



# **English Language Learner Program**

**(Final)**

## Table of Contents

<b>Guidelines</b>	<b>3</b>
<b>ELL Program Plan</b>	<b>4</b>
<b>Procedure</b>	<b>5</b>
<b>Identification and Assessment of PHLOTES</b>	<b>5</b>
<b>Communication with Parents</b>	<b>6</b>
<b>Exiting ELL Students</b>	<b>7</b>
<b>Monitoring</b>	<b>8</b>
<b>Special Education</b>	<b>8</b>
<b>Educational Goals</b>	<b>8</b>
<b>Organizational Goals</b>	<b>9</b>
<b>ELL Program Goals</b>	<b>9</b>
<b>ELL Expectations</b>	<b>10</b>
<b>Assessment and Evaluation Guidelines</b>	<b>11</b>
<b>Student Records</b>	<b>11</b>
<b>Progress Reports</b>	<b>11</b>
<b>Staffing and Certification</b>	<b>12</b>
<b>ELL Proficiency Standards</b>	<b>12</b>
<b>Language Domains</b>	<b>13</b>
<b>Language Proficiency Levels</b>	<b>14</b>
<b>Appendix</b>	<b>16</b>
<b>Definition of Terms</b>	<b>17</b>
<b>Description of Individual Program – FORM</b>	<b>18</b>
<b>Notification of Program Placement – FORM</b>	<b>19</b>
<b>Conference Report – FORM</b>	<b>20</b>
<b>Exit Letter – FORM</b>	<b>21</b>
<b>Semi-Annual Progress Report – FORM</b>	<b>22</b>
<b>Student Background Information – FORM</b>	<b>23</b>
<b>Facilitating Language Acquisition in the Classroom</b>	<b>25</b>
<b>Home Language Survey</b>	<b>26</b>
<b>NTSD ELL Policy</b>	<b>27</b>
<b>Notification of ELL Program Placement – FORM</b>	<b>30</b>
<b>Language Proficiency Standards – Rubrics</b>	<b>31</b>
<b>Social &amp; Instructional</b>	<b>31</b>
<b>Language Arts</b>	<b>36</b>
<b>Mathematics</b>	<b>41</b>
<b>SOLOM-FORM</b>	<b>46</b>
<b>References</b>	<b>50</b>

# **Northern Tioga School District English Language Learner Program Guidelines**

To ensure equal educational opportunity for every child in the Commonwealth of Pennsylvania, appropriate experiences and instruction shall be provided for children with limited English proficiency.

Legal interpretations advanced by the federal government and the courts make it illegal to impede the education process of students because the students speak a language different from that of their school. Inasmuch as English language skills are the foundation of the curriculum of public schools, the inability of a limited English proficient (LEP) student to profit from the regular instructional program because of lack of English skills can have the effect of denying that student access to the educational program. Districts are required to address this situation by providing such specialized assistance as will enable each child to participate in the educational system with the student's English-speaking peers.

School districts will find the Pennsylvania School Code and regulations of the State Board of Education sufficiently flexible to permit them to fulfill this obligation immediately. It is the intent of the regulations to recognize the legal obligation of all districts to provide educational assistance to each limited English proficient student enrolled.

The education of students whose dominant language is not English is the responsibility of every school district/charter school in the Commonwealth. Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the school district/charter school provide a program for every student who is limited English proficient (LEP) or an English language learner (ELL). The regulation states:

“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.”

To comply with this requirement, Northern Tioga School District will provide the student with a planned program of English as a second language instruction to facilitate the acquisition of English language skills and provide an instructional program appropriate to the student's developmental and instructional level.

# Northern Tioga ELL Program

- I. The ELL program at the Northern Tioga School District ensures that every student will be provided a quality, culturally responsive, and equitable education. Our ELL goals for the district include second language acquisition and respect for culture. Students shall be accurately assessed for their level of English language proficiency.
- II. Our mission is to assure that ELL students will become successful learners with instruction delivered via curriculum aligned with the PA standards and the PA English Language Proficiency standards.
- III. A Home Language Survey will be given to every student that enters Northern Tioga School District. If the Home Language Survey constitutes further analysis, the student shall then be screened by the ELL designee, using an appropriate language assessment for placement purposes.
- IV. The instructional program provided by Northern Tioga School District will be developmental in approach.
  - i. The student will be taught, in English, at their level.
  - ii. Planned instruction and standards will follow the PA standards with the goal of reaching these standards with every student by demonstrating a level of proficient on the PSSA.
  - iii. The amount of time for each student will vary upon need.
- V. All ELL students will be able to participate in any or all extracurricular programs that are offered by the school including music, art, and sports activities. Career and Technical Education, Business and Academic related curriculums will also be available.
- VI. The Pupil Personnel Services offered by the Northern Tioga School District include Counseling, Instructional Support teams, SAP teams, and Special Education, if deemed necessary.
- VII. Staff development as related to the ELL Program.
  - a. All instructional I and II professionals will be given information as the state disseminates it. Our ELL coordinator will relay new information as needed. Teachers who have ELL students in their classrooms will be provided professional development surrounding the particular needs of the ELL students in their classroom.
  - b. All non-program staff including secretaries, bus drivers, cafeteria staff and janitorial staff will be briefed on the school procedures for each ELL student. Enrollment staff in the Northern Tioga School District will be informed on the administration of the Home Language Survey, and notification responsibilities regarding student referral.
- VIII. Communications
  - a. Communication to the parent/guardian will be in English or the preferred language or mode of the parent.
  - b. The Northern Tioga School District will access TransACT® documents as provided by the State of Pennsylvania for documents in the preferred language.
  - c. Translators will be accessed on an as-needed basis as determined by the Northern Tioga School District.
  - d. Complaints will follow the same protocol as any other type of complaint according to Northern Tioga School Board policy.
- XI. Program Evaluation Procedures
  - a. ELL personnel will attend pertinent state and regional meetings as well as professional development workshops.
  - b. The plan will be reviewed and revised as needed to meet state and federal standards/guidelines.

# PROCEDURE

## Identification and Assessment of PHLOTES

Upon entrance to the Northern Tioga School District, all students will be given a Home Language Survey, HLS, to be completed by a parent or guardian at the time of registration. (See appendix A, Home Language Survey.) The person responsible for registering students will distribute and collect the HLS during the enrollment process.

Based on the HLS, if the answers to any of the three questions is a language other than English, a copy of the survey will be forwarded to the ELL designee in the district. All original HLS forms will be kept in the student's cumulative folder.

Upon determination that there is a need to administer a language proficiency assessment, students will be placed on the PHLOTE (primary home language other than English) list. Parents or guardians will receive notification that their child will be administered an English Language Proficiency test. The WIDA-ACCESS Placement Test (W-APT), developed by the Center of Applied Linguistics will be used to assess the PHLOTE student's English proficiency. The assessment will be administered and scored by the district ELL teacher. Parent permission to assess is not required.

The district will maintain a list of active PHLOTE students. This document will be generated by the ELL teacher and be available at the central office through the ELL Coordinator.

Following the placement assessment, the ELL team, including the ELL teacher, the ELL coordinator, the building principal and other appropriate school personnel including at least one classroom teacher, should meet to determine eligibility for the ELL program. Consideration will be given as follows:

1. Composite proficiency score of 4 or below on the W-APT
2. Classroom and/or school time observations.
3. The SOLOM Teacher Observation Form
4. Home Language Survey
5. Parent Interview
6. Student Background Questionnaire
7. Prior school records
8. Other as appropriate

Students who speak a second language may or may not qualify for services. W-APT scores, in combination with other multiple criteria are used to determine ELL eligibility.

An Individual Learning Plan (ILP) will be written detailing how the program will be delivered to the student. The ELL teacher will notify parents or guardians of assessed children to inform them whether their child is eligible or ineligible for ELL services.

Identification and assessment of PHLOTE students will be completed within the first 30 (thirty) school days of registration or within two weeks (14 days) of a late registration during the school year.

## Communication with Parents

Northern Tioga School District will make every effort to inform non-English speaking parents of all school matters of which other parents are notified. All school notices will be available to all parents and upon request in the preferred mode or language of the family.

At the beginning of each school year all staff will receive a list of PHLOTE students. When a staff member needs to contact a parent who does not speak English, a plan should be formulated with the ELL teacher, with sufficient notice, to assist in communicating with the parent.

The district will provide orientation for parents of students who are new to the district for the purpose of introducing them to the ELL Program, informing them on parental rights and responsibilities, and other pertinent information.

## Exiting ELL Students

Northern Tioga School District ELL students will meet the following Pennsylvania State Exit criteria as stated below for Required Exit Criteria **and** Additional Exit Criteria. Program exit from Pa English language instructional program for English language learners takes place annually between June and September. (LEP status must be determined by September 30 and reported in PIMS.)

### Required Exit Criteria:

1. Score of Basic on the annual Pennsylvania System of School Assessment (PSSA) or Algebra 1 Keystone and PSSA reading or Literature Keystone.

### **Special Circumstances:**

- For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to Basic on the PSSA/Keystone.
  - For students that are in a grade that is not assessed with the PSSA or Keystone, LEA's must use each of the remaining criteria listed below to exit students.
2. Score of 5.0 on an ACCESS for ELLS Kindergarten assessment (accountability score) or a Tier C ACCESS for ELLs assessment. Cutoff score flexibility is available in special circumstances.
    - a. Following the scoring criteria in the table below, the W-APT must be administered between June and September to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.

