into the mainstream classroom. The curriculum used will be built with collaboration from the mainstream content teachers.

Students in both of these classes will be working towards being able to produce...

<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>• Words, phrases, or chunks of language</li> <li>• Single words used to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Phrase-level grammatical structures</li> <li>• Phrasal patterns associated with common social and instructional situations</li> </ul>	<ul style="list-style-type: none"> <li>• General content-related words</li> <li>• Everyday social and instructional words and expressions</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>• Phrases or short sentences</li> <li>• Emerging expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Formulaic grammatical structures</li> <li>• Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• General content words and expressions</li> <li>• Social and instructional words and expressions across content areas</li> </ul>

and be able to process...

<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>• Single statements or questions</li> <li>• An idea within words, phrases, or chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)</li> <li>• Common social and instructional forms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• General content-related words</li> <li>• Everyday social and instructional words and expressions</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>• Multiple related simple sentences</li> <li>• An idea with details</li> </ul>	<ul style="list-style-type: none"> <li>• Compound grammatical constructions</li> <li>• Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• General content words and expressions, including cognates</li> <li>• Social and instructional words and expressions across content areas</li> </ul>

**2. Emerging/Developing (ESL 2 Class) W-APT/ACCESS Score of 2 or 3**

-this class meets daily (55 minutes) within a Structured English Immersion setting and covers the standards outlined for English proficiency by WIDA for students who fall within the “beginning” and “developing” categories and uses the Side by Side Curriculum by the Pearson Company.

Students in this class will be working towards being able to produce...

<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Phrases or short sentences</li> <li>Emerging expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic grammatical structures</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Short and some expanded sentences with emerging complexity</li> <li>Expanded expression of one idea or emerging expression of multiple related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Repetitive grammatical structures with occasional variation</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including cognates and expressions</li> <li>Words or expressions with multiple meanings used across content areas</li> </ul>

and be able to process...

<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Multiple related simple sentences</li> <li>An idea with details</li> </ul>	<ul style="list-style-type: none"> <li>Compound grammatical constructions</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions, including cognates</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Discourse with a series of extended sentences</li> <li>Related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including expressions</li> <li>Words and expressions with common collocations and idioms across content areas</li> </ul>

**3. Developing/Expanding (ESL 3 Class) W-APT/ACCESS Score of 3 or 4**

-this class meets daily (55 minutes) within a Structured English Immersion setting and covers the standards outlined for English proficiency by WIDA for students who fall within the “developing” and “expanding” categories and uses the Side by Side Curriculum by the Pearson Company.

Students in this class will be working towards being able to produce...

<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Short and some expanded sentences with emerging complexity</li> <li>Expanded expression of one idea or emerging expression of multiple related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Repetitive grammatical structures with occasional variation</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including cognates and expressions</li> <li>Words or expressions with multiple meanings used across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Short, expanded, and some complex sentences</li> <li>Organized expression of ideas with emerging cohesion</li> </ul>	<ul style="list-style-type: none"> <li>A variety of grammatical structures</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words and expressions with expressive meaning through use of collocations and idioms across content areas</li> </ul>

and be able to process...

<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Discourse with a series of extended sentences</li> <li>Related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including expressions</li> <li>Words and expressions with common collocations and idioms across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Connected discourse with a variety of sentences</li> <li>Expanded related ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex grammatical constructions</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words or expressions with multiple meanings across content areas</li> </ul>

#### 4. Expanding/Bridging (ESL 4 Class) W-APT/ACCESS Score of 4-5

-this class meets daily (55 minutes) within a Structured English Immersion setting and covers the standards outlined for English proficiency by WIDA for students who fall within the “beginning” and “developing” categories and uses the Side by Side Curriculum by the Pearson Company.

**ESL US History**-Also offered for students in the Expanding/Bridging/Reaching categories is ESL U.S. History. This class is a Content Based ESL class taught to prepare students who are nearly ready to transition out of the ESL program and fully prepare them for the mainstream classroom. This class is taught in conjunction with the mainstream U.S. History teacher. The direction of the ESL class will be guided by WIDA’s “Bridging” and “Reaching” standards and uses the America’s Story Curriculum published by Harcourt Achieve

Students in both of these classes will be working towards being able to produce...

<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Short, expanded, and some complex sentences</li> <li>Organized expression of ideas with emerging cohesion</li> </ul>	<ul style="list-style-type: none"> <li>A variety of grammatical structures</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words and expressions with expressive meaning through use of collocations and idioms across content areas</li> </ul>
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Multiple, complex sentences</li> <li>Organized, cohesive, and coherent expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of grammatical structures matched to purpose</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language, including content-specific collocations</li> <li>Words and expressions with shades of meaning across content areas</li> </ul>

and be able to process...