<u>Grade Level</u>	<u>ACCESS Score</u>	<u>Required W-APT Scores</u>
K	Cut-off score flexibility not allowable for Kindergarten	
1-5	4.6 - 4.9	5.0 in each domain
6-8	4.7 - 4.9	5.0 in each domain
9-12	4.8 - 4.9	5.0 in each domain

A composite score on the W-APT cannot be used. A student must score 5.0 in each domain (listening, speaking, reading and writing) A score of Proficient on the reading PSSA can be used along with all other required criteria outlined in PA ELL policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

### Additional Exit Criteria:

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA or Algebra I Keystone and PSSA reading or Literature Keystone assessments.

Program exit from the Pennsylvania English language instructional program for English language learners takes place annually between June and September. Documentation of all exiting decisions and assessment results will be located in the student's cumulative folder. Parents and administration will be notified by the ELL designee. Documentation of parent and administration notification of results will be located in the student's cumulative folder.

### Monitoring

A student who has exited the ELL program will be monitored formally for at least two full school years. The ELL teacher(s) will be responsible for monitoring the ELL student. Student monitoring will occur formally at the end of each marking period or quarter and informally throughout the school year. Monitoring will consist of the following measures of student progress: grades, test scores, student performance, teacher observation, and progress in meeting the PA Academic Standards in reading, writing, and mathematics. If monitoring reveals continued limited English proficiency, non-remedied academic deficits, or other indications that the student was exited too soon, the ELL teacher will meet with the mainstream classroom teacher and/or other teachers to re-evaluate the student's needs. A plan of action will be formulated resulting in the student: a) remaining in the mainstream classroom with additional adaptations and modifications, or b) receiving additional academic support service, c) extending the duration of the monitoring program or d) under unusual circumstances and if the evidence supports it, a student may be re-entered into the ELL program.

### Special Education

The Northern Tioga School District will not place any student in a special education program based on his/her limited English proficiency. The guidelines and timeframes for special education are the same for both ELL and non-ELL students in accordance with the Individuals with Disabilities Education Act (IDEA). The district will ensure that the identification for special education programs will not rely solely on measures of English and/or the student's native language, when available, depending on the dominant language of the student.

ESL students will receive equal access to all district special opportunity programs. These include, but are not limited to: Title 1, gifted and vocational programs. Furthermore, ELL students will have equal opportunity to participate in all extra-curricular and non-academic activities that are available to other students. The district will ensure that the selection and/or application process for special opportunity programs will not rely solely on measures of English language proficiency.

## **EDUCATIONAL GOALS**

The educational goals of the Northern Tioga School District are in keeping with those in Section 4.11 of Chapter 4 regulations. These goals encompass all subject areas and are deemed critical skills for students to have prior to graduation. NTSD ELL program provides a standards based curriculum which is aligned to students' English language proficiency levels.. All ELL students will be expected to meet or exceed the educational goals of the all students in the Northern Tioga School.



# ORGANIZATIONAL GOALS

The Northern Tioga School District shall engage in planned activities according to their developing Strategic Plan during the next six years leading toward the achievement of the following priority goals:

## Curriculum/Standards

- Alignment
- Instruction
- Assessment
- Additional instruction opportunities (remediation, etc.)
- Reporting to parents (parent participation, progress reports, conferences, on-line communications, etc.)
- Graduation requirements

## Technology

- Teaching tools
- Student access
- Administrative use

## Non-Academic Areas

- Facilities
- School safety plan

# ELL PROGRAM GOALS

- To develop pupil competency in understanding, speaking, reading and writing English across the subject areas.
- To provide educational experiences that will prepare pupils to complete high school and to enter institutions of higher education and/or the world of work.
- To orient pupils and their parents to the school community.
- To enhance pupils' sense of self-worth by highlighting contributions made by their ethnic group to society.

# ELL EXPECTATIONS

An ELL program is organized on three basic instructional levels as shown below. The target audience is students enrolled from elementary through secondary grades who meet ELL eligibility requirements.

## A. Level A – Entry Level (Beginning)

Students will:

1. Understand English when it is spoken at a normal rate of speed.
2. Speak English as demonstrated by their ability to:
  - i. Imitate words and phrases pronounced by the teacher.
  - ii. Respond in a word or phrase to simple questions.
  - iii. Describe familiar situations in simple terms.
3. Acquire a functional oral vocabulary of approximately 800 words.
4. Develop skills to read what has been learned orally.
5. Write basic words/phrases/sentences that have been learned orally.

## B. Level B – For students who have achieved Level A objectives (Intermediate)

Students will:

1. Continue to gain proficiency in English oral language production and comprehension as demonstrated by their ability to:
  - i. Respond orally using a full sentence or explanation.
  - ii. Respond orally to questions related to a short selection narrated by teacher or on tape.
  - iii. Describe orally an experience, situation or picture.
2. Continue to read in English those materials that are based on their oral language experiences.
3. Continue to read books, magazines, and other materials appropriate to their interests and abilities.
4. Write in English simple structures based on their oral language experiences (sentences using familiar words and expressions).

## C. Level C – For students who have achieved Level B objectives (Advanced)

Students will:

1. Understand English as spoken on the radio, television, and in normal flow of conversation.
2. Express their ideas in English with fluency and accuracy.
3. Read materials used in their school in classes at their grade level.
4. Write reports, letters, and compositions.

In addition to the objectives described above, an underlying objective of the program is the nurturing of self-pride and self-identity in each student's linguistic and cultural heritage. Opportunity will be provided for students to learn about the history and customs of their ethnic group. Students should be encouraged to participate in activities utilizing their native language and culture.

# ASSESSMENT AND EVALUATION GUIDELINES

Appropriately qualified ELL school personnel should assist in the development of evaluation procedures, including the selection of the instruments. These should include both initial screening of students, and the continuous and systematic evaluation of their academic, social, and emotional progress. An approved WIDA administrator will assess each student annually for English Language Proficiency.

## Student Records

A system of accurate and relevant student records will be maintained by the ELL teacher and stored in a locked file in the home school guidance office. The Northern Tioga School District will provide evidence that the placement and instructional decisions made regarding LEP student were based upon the interpretations of information which took into account the background of the LEP student and the purpose for which the information was gathered. This will include:

1. Results of preliminary language assessment (to include the home language survey, dominance, and any native language skills testing).
2. Results of any other screening measures, parent interviews, observations, etc.
3. Results of achievement testing (in English as a second language, subject matter or native language).
4. Results of specialized testing (as for specific disabilities).
5. Affective measures
6. Placement decisions
7. A semi-annual ELL progress report completed by the ELL/ESL instructor.

## Progress Reports

The ELL teacher will complete English Language Learner Progress Report semi-annually for each student who is a member of the ELL Program.

The ELL Coordinator, Principals, classroom teachers, and parents will receive a copy of the progress report for each student.

## Staffing and Certification

The Northern Tioga School District will ensure that highly qualified teachers are in place to teach in the ELL Program.

The ELL/ESL teacher will be responsible for training the content area teachers of ELL students in ELL methodology and cultural awareness in order for them to be able to deliver their subject matter to ELL student in accordance with accepted educational practice.

Other responsibilities of the ELL teacher include:

- Administer basic ELL tests and observations to assist in determining the ELL level for an ELL student entering our district.
- Set goals that meet levels of educational performance and social/cultural needs.
- Transition students from the English language proficiency level they are on presently through the program levels, to meet exit goals.
- Write ELL individual plans.
- Develop educational materials to advance listening, speaking, reading, and writing skills in English.
- Plan ELL instruction to align with Pennsylvania academic standards.
- Assess time lines to achieve the students' goals.
- Assess what will be needed for the ELL student to meet graduation requirements.
- Provide a program based on sound educational theory.
- Keep accurate records on progress on a yearly basis, i.e. date records, testing records, portfolios, etc. Such records should be kept in a locked file in the home-school's guidance area.
- Work with the parents of ELL students, so they are involved in the program planning.
- Work with teachers of ELL students in the classroom setting.
- Train teachers who work with ELL students through one-on-one information updates, faculty meetings, and in-service sessions.
- Attend pre-approved training sessions specifically designed for ELL teachers.

The school district will develop, implement, and review on an annual basis, a staffing plan designed to effectively carry out the district's ELL Program. The plan will consider at least the following:

1. The number of students anticipated to be eligible for the ELL program in the upcoming year, and estimated enrollment thereafter, and building location of the associated students; and,
2. The student-to-teacher qualified ratio, taking into consideration the expected levels of services needed, in accordance with accepted educational practice.

## **ELL PROFICIENCY STANDARDS**

There are five **English Language Proficiency Standards** that center on the **language** needed and used by English language learners in Grade levels PreK – 12 attending schools in the state of Pennsylvania to succeed both socially and academically in school. Each of the English language proficiency standards addresses a specific context for language acquisition (social and instructional settings as well as language arts, mathematics, science, and social studies). The framework reflects five grade level clusters: PreK-K, 1-3, 4-5, 6-8, and 9-12.

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.

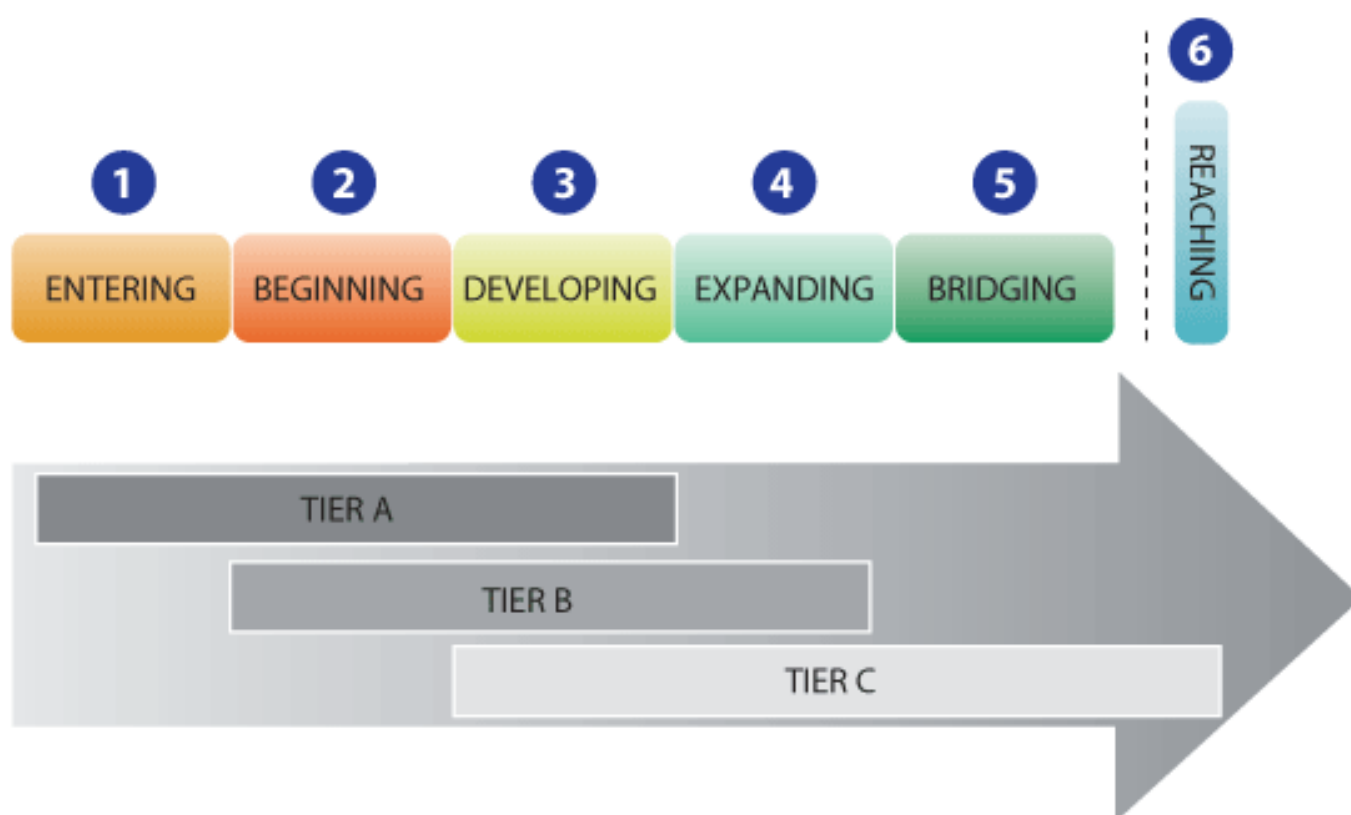
## LANGUAGE DOMAINS

Each of the five English language proficiency standards encompasses four **language domains**: listening, speaking, reading, and writing. The language domains reflect the modality of the communication that is further delineated by the language proficiency levels and their model performance indicators. The definitions of the language domains are as follows:

- a. Listening: Process, understand, interpret, and evaluate spoken language in a variety of situations.
- b. Speaking: Engage in oral communication in a variety of situations for a variety of purposes and purposes and audiences.
- c. Reading: Process, interpret, and evaluate written language, symbols, and text with understanding and fluency.
- d. Writing: Engage in written communication in a variety of forms for a variety of purposes and audiences.

# LANGUAGE PROFICIENCY LEVELS

The five **language proficiency levels** outline the progression of language development implied in the acquisition of English as an additional language, from 1, **Entering** the process, to 5, **Bridging** to the attainment of state academic content standards. The language proficiency levels delineate expected performance and describe what English language learners should know and be able to do by the time they are ready to move on to the next language proficiency level. Therefore, they provide goals for practitioners and will serve to inform curriculum planning and classroom instruction.



At the given level of English language proficiency, English language learners in Pennsylvania will process, understand, produce, or use:

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<p><b><u>Receptive Skills</u></b></p> <p><b>Pictorial or graphic</b> representation of the language of the content areas</p> <p>Words, phrases, or chunks of language when presented with <b>one-step</b> commands, directions, WH-questions, or statements with <b>visual and graphic support</b></p>	<p><b><u>Receptive Skills</u></b></p> <p><b>General</b> language related to the content areas</p> <p><b>Phrases</b> or short sentences</p>	<p><b><u>Receptive Skills</u></b></p> <p><b>General and some specific</b> language of the content areas</p> <p><b>Expanded</b> sentences in <b>oral</b> interaction or <b>written</b> paragraphs</p>	<p><b><u>Receptive Skills</u></b></p> <p><b>Specific and some technical</b> language of the content areas</p> <p>A <b>variety</b> of sentence lengths of varying linguistic complexity in <b>oral</b> discourse or <b>multiple, related paragraphs</b></p>	<p><b><u>Receptive Skills</u></b></p> <p>The <b>technical language</b> of the content areas</p> <p>A <b>variety</b> of sentence lengths of <b>varying</b> linguistic complexity in <b>extended oral</b> or <b>written</b> discourse, including stories essays or reports</p>
<p><b><u>Productive Skills</u></b></p>	<p><b><u>Productive Skills</u></b></p> <p><b>Oral or written</b> language with phonological, syntactic, or semantic <b>errors</b> that <b>often impede the meaning</b> of the <b>communication</b> when presented with one to multiple-step commands, directions, questions, or a series of statements with <b>visual and graphic support</b></p>	<p><b><u>Productive Skills</u></b></p> <p><b>Oral or written</b> language with phonological, syntactic, or semantic errors that <b>may impede the communication</b> but retain much of its meaning when presented with oral or written, narrative or expository descriptions with <b>occasional visual and graphic support</b></p>	<p><b><u>Productive Skills</u></b></p> <p><b>Oral or written</b> language with <b>minimal</b> phonological, syntactic, or semantic <b>errors</b> that <b>do not impede</b> the overall meaning of the <b>communication</b> when presented with oral or written connected discourse with <b>occasional visual and graphic support</b></p>	<p><b><u>Productive Skills</u></b></p> <p><b>Oral or written</b> language <b>approaching comparability</b> to that of English proficient peers when presented with <b>grade level material</b></p>

***Performance definitions for the Pennsylvania PreK-12 English Language Proficiency Standards  
Final Form***

Adapted from the WIDA document 2/2004. Copyright © 2005 State of Pennsylvania. All rights reserved.  
March 17, 2005

Board Approved Sept. 2013

# **APPENDIX**



# DEFINITION OF TERMS

**Bilingual** – refers to knowledge and use of two languages.

**Bilingual Instructional Program** – refers to the use of two languages, one of which is English, as the media of subject matter instruction.

**CALP** – cognitive-academic language proficiency

**Dominance** – refers to the language most often used by the student for communication and self-expression.

**English Dominant** – a student whose language of communication is predominantly English.

**ELL** – English Language Learner- Refers usually to the teaching of English to persons whose native language is other than English.

**ESOL** – English Speakers of Other Languages – One language is used (English) as the medium of instruction (Same as ESL).

**Home Language** - the first language learned by a child, usually the language of the student's home.

**Interference** – the confusion caused when the language learner applies the systems of one language to another language.

**LEA** – local educational agency, school district, intermediate unit.

**LEP** – Limited English Proficient – the term used to describe students of English as a Second Language who have not yet fully mastered the language.

**Migrant** – a child whose parents cross school district boundaries for reasons of employment in agriculture or agri-related businesses. In Pennsylvania, this is mainly employment in agriculture.

**Native Language** – the first language learned by a child, usually the language of the student's home.

**Non-English Dominant** – a student whose primary language of communication is not English.

**PHLOTE** – primary home language other than English

**Primary Language** – the first language learned by a child, usually is the language of the student's home and most often used to express ideas and concepts.

**Refugee** – refers to a person who has been granted asylum in this country, usually for political or economic reasons, and who has been classified as such by the Immigration and Naturalization Service.

**SOLOM**- Student Oral Language Observation Matrix

**Target Language** – the language that is being taught (also known as second language).

**Target Population** – the population to be served in ESL or bilingual programs.

**Title I – IASA** (Improving Americas Schools Act) of 1994. Meant to provide supplementary educational services to educationally disadvantaged students.

**Northern Tioga School District  
Description of District English Language  
Development Program(s)**

The goal of each of the district's English Language Development Programs is to help your child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. Each program identifies the educational strengths and needs of your child using instructional methods described below. It is anticipated your child will continue in an English Language Development Program for \_\_\_\_\_ years or until he/she is able to successfully transition to a full day schedule that is not tailored for limited English proficient students.

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 Program(s): \_\_\_\_\_

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: \_\_\_\_\_

OFFICE USE ONLY				
Student ID#:	Dist. Student #:	Grade Level:	Student Name:	Faculty Name:
Faculty#:	Birth date:	Home Phone:	Home Language:	First Date Student Attended School in the U.S.