<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Connected discourse with a variety of sentences</li> <li>Expanded related ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex grammatical constructions</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words or expressions with multiple meanings across content areas</li> </ul>
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Rich descriptive discourse with complex sentences</li> <li>Cohesive and organized related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound, complex grammatical constructions (e.g., multiple phrases and clauses)</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language, including content-specific collocations</li> <li>Words and expressions with shades of meaning across content areas</li> </ul>

#### 5. Bridging/Reaching (Transitional/Monitoring Phase) W-APT/ACCESS Score of 5.0 to 6

-Students in this phase of language learning will be receiving “monitoring” services. These services include students getting academic content support throughout their

classes. Voluntarily, students may come down and receive additional tutoring, homework help, re-teaching in a 1-on-1 ESL paraprofessional setting.

-Also offered for the past four years has been Math 10 (Geometry) for ESL students. This was a Content Based ESL class taught by the ESL instructor under the partnership with the mainstream Math 10 instructor. This class typically was filled with students across all of the WIDA proficiency levels but will be eliminated to allow the ESL instructor to teach a class-load that better helps students reach the WIDA proficiency standards, specifically the ESL Content Concepts class.

## **Communication with Stakeholders**

When students enter the ESL program, a brochure is sent home with the parent notification letter describing the courses and what they entail. These brochures are offered in a multiple languages. (Somali, Spanish, English) [In progress]

The class descriptions are also available in the PRHS Yearly Registration Handbook found on the High School's Website.

## **Exit Criteria**

### **Description of Exit Criteria and Procedures**

Students reaching a score of 5.0 or higher on the yearly ACCESS test will begin the process of transitioning out of the ESL program. The student will move into this transitional phase for up to 2 years before completing their full exit of the program.

#### **The Goal of Exiting**

The goal within the ESL department is to move a student into this transitional period in no longer than 4 years after entering into the program.

#### **Exit Criteria**

To determine if the student is ready to move into transition, the ESL department will annually review the student's ACCESS scores and other class performances. Once it is determined the student has reached a 5.0 on the ACCESS test (with 4.0 or higher on all four language domains) and has demonstrated capabilities of being successful in the mainstream classroom, the student will be moved into a setting where they will receive mainstream class instruction throughout the day. However, while in this transitional phase, the student's academic progress will be carefully monitored by the ESL

department (ie: indirect service/monitoring phase) to ensure that the student is performing as expected. Open communication between mainstream teachers and ESL instructors will be of great importance during this time frame.

A once a semester check-in will be completed by the ESL para-professional to ensure that the student is making adequate progress. This check will include a grade check, and a quick check-in with the classroom teacher to ensure that if the student is struggling, the struggles are not related to language proficiency

During the transitional phase the ESL tutoring area and ESL paraprofessional will be available to the student if they need additional guidance. In this setting a student is always welcome to come down for additional academic language tutoring if they have available work time in any of their mainstream classes. This time of working with the 1-on-1 ESL para-professional is also done as another way to help track the student's progress away from the ESL platform.

### **Transitional Length**

The transitional phase can last anywhere between two months and two years depending on the needs of the student.

### **The Student Exits**

When the student appears to have the new mainstream schedule and transitional phase under control, the student will be officially exited completely from the program.

### **How does the Data Inform Decisions about Exiting**

If a student has scored a 5.0-or higher on the ACCESS, the ESL department will immediately begin to exit the student.

## **Description of the Reclassification Procedures in MARSS**

When a student is fully exited, they will no longer be classified as a MARSS student. This notification of reclassification is done immediately with the ESL instructor (Mr. Peter) informing the MARSS reporter (Mrs. Verdorn) of the change in the student's current status. This will be done both over the phone and with a paper copy sent to Mrs. Verdorn to inform her of the status change.

## **Immigrant Student Identification Procedure**

To help identify whether or not a student meets NCLB Immigrant Status (Age 3-21, not in school in the U.S. for more than 3 years and not born in the United States.) The school has implemented a system of testing for any student who answers NO to any of the three

main questions on the Minnesota Department of Education Home Language Questionnaire. The additional testing is non- intrusive but determines the appropriate information to determine the students status as seen fit by NCLB. This test is administered by the ESL department as it serves as another means of educating the department on the educational background of the potential student.