**Northern Tioga School District**  
**Notification of English Language Development Program Placement**  
**\_\_\_\_ Initial Placement      \_\_\_\_ Continuing Placement**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_  
School: \_\_\_\_\_

Dear Parents:

Based on your child's English proficiency test scores and level of academic achievement, we are pleased to inform you that your child will receive instruction in our district's English language development program. The goal of our English language development program is to help your child learn English so that she/he will be able to meet age appropriate academic standards for grand promotion and graduation.

Your child's level of English proficiency was measured using the following test(s):

- ☐ \_\_\_\_\_  
(Test used to measure level of English proficiency)
- ☐ \_\_\_\_\_  
(Test used to measure level of English proficiency)
- ☐ \_\_\_\_\_  
(Test used to measure level of English proficiency)

Level of English proficiency: \_\_\_\_\_

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)
- ☐ \_\_\_\_\_  
(Test used to measure level of academic achievement)

Level of Academic Achievement: \_\_\_\_\_

The method of instruction used in your child's English language development program is:

- \_\_\_\_ **Bilingual:** instruction provided both in English and your child's home language  
\_\_\_\_ **Transitional Bilingual:** instruction provided mostly or all in English adapted to student's levels  
\_\_\_\_ **Content-based English Language Learner (ELL)/English as a Second Language (ESL):** Instruction is provided in English only and adapted to student's level.  
\_\_\_\_ **Pull-out ELL/ESL:** Student leaves his/her English-only classroom during the day for ELL/ESL instruction  
\_\_\_\_ **Title III Supplemental Services, if available:** see document entitled Program Withdrawal/Denial of Enrollment  
\_\_\_\_ **Other:** \_\_\_\_\_

Your child's program \_\_\_\_\_ is \_\_\_\_\_ is not the district's only English language development program. Additional information about your child's program and other district language programs, if available, is attached.

The primary contact for ESL/Bilingual program is:

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

Please contact this person if you have questions.

OFFICE USE ONLY				
Student ID#:	Dist. Student #:	Grade Level:	Student Name:	Faculty Name:
Faculty#:	Birth date:	Home Phone:	Home Language:	First Date Student Attended School in the U.S.

# NORTHERN TIOGA SCHOOL DISTRICT

ADMINISTRATIVE OFFICES  
110 ELLISON ROAD  
ELKLAND, PA16920-1398  
FAX (814) 258-7083 – Superintendent's Office  
FAX (814) 258-7876 – Business Office  
[www.ntiogasd.org](http://www.ntiogasd.org)

WANDA M. ERB  
Business Manager  
(814) 258-5644

DIANA L. BARNES  
Superintendent  
(814) 258-5642

KATHY S. VANSCHAICK  
Board Secretary  
(814) 258-5642

DAN FIE  
Coordinator of Student Services  
(814) 258-5649

AMY COOTS  
Principal of Academic Affairs  
(814) 258-5646

## ELL Conference Report

Date: \_\_\_\_\_ Name of Student: \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_

ELL Instructor: \_\_\_\_\_

In Attendance at the meeting:

Name	Relationship to Student/Position in District
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Interpreter provided: Yes ☐ No ☐

Parent Comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher Comments:  
\_\_\_\_\_  
\_\_\_\_\_

ELL Teacher Comments:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Outcome/Actions:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Northern Tioga School District  
English Language Development Program  
Exit Letter**

Name of Student: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Dear parent,

Your child has gained much success in the English skills of reading, writing, speaking and listening.

The English Language Development Program has assessed your child. He/she no longer qualifies for the instruction and Title III Supplemental Programs offered through the core program. Your child's progress will be monitored for a period of 2 years as required by Federal Law.

Thank you for your assistance in helping us make this transition a successful one. If you have any questions or concerns, please call your child's school or teacher.

Sincerely,

_____	_____
Name	Title
_____	_____
Phone Number	E-mail Address

# NORTHERN TIOGA SCHOOL DISTRICT

ADMINISTRATIVE OFFICES  
110 ELLISON ROAD  
ELKLAND, PA16920-1398  
FAX (814) 258-7083 – Superintendent's Office  
FAX (814) 258-7876 – Business Office  
[www.ntiogasd.org](http://www.ntiogasd.org)

WANDA M. ERB  
Business Manager  
(814) 258-5644

DIANA L. BARNES  
Superintendent  
(814) 258-5642

KATHY S. VANSCHAICK  
Board Secretary  
(814) 258-5642

DAN FIE  
Coordinator of Student Services  
(814) 258-5649

AMY COOTS  
Principal of Academic Affairs  
(814) 258-5646

## K–12 English Language Learner Program SEMI-ANNUAL PROGRESS REPORT

STUDENT'S NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_  
BUILDING CONTACT: \_\_\_\_\_ GRADE: \_\_\_\_\_ AGE: \_\_\_\_\_  
NATIVE LANGUAGE: \_\_\_\_\_ NATIVE COUNTRY: \_\_\_\_\_  
HRS/WK ELL: \_\_\_\_\_  
DATE: \_\_\_\_\_

LISTENING:

\_\_\_\_\_

SPEAKING:

\_\_\_\_\_

READING:

\_\_\_\_\_

WRITING:

\_\_\_\_\_

MOTIVATION/EFFORT:

\_\_\_\_\_

PROGRESS IN GRADE-LEVEL CLASSES:

\_\_\_\_\_

PROGRESS IN GRADE-LEVEL CLASSES:

\_\_\_\_\_

ELL GOALS FOR THE NEXT REPORT PERIOD STATED IN MEASUREABLE TERMS:

\_\_\_\_\_

ELL INSTRUCTOR: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_

This report will be included in the student's ELL file and a copy should be mailed home to the parents. Please file original with student's records. Forward a copy to the District ELL Administrator.

**Northern Tioga School District  
English Language Learner  
Student Background Information**

Student Name: \_\_\_\_\_  
(First) (Middle) (Last)

Male/Female \_\_\_\_\_ Birthday: \_\_\_\_\_ Age: \_\_\_\_\_ Phone: \_\_\_\_\_  
Circle One (month) (day) (year)

Address: \_\_\_\_\_

Native Language: \_\_\_\_\_ Native Country: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_

English Speaking Contact: \_\_\_\_\_ Phone: \_\_\_\_\_  
(If necessary)

When did this student come to the United States? \_\_\_\_\_

What language is used regularly with parents? \_\_\_\_\_

With siblings? \_\_\_\_\_ With friends? \_\_\_\_\_

Can the student read home language?                      ↑ No    ↑ Easy Words    ↑ Easy Sentences    ↑ Yes

Can the student write home language?                      ↑ No    ↑ Easy Words    ↑ Easy Sentences    ↑ Yes

Can the student understand English?                      ↑ No    ↑ Easy Words    ↑ Easy Sentences    ↑ Yes

Can the student speak English?                      ↑ No    ↑ Easy Words    ↑ Easy Sentences    ↑ Yes

Can the student read English?                      ↑ No    ↑ Easy Words    ↑ Easy Sentences    ↑ Yes

Can the student write English?                      ↑ No    ↑ Easy Words    ↑ Easy Sentences    ↑ Yes

If the 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 times a week

Classes lasted?    ↑ 45 minutes or less    ↑ 45 minutes – 1 hour    ↑ longer than 1 hour

SCHOOL HISTORY

Fill in the name of each school one time. Indicate any breaks in schooling. Provide any background information that would help the team understand the student's background better.

Age	Grade	Name of School - Location	Primary Language Used
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18+			

Last Grade Completed: \_\_\_\_\_ When? \_\_\_\_\_  
Month/Year

Student's special interests: \_\_\_\_\_

In school, the student does well in: \_\_\_\_\_

Special medical concerns: \_\_\_\_\_

Does this child have learning difficulties? \_\_\_\_\_

Other pertinent information: \_\_\_\_\_

Form completed by: \_\_\_\_\_

(Please print)

\_\_\_\_\_  
(Signature)



# FACILITATING LANGUAGE ACQUISITION IN THE CLASSROOM

## TEACHER REFERENCE SHEET

1. Create an environment that facilitates language learning.
  - a. Actively engage students in challenging learning activities.
  - b. Use interactive activities so ELL students talk with their peers and use academic English.
  - c. Use concrete, hands-on activities (and language) before more abstract activities (and language).
  - d. Create an atmosphere in which ELL students feel safe in taking risks with both English and content.
2. Adjust teacher talk to increase comprehensibility.
  - a. Face the students.
  - b. Pause frequently.
  - c. Paraphrase often.
  - d. Clearly indicate the most important ideas and vocabulary through intonation or writing on the board.
  - e. Avoid “asides”.
  - f. Avoid or clarify pronouns.
  - g. Use short sentences.
  - h. Use subject-verb-object word order.
  - i. Increase wait time for students to answer.
  - j. Focus on the student’s meaning, not grammar.
  - k. Avoid interpreting on a regular basis.
3. Support or scaffold ELL student language development.
  - a. Ask questions in simplified language.
  - b. Establish a pattern when questioning.
  - c. Ask for elaboration, “Tell me more about...”.
  - d. Be a good listener. Use eye contact, non-verbal support, and plenty of time.
  - e. Provide encouragement to continue, “Uh-huh. Really? What happened then?”
  - f. Provide difficult words.
  - g. Ask for clarification, “I’m not sure I understand. Can you say it again?”
  - h. Paraphrase what the student said.
  - i. Interaction is high.

## NORTHERN TIOGA SCHOOL DISTRICT

---

**Student registration form includes the following:**

### **HOME LANGUAGE SURVEY**

The Office of Civil Rights (OCR) requires that school districts identify limited English proficient (LEP) students in order to provide appropriate language instructional programs for them. Pennsylvania has selected the Home Language Survey as the method for the identification.

1. What is/was the student's first language?  
\_\_\_\_\_
2. Does the student speak a language (s) other than English (do not include languages learned in school):  
\_\_\_\_ Yes \_\_\_\_ No  
If yes, specify the languages:  
\_\_\_\_\_
3. What language (s) is/are spoken in your home?  
\_\_\_\_\_

Signature of Parent: \_\_\_\_\_ Date: \_\_\_\_\_

# Northern Tioga School District LEP Policy

<p>1. Purpose</p> <p>2. Authority Title 22 Sec. 4.26 42 U.S.C. Sec. 2000d 20 U.S.C. Sec. 6801 et seq</p> <p>Title 22 Sec. 4.13 SC 1205.1, 1205.2 Pol. 100, 333, 433</p> <p>3. Delegation of Responsibility</p>	<p><b>138. LIMITED ENGLISH PROFICIENCY PROGRAM</b></p> <p>In accordance with the Board's philosophy to provide a quality educational program to all students, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have Limited English Proficiency (LEP) will be identified, assessed and provided appropriate services.</p> <p>The Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction. The program shall be based on effective research-based theory, be implemented with sufficient resources and appropriately trained staff, and be evaluated periodically.</p> <p>The Board shall include the provisions for the LEP program in its Strategic Plan and appropriate training for professional staff in its Professional Education Plan.</p> <p>The Superintendent or designee shall implement and supervise an LEP program that ensures appropriate LEP instruction in each school and complies with federal and state laws and regulations.</p> <p>The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the LEP program, including:</p> <ol style="list-style-type: none"><li>1. Program goals.</li><li>2. Student enrollment procedures.</li><li>3. Assessment procedures for program entrance, measurement of progress, and program exit.</li></ol>
--	--

	<p>4. Classroom accommodations.</p> <p>5. Grading policies.</p> <p>6. List of resources, including support agencies and interpreters.</p>
<p>4. Guidelines 20 U.S.C. Sec. 6801 et seq</p>	<p>The district shall establish procedures for identifying students whose dominant language is not English. The Home Language Survey shall be completed for each student enrolled in the district and be filed in the student's permanent record folder through graduation. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.</p>
<p>20 U.S.C. Sec. 1703</p>	<p>Students whose dominant language is not English should be enrolled in the district upon presentation of a local address and proof of immunization. Students shall have access to and be encouraged to participate in all academic and extracurricular activities available in the district.</p>
<p>20 U.S.C. Sec. 6801 et seq</p>	<p>Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.</p> <p>The LEP program shall be designed to provide instruction that meets each student's individual needs, based on the assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards.</p>
<p>20 U.S.C. Sec. 6801 et seq</p>	<p>The LEP program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.</p>
<p>Pol. 404, 433</p>	<p>Certified professional employees and appropriate support staff, when necessary, shall provide the LEP program.</p>
<p>20 U.S.C. Sec. 6801 et seq</p>	<p>At the beginning of each school year, the district shall notify parents of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.</p>
<p>20 U.S.C. Sec. 6801 et seq</p>	<p>The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.</p>

	<p>References:</p> <p>Title VI, Civil Rights Act of 1964 – 42 U.S.C. Sec. 2000d</p> <p>Equal Education Opportunity Act, amending Education Amendments of 1974 –  20 U.S.C. Sec. 1703</p> <p>No Child Left Behind Act of 2001, P.L. 107-334, 115 Stat., Title III,  Language Instruction For Limited English Proficient And Immigrant  Students, amends Title III U.S.C. Sec. 6801 et seq</p> <p>School Code 24 P.S. Section 1205.1, 1205.2</p> <p>State Board of Education Regulations 22 PA Code Sec. 4.13, 4.26</p> <p>Basic Education Circular July 1, 2001: Educating Students With Limited  English Proficiency (LEP) and English Language Learner (ELL)</p> <p>Lau v. Nichols – 1974  Plyler v. Doe – 1982  Castaneda v. Pickard – 1981</p>
--	---

**Northern Tioga School District**  
**Notification of English Language Development Program Placement**  
 \_\_\_\_ **Initial Placement** \_\_\_\_ **Continuing Placement**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_

Dear Parents:

Based on your child's English proficiency test scores and level of academic achievement, we are pleased to inform you that your child will receive instruction in our district's English language development program. The goal of our English language development program is to help your child learn English so that she/he will be able to meet age appropriate academic standards for grand promotion and graduation.

Your child's level of English proficiency was measured using the following test(s):

- ☐ \_\_\_\_\_  
 (Test used to measure level of English proficiency)
- ☐ \_\_\_\_\_  
 (Test used to measure level of English proficiency)
- ☐ \_\_\_\_\_  
 (Test used to measure level of English proficiency)

Level of English proficiency: \_\_\_\_\_

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)
- ☐ \_\_\_\_\_  
 (Test used to measure level of academic achievement)

Level of Academic Achievement: \_\_\_\_\_

The method of instruction used in your child's English language development program is:

- \_\_\_\_ **Bilingual:** instruction provided both in English and your child's home language
- \_\_\_\_ **Transitional Bilingual:** instruction provided mostly or all in English adapted to student's levels
- \_\_\_\_ **Content-based English Language Learner (ELL)/English as a Second Language (ESL):** Instruction is provided in English only and adapted to student's level.
- \_\_\_\_ **Pull-out ELL/ESL:** Student leaves his/her English-only classroom during the day for ELL/ESL instruction
- \_\_\_\_ **Title III Supplemental Services, if available:** see document entitled Program Withdrawal/Denial of Enrollment
- \_\_\_\_ **Other:** \_\_\_\_\_

Your child's program \_\_\_\_ is \_\_\_\_ is not the district's only English language development program. Additional information about your child's program and other district language programs, if available, is attached.

The primary contact for ESL/Bilingual program is:

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

Please contact this person if you have questions.

OFFICE USE ONLY				
Student ID#:	Dist. Student #:	Grade Level:	Student Name:	Faculty Name:
Faculty#:	Birth date:	Home Phone:	Home Language:	First Date Student Attended School in the U.S.

# **Language Proficiency Standards For English Language Learners *PreK-12***



*Pennsylvania Department of Education*

## **Social & Instructional (ELL)**

English Language Proficiency Standard 1: English language learners communicate in English for  
**SOCIAL AND INSTRUCTIONAL purposes within the school setting.**

**Domain: LISTENING** – process, understand, interpret, and evaluate spoken language in a variety of situations.

Grade Level	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Cluster					
<b>PRE K-K</b>	Follow simple oral commands with visual cues (such as: TPR).	Follow simple commands without visual cues (such as: “Stand up.” or “Get in line.”).	Follow oral commands to show simple spatial relations with real life objects, (such as: “Put your hand on your head.”).	Follow oral direction as presented in conversation or drama with a story or music (such as: The Hokey Pokey).	Follow sequential commands without visual or non-verbal cues (such as: “Take out your book and open it to page 10.”).
<b>1-3</b>	Position manipulatives or realia according to one-step oral commands to show spatial relations (such as: “Put the books on the table.”).	Position manipulatives or realia according to multiple oral commands to show spatial relations (such as: “Put the cubes in a row across the paper.”).	Follow oral directions verifying requests with cues from teachers or peers (such as: “Fold the paper in half and place it on your table the long way.”).	Follow simple oral directions without visual or nonverbal support (such as: “Write your name on the top left-hand side of the paper.”).	Follow sequence from multiple oral directions (such as: “Write your name on the top left-hand side of the paper, then put the date on the top right-hand side.”).
<b>4-5</b>	Identify materials needed from realia and oral statements and complete tasks (such as: making a peanut butter and jelly sandwich).	Match materials and/or resources needed to complete tasks with their uses based on realia and oral directions.	Follow oral directions to select materials or resources needed to complete tasks.	Sequence use of materials or resources needed to complete tasks based on oral directions.	Evaluate use of materials or resources needed to complete tasks based on oral discourse.
<b>6-8</b>	Identify positive and negative behaviors from oral statements supported by illustrations (such as: in school, on the playground, in gym class, or on the bus).	Role-play examples of etiquette and manners associated with activities based on illustrations and oral descriptions (such as: sports rules or turn taking).	Role-play positive ways of interacting socially and culturally based on oral descriptions.	Role-play or identify situations of peer pressure based on oral descriptions.	Role-play consequences of succumbing to peer pressure based on oral scenarios.
<b>9-12</b>	Follow instructions or requests supported by gestures from peers (such as: “Meet me at my locker after 8 <sup>th</sup> period.”).	Process and respond to discourse from unfamiliar speakers (such as: at assemblies or on field trips).	Process and respond to discourse from indirect sources (such as: cassettes or CDs).	Follow telephone conversations, process and respond to announcements over the intercom.	Analyze and interpret the appropriateness of oral messages or information from a variety of sources (such as: popular songs and voicemail messages).



**English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.**

**Domain: SPEAKING** – engage in oral communication in a variety of situations for a variety of purposes and audiences.

<b>Grade Level</b>	<b>Level 1 Entering</b>	<b>Level 2 Beginning</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>Cluster</b>					
<b>PRE K-K</b>	State basic autobiographical information using visual cues or prompts as needed.	Use one word or short phrase to express likes or dislikes of items or concepts as illustrated.	Participate/interact in everyday conversation.	Respond to specific questions in everyday conversation.	Ask and answer relevant questions and share experiences.
<b>1-3</b>	Give and ask for permission or make requests using gestures as needed.	Share feelings and emotions, likes or dislikes.	Discuss interests, opinions, or preferences.	Persuade peers to join in activities or games.	Negotiate solutions to problems, interpersonal misunderstandings, or disputes.
<b>4-5</b>	Ask for assistance with a task or for needed supplies.	Ask for or provide the meaning of words, phrases.	Ask questions to seek information in order to provide opinions, preferences, or wishes.	Ask for or provide clarification of information by restating ideas.	Ask for or provide specific information that confirms or denies beliefs.
<b>6-8</b>	Respond to and offer greetings, compliments, introductions, or farewells.	Respond to and ask questions or exchange information with peers.	Initiate or engage in conversation with peers or within small groups.	Use idiomatic expressions or slang in conversation.	Use humor or sarcasm in conversation.
<b>9-12</b>	State preferences for types of music, games, TV programs, or recreational activities.	Describe preferred movies, magazines, stories, or authors.	Recommend games, songs books, films, poems, or computer programs and give reasons for selection.	Discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles.	Critique and evaluate plays, films, stories, books, songs, poems, computer programs, or magazine articles.

**English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.**

**Domain: READING** – process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

<b>Grade Level</b>	<b>Level 1 Entering</b>	<b>Level 2 Beginning</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>Cluster</b>					
<b>PRE K-K</b>	Match, sort or classify pictures of family members or familiar icons.	Recognize own name and/or names of familiar adults and children.	Name letters from own name to letters found in classroom print (such as: “T” in Tomas and “Today”).	Match pictures of common objects to familiar words (such as: ball, book, etc.).	Read words/phrases that is functional print (such as stop, exit, etc.).
<b>1-3</b>	Respond to icons, pictures, or words on board games or in activities.	Respond to words or phrases on board games or in activities.	Follow written directions with peer or teacher assistance.	Follow written directions supported visually.	Follow written directions independently.
<b>4-5</b>	Identify words or phrases associated with school or the community or personal experiences.	Use prior knowledge to make predictions.	Confirm predictions based on prior knowledge.	Compare/contrast personal experiences using a variety of printed material.	Evaluate validity of information based on personal experiences and/or prior knowledge.
<b>6-8</b>	Search topics of interest on the internet or in libraries.	Classify topics identified through hypermedia or multiple sources.	Sort relevant information from irrelevant information on topics gathered from the internet or libraries.	Arrange information on topics gathered from the internet or libraries in logical order.	Confirm or summarize information on topics gathered from the internet or libraries.
<b>9-12</b>	Preview visually supported text to glean basic facts.	Connect information from visually supported text to self.	Skim/scan material to confirm information or hypotheses.	Synthesize information from a variety of print resources.	Evaluate hypotheses based on information from text.

**English Language Proficiency Standard 1: English language learners communicate in English for  
SOCIAL AND INSTRUCTIONAL purposes within the school setting.**

**Domain: WRITING** – engage in written communication in a variety of forms for a variety of purposes and audiences

<b>Grade Level</b>	<b>Level 1 Entering</b>	<b>Level 2 Beginning</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>Cluster</b>					
<b>PRE K-K</b>	Use drawings to express thoughts and feelings.	Draw or label familiar objects (such as: family members or classroom objects).	Write basic personal information (such as: name, telephone number, etc.).	Write labels for visual representations of everyday objects.	Represent stories and/or experiences through a combination of pictures, words and phrases.
<b>1-3</b>	Draw illustrations of personal experiences.	Draw and label personal experiences, with words or phrases.	Produce sentences about personal experiences.	Produce illustrated stories based on personal experiences.	Maintain diaries or journals of personal experiences.
<b>4-5</b>	Work in small groups to draw, label and differentiate pictures that illustrate socially and culturally appropriate behaviors around school or community.	Write descriptions, based on pictures or personal experiences, of socially and culturally appropriate behaviors in school or community.	Write descriptions of action to be taken to correct an impolite/inappropriate behavior in school or community.	Create written plans to correct impolite/inappropriate behavior in school or community.	Create posters or multimedia brochures contrasting polite or appropriate American school behaviors with those of the students' native culture/country.
<b>6-8</b>	Respond to requests or invitations, and write "to do" lists through pictures and words.	Write responses to and create emails, messages, postcards, or notes to friends.	Write responses to and create ads, suggestions, announcements, journal, entries, complaints, apologies, or thank you notes.	Write responses to multimedia and create raps, songs, poetry, or prose.	Write responses to and create humor, idioms, or language that contains multiple meanings.
<b>9-12</b>	Work with a partner to write key points about a topic of common personal interest.	Create a graphic organizer of key points of a topic of personal interest.	Work in small groups to develop interview questions for a questionnaire on a topic of personal interest.	Write a summary of material collected from questionnaires on topics of personal interest.	Make written conclusions and inferences from data collected from questionnaires and other resources.

# **Language Proficiency Standards for English Language Learners**

## ***PreK-12***



***Pennsylvania Department of Education***

# **Language Arts**

**English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.**

**Domain: Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations

<b>Grade Level Cluster</b>	<b>Level 1 Entering</b>	<b>Level 2 Beginning</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>PRE K-K</b>	Participate in group songs, chants, or recitations that require appropriate physical actions (such as: "Itsy Bitsy Spider").	Point to pictures of items referred to in songs or poems (such as: spider, head, or shoulder) as they are called out in songs or poems.	Perform physical actions independently in response to song or poem.	Reenact part of a story, poem, or scene that the student has heard.	Reenact or dramatize a grade level story or poem that has been read aloud.
<b>1-3</b>	Respond to the teacher's reading of picture books by pointing to illustrations.	Show understanding of a story the teacher has read by sequencing pictures of scenes from the story.	Demonstrate listening strategies (such as: identifying specific concepts or vocabulary) while participating in reading circles.	Respond to a short story using role-play.	Listen to a grade level selection and respond appropriately
<b>4-5</b>	Respond to a short, illustrated selection of literature by drawing a picture.	Respond to teachers' reading of illustrated stories or trade books by following directions (such as: creating word families or word walls).	Respond to or interact with teachers and/or peers during shared reading to show comprehension (such as: giving thumbs-up/thumbs-down signals).	Respond to or interact with teachers and/or peers during guided reading to show use of reading strategies.	Respond to or interact with teachers and/or peers regarding stories and chapter books during literature circles, to show self-reflection.
<b>6-8</b>	Match characters to character traits (such as: happy, sad, angry, etc.) after viewing a short skit or drama.	Organize characters and settings according to scenes in a short skit or drama.	Reenact a scene from a skit or drama attended.	React to basic humor in a skit or drama.	Respond appropriately to audios of scenes from a play in grade level text.
<b>9-12</b>	Process information from speakers who use visual or graphic support (such as: meteorologists).	Match information from TV, films, video, or DVD to titles of segments.	Form general ideas based on information from speakers or media.	Identify summaries of information from radio, cassettes, CDs, or multimedia.	Integrate information garnered from documentaries and lectures with information on a topic found in grade level text.

**English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of  
LANGUAGE ARTS**

**Domain: Speaking** -- engage in oral communication in a variety of situations for a variety of purposes and audiences.

<b>Grade Level Cluster</b>	<b>Level 1 Entering</b>	<b>Level 2 Beginning</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>PRE K-K</b>	Take risks with new language (such as: finger plays, nursery rhymes).	Interact orally with peers in teacher directed activities, using one word or short phrases.	Interact orally with peers in a variety of classroom activities.	Communicate personal and/or school-related experiences orally (such as: retelling what happened in a book or what	Participate in and contribute to academic classroom discussions.
<b>1-3</b>	Take risks with language through participation in chants, choral readings and songs.	Recite a poem or sing a song using picture prompts.	Share relevant information or opinions about a song or poem.	Discuss reasons or examples to support an opinion.	Participate in group discussions about grade level topics.
<b>4-5</b>	Describe self with words and gestures (such as: features, clothing or likes and dislikes).	Describe familiar persons (such as: friends, family members, or movie stars).	Explain differences between self-motives or points of view and those of characters in literary works.	Compare self to characters in a variety of literary works.	Compare personal motives with motives or points of view of literary characters from grade level text.
<b>6-8</b>	Answer WH (who, what, etc.) questions with one or more words based on comic book versions of age appropriate stories, plays, or novels.	Restate or paraphrase visually supported information from newspapers, magazines or brochures.	Present reviews of a drama, song, or magazine article to a small group.	Present oral summaries of student-selected trade books or short stories.	Give oral book summaries or reviews, including critiques, appropriate to grade level.
<b>9-12</b>	State facts derived from visually supported graded readers.	Participate in a small group discussion by asking and answering questions about a favorite book or play.	Deliver short, simple narrative speeches showing a connection between personal experiences with a book read or play/movie viewed.	Give persuasive speeches on school-related topics.	Engage in formal debates on school-related issues, verifying resources to distinguish fact from opinion.

**English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS**

**Domain: Reading** -- process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

<b>Grade Level Cluster</b>	<b>Level 1 Entering</b>	<b>Level 2 Beginning</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>PRE K-K</b>	Match pictures, objects, or letters.	Match pictures or objects to the printed word (such as: environmental print).	Match pictures or objects to phrases and sentences.	Sequence a set of three pictures to create a story.	Make predictions and inferences (action or character) based on grade level text/picture book.
<b>1-3</b>	Retell stories that match a series of pictures using sequence words (such as: first, then, and last).	Sequence a series of illustrated sentence strips to tell a story.	Sequence sentences to tell stories.	Sequence short paragraphs to tell stories.	Participate in a Reading Circle, changing seats as needed to sequence sections of a story.
<b>4-5</b>	Follow repetitive word patterns from leveled, illustrated books.	Follow language patterns from predictable, illustrated trade books (such as: repetitive phrases).	Identify language patterns and story structure from illustrated fiction (such as: fairy tales, legends, or tall tales).	Identify language patterns from different forms of prose or poetry.	Identify and select language patterns associated with various genres from grade level <b>language arts</b> materials.
<b>6-8</b>	Identify words or phrases supported by illustrations associated with various genres.	Match vocabulary in context, supported by illustrations, associated with excerpts of genres read in small groups (such as: the flying horse).	Predict types of genres based on language structures integrated into text (such as: Once upon a time, in ancient Greece).	Match summaries with excerpts from genres read (such as: mythology, science fiction, or ballads).	Infer types of genres associated with written descriptions or summaries from grade level language arts text.
<b>9-12</b>	Identify facts from pictures and sentences.	Use graphic organizers to compare/contrast information between texts.	Compare/Contrast information from multiple sources (such as: text, Internet, oral tradition, personal experiences) using graphic organizers.	Synthesize relevant information from varied genres or sources, including the Internet.	Evaluate the validity of essential ideas in grade-level texts within a cooperative group.

**English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS**

Domain: **Writing** -- engage in written communication in a variety of forms for a variety of purposes and audiences.

<b>Grade Level Cluster</b>	<b>Level 1 Entering</b>	<b>Level 2 Beginning</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>PRE K-K</b>	Represent and retell orally an experience by using a drawing.	Represent and retell experiences using recognizable drawings and scribble writing.	Represent and retell stories/experiences through pictures, words, and letters.	Represent and retell stories/experiences through a combination of pictures, words, and phrases.	Represent and retell stories/experiences through a combination of words, phrases and short sentences.
<b>1-3</b>	Produce word lists based on classroom environment, illustrations in text or magazines, etc.	Follow models to develop phrases or short sentences from student created word lists.	Produce sentences using correct word patterns for wall charts or personal writing.	Produce several sentences, in sequence, to describe a personal experience.	Produce writing that incorporates a beginning, middle, and end.
<b>4-5</b>	Produce and organize word lists (such as: action words, names of places, etc.) relevant to a task.	List the steps to follow to complete a given task using sequence markers (such as: first, next, last, etc.).	Write a series of logically ordered sentences, based on an observation.	Write an essay based on personal experience using appropriate sequence markers.	Edit and revise writing, based on feedback from teachers and peers, for logic and order of ideas.
<b>6-8</b>	Use bilingual or picture dictionaries to generate language relevant to a task.	Use computers, peers, or models to check spelling or grammar.	Engage in peer editing using checklists during process writing.	Use thesauri, dictionaries, or checklists for self-editing during process writing.	Use rubrics to self-assess and revise process writing.
<b>9-12</b>	List key words from visuals pertaining to discussions.	List key phrases or sentences from discussions.	Take notes and produce sentence outlines from discussions and lectures.	Produce outlines and summary paragraphs from lecture notes.	Produce essays based on notes from lectures.



# **Language Proficiency Standards**

## ***For***

# ***English Language Learners***

## **PreK-12**



Pennsylvania Department of Education

# **Mathematics**

---

**English Language Proficiency Standard 3: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.**

**Domain: Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations.

<b>Grade Level</b>	<b>Level 1 Entering</b>	<b>Level 2 Beginning</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>Cluster</b>					
<b>PRE K-K</b>	Hold up the correct number of fingers when the teacher calls out a number from 1-10.	Respond to simple requests or commands that include numbers from 1-10 (such as: "Give me 6 paperclips," "Take 10 M & Ms.").	Act out/perform simple math stories using manipulatives, realia, or graphic representations in whole or small group. (such as: Karina has 4 apples. Tien gives her 2 more. Count how many apples Karina has.)	Work with a partner to draw visual representations of math stories told/narrated by the teacher.	Illustrate orally stated math stories on the flannel board.
<b>1-3</b>	Respond to basic mathematical WH-questions supported by visuals or realia (such as: "Who is taller?").	Select the clock (analog or digital) to match the time stated by the teacher.	Follow oral directions to compare measurements of simple objects used in everyday situations (such as: measure different sized objects using a ruler).	Work with a partner to use comparison to estimate and explain math problems as dictated by the teacher. (such as: Which box do you think is bigger? Why?).	Respond to questions involving measurement of various attributes (length, mass, weight, time, capacity, etc.) in different ways (such as: How much does your math book weigh? What is the capacity of your thermos?).
<b>4-5</b>	Work in small groups to select the appropriate measurement tool to complete a measurement task as stated by the teacher. (Such as: using a ruler to determine the length of the textbook, or a thermometer to determine the temperature, etc.).	Measure sides and angles of geometric shapes based on oral directions.	Work with a partner to classify triangles according to sides or angles as described orally.	Work in small groups to listen to a mathematical problem involving two concepts (such as: computation and measurement) and distinguish between relevant and irrelevant information.	Distinguish between the properties of a variety of geometric shapes, based on oral questions from grade level text.
<b>6-8</b>	Work in small groups to identify geometric shapes as shapes in the real world based on oral descriptions (such as: water tank = cylinder, a globe = a sphere).	Depict geometric shapes graphically based on oral directions.	Sort familiar polygons as regular or irregular according to oral descriptions.	Work in small groups to draw, label, and measure complementary, supplementary, and adjacent angles according to oral directions.	Match the NET (Manipulative or drawing) to the three dimensional figure based on oral descriptions from grade level text.
<b>9-12</b>	Work with a partner to identify properties of quadrilaterals (such as: parallel sides, diagonals, congruent sides) based on visual representations and oral descriptions.	Use geometry software to visualize, draw, or construct geometric figures described orally.	Compare, classify and/or identify two and three-dimensional figures based on oral descriptions.	Work with a partner to use deductive proofs to demonstrate an understanding of orally described quadrilaterals involving opposite sides and angles.	Follow oral directions to generate transformations of geometric shapes using computer software, or paper and pencil, and grade level text.

**English Language Proficiency Standard 3: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.**

**Domain: Speaking** - engage in oral communication in a variety of situations for a variety of purposes and audiences.

<b>Grade Level Cluster</b>	<b>Level 1 Entering</b>	<b>Level 2 Beginning</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>PRE K-K</b>	Recite numbers from 1-10 showing the correct number of fingers.	Echo instructor's production of number names, counting process, and simple categorization using assorted manipulatives.	Participate in a song or chant involving numbers and gestures (such as: Five Little Monkeys).	Orally identify examples of things with numbers (such as: calendar, age, bus #s, room #s).	Explain and demonstrate how to play a game that involves numbers (such as: Go Fish).
<b>1-3</b>	Recite simple math facts (such as: ten plus five equals fifteen).	In small groups, discuss simple math facts involving math families.	Discuss with a partner new information about math processes involving computation and relate it to previous experiences	Work with a partner to create and tell a simple math story involving computation.	Explain the processes/steps used to do a computation (such as: regrouping) as described in grade level text.
<b>4-5</b>	Repeat new information about math processes involving computation with use of manipulative or realia (such as: "Here are 3 groups of 4.")	Rephrase math processes involving computation with use of visual support.	Tell a story that involves a specific math process (such as: measurement, estimation, categorization, prediction, etc.) in small group settings.	Explain how to use math processes in real life situations (such as: construction, architecture, medicine, cartography, etc.).	Explain how math processes relate to one another (such as: multiplication is repeated addition).
<b>6-8</b>	Identify orally decimals, fractions, whole numbers, mixed numbers, and integers as depicted on flash cards or a number line.	Explain the steps used to convert fractions to decimals and decimals to percent and vice versa as depicted visually.	Discuss, with a partner, the location of decimals, fractions, mixed numbers, and integers on a number line.	Discuss the relationship of decimals, ratio and proportion, and percentages.	Explain the process for solving rate problems (such as: unit rates, simple interest, distance, etc.) as found in grade level text.
<b>9-12</b>	Explain steps in problem solving using realia or visual support.	Sequence steps orally in problem solving relying on mental math or think-alouds.	Sequence steps orally in problem solving using technology (such as: calculators).	Participate in a team presentation to describe two or more approaches to solving the same math problem.	Describe and give examples of strategies for solving grade level math problems.

**English Language Proficiency Standard 3: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.**

**Domain: Reading** – process, interpret, and evaluate written language, symbols, and text with understanding fluency.

<b>Grade Level Cluster</b>	<b>Level 1 Entering</b>	<b>Level 2 Beginning</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>PRE K-K</b>	Work in small groups to sort objects by color, shape, and size as depicted in pictures.	Work with a partner to sort and pattern objects: by color, shape, and size according to descriptive words or phrases.	Work with a partner to sort and pattern real-life objects by color, shape, and size using comparative language (such as: longer, shorter).	Match sorted and or patterned real-life objects to their written descriptive words (such as: circle, square, triangle, bigger, smaller).	Sort and organize pictorial representations of multiple classroom objects with the corresponding number (such as:
<b>1-3</b>	Read measurement words and match them to pictures associated with measurement (such as: scale to weight, ruler to inches).	Read words which show measurement (such as grams, pounds, gallons, liters) and sort as either U.S. Customary or metric.	Work with a partner and follow directions to measure one dimension of an object with a ruler or a meter stick.	Determine the tool/unit needed and/or process to follow for a specific measurement problem.	Select and use appropriate standard, metric, or non-standard measurement tool involving word problems from grade level text.
<b>4-5</b>	Match names and definitions of two and three-dimensional figures with pictures or models.	Work with a partner to identify key words about geometric shapes grouping them accordingly (such as: parallel sides, right triangles, etc.).	Work in pairs or triads to classify properties of two and three-dimensional figures based on written descriptions.	Build and/or draw a two or three-dimensional figure based on a written description.	Build a three-dimensional figure based on written directions from grade level text.
<b>6-8</b>	Select a symbol to make a correct mathematical sentence (such as: $9 (>) 7$ ).	Work with a partner to select the correct formula for a given word problem (such as: distance, area, etc.).	Follow written directions to create a mathematical equation inequality or expression with no more than one variable, using concrete objects to model algebraic concepts.	Follow written directions to solve a word problem about a mathematical expression, equation, or inequality with one variable.	Determine the correct mathematical equation inequality or expression to solve a word problem from a grade level text.
<b>9-12</b>	Match data with the correct graph (such as: a data table to a circle graph).	Read data on a graph.	Draw conclusions using comparative language based on data in a graph.	Analyze data on a graph.	Make predictions based on a graph.

**English Language Proficiency Standard 3: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.**

**Domain: Writing** – engage in written communication in a variety of forms for a variety of purposes and audiences.

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>PRE K-K</b>	Use drawings to express examples of math in surroundings (such as: drawing 2 dogs or 3 cats).	Contribute to whole class book writing activity to create a counting book.	Create drawings or writings that include words, numbers, and invented spellings to illustrate mathematical concepts (such as: counting, size, shapes).	Use math to illustrate concepts, or activities in the classroom or community (such as: a picture of the room with the correct number of windows or a picture of the classroom with the correct number of stick figures).	Write a math sentence using manipulatives
<b>1-3</b>	Work with a partner to write the abbreviations for measurable attributes (such as: in. equals inches).	Complete a graphic organizer listing the similarities and differences of measurable attributes.	Work with a partner to write a simple explanation of measurable attributes about different objects (such as: inches measure length).	Write simple sentences about measurements (such as: twelve inches equals one foot).	Write answers to measurement problems in a math journal.
<b>4-5</b>	Write math sentences based on a visual representation.	Work with a partner to write and solve math sentences based on word problems.	Write a simple explanation of problem solving strategies.	Write the processes used in problem solving, explaining and justifying an answer.	Write in a math journal the processes used in problem solving, explaining and justifying an answer.
<b>6-8</b>	Write a simple answer to a question that relates to a graph or data display.	Write phrases or short sentences to describe data in charts and graphs.	Label a bar graph with title, appropriate scale, labels and a key.	Work in small groups to create an appropriate graph for a given set of data.	Write a justification to a grade level open-ended item dealing with data (such as: "Why a circle graph would be the best way to report the data.").
<b>9-12</b>	Copy an algebraic equation inequality or expression.	Write a simple algebraic equation inequality or expression.	Write and solve an algebraic equation inequality or expression.	Write a justification to the solution of an algebraic equation inequality or expression.	Write a word problem that fits an algebraic equation inequality or expression.

Framework for **CLASSROOM** Instruction and Assessment  
Adapted from the WIDA document 2/2004.

Final Form  
Copyright © 2005 State of Pennsylvania. All rights reserved

## **Student Oral Language Observation Matrix (SOLOM)**

The SOLOM is a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe on a continual basis in a variety of situations (class discussions, interactions before and after class, and every day). The teacher matches a student's language performance in listening comprehension, vocabulary, fluency, grammar, and pronunciation to descriptions on a five-point scale for each. The scores for individual domains can be considered, or they can be combined into a total score with a range of five through 25, where approximately 19 or 20 can be considered proficient. SOLOM scores represent whether a student can participate in oral language tasks typically expected in the classroom at his or her grade level.

The SOLOM does not require a dedicated testing situation. To complete it, teachers simply need to know the criteria for the various ratings and observe their students' language practices with those criteria in mind.

### **Directions for Administering the SOLOM:**

Based on your observation of the student, indicate with an "X" across the category which best describes the student's abilities.

The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories in the language being assessed.

Students scoring at level "1" in all categories can be said to have no proficiency in the language.

### **Points to Keep in Mind When Using the SOLOM:**

- Consider all situations-informal, social, formal and instructional-in which you have observed the youth.
- Consider the most recent and consistent level of ability that you have observed.
- Think of only one category of language ability at a time.
- Think of only oral proficiency; don't let the youth's reading and writing ability come to mind as you rate.
- Remember that level 5 is the level ability expected of a native English-speaking youth who is not bilingual and who is of the same age as the youth you are rating.
- Don't let the levels of ability of other youth in the class influence your rating; i.e., make sure you aren't giving a youth a high score simply because he/she is one of the best students in a class of all lower ability students.

The SOLOM is based on a five point scale. As with any odd numbered rubric, the tendency is to rate around the midpoint.

# Student Oral Language Observation Matrix (SOLOM)

Student Name: \_\_\_\_\_

Language Observed \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Based on your observation of the student, indicate with an "X" in each category the level that best describes the student's abilities.

	Level 1	Level 2	Level 3	Level 4	Level 5
A.Comprehension	- Cannot be said to understand even simple conversation.	- Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	- Understands most of what is said at slower-than-normal speed with repetitions.	- Understands nearly everything at normal speech, although occasional repetition may be necessary.	- Understands everyday conversation and normal classroom discussions without difficulty.
B.Flucy	- Speech is halting and fragmentary as to make conversation virtually impossible.	- Usually hesitant: Often forced into silence by language limitations.	- Speech in everyday conversation and class-room discussion frequently disrupted by the student's search for the correct manner of expression.	- Speech in everyday conversation and classroom discussions generally fluent, with occasionally lapses while the student searches for the correct manner of expression.	- Speech in everyday conversation and classroom discussions fluent and effortless, approximating that of a native speaker.
C.Vocabulary	- Vocabulary limitations so extreme as to make conversation virtually impossible.	- Misuses words and very limited vocabulary; comprehensive quite difficult.	- Student frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	- Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	- Use of vocabulary and idioms approximate that of a native speaker.
D.Pronunciation	- Pronunciation problems so severe as to make speech virtually unintelligible.	- Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	- Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	- Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	- Pronunciation and intonation approximate that of a native speaker.
E.Grammar	- Errors in grammar and word order so severe as to make speech virtually unintelligible.	- Grammar and word-order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	- Makes frequent errors of grammar and word-order which occasionally obscure meaning.	- Occasionally makes grammatical and/or word-order errors which do not obscure meaning.	- Grammatical usage and word order approximate that of a native speaker.

The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories in the language being assessed.

# Student Oral Language Observation Matrix (SOLOM)

**SOLOM Directions:** Use the SOLOM instrument to assess students' English language proficiency along with other assessment measures. This instrument determines students' comprehension, fluency, vocabulary, pronunciation, and grammar.

<b>Basic Information</b>	The SOLOM is an information instrument that utilizes an interview format to observe language production in English and in other languages.
<b>Testing Conditions</b>	<p>It is important that you do not paraphrase or abbreviate what is being said. Questions and probe examples in English and Spanish are provided on the page to follow. It is not necessary for you to ask all of the questions on these pages, but be sure to ask at least one question from each of the choices in numbers 1-10. You may use similar questions of your choosing to elicit a meaningful language sample. Asking probing/clarifying questions is important to obtain a rich sample. Suggestions for developing additional oral language interview samples:</p> <p><b>COMPREHENSION</b>            Have pairs of youth engage in two-way tasks (where each youth only has half the information and the partner has to figure out the task through questioning).            Have youth describe a series of photographs or pictures.</p> <p><b>FLUENCY</b>            Have youth explain a multi-step process to a small group of peers.            Have youth restate what has been said or read.</p> <p><b>VOCABULARY</b>            Have youth describe an object, person, or event.            Brainstorm ideas with youth about a topic and have youth create and explain a picture illustrating it.</p> <p><b>PRONUNCIATION</b>            Have youth maintain a record of his/her speech on MP3 player with audio component.</p> <p><b>GRAMMAR</b>            Have youth discuss what they have learned.</p> <p>If the interviewee cannot answer questions from the first three items, discontinue testing and indicate that this student is at Level 1.</p>
<b>Scoring Procedures</b>	



## Oral Language Summary Profile Using SOLOM

Student: \_\_\_\_\_

Language of instruction and assessment: \_\_\_\_\_

Administered by: \_\_\_\_\_ Date: \_\_\_\_\_

Rating of youth is based on direct observation or a tape of oral language questions, tasks or activities.

Transpose the numeral, from 1 to 5, from the rubric that corresponds to the student's performance for each component. Sum the component scores to arrive at a total score.

Date:				
Question/Activity/Task				
A.Comprehension (1-5)				
B.Fluency (1-5)				
C.Vocabulary (1-5)				
D.Pronunciation (1-5)				
E.Grammar (1-5)				
Total Score (25)				

Adapted from: The Center of Applied Linguistics, Evaluators Toolkit for Dual Language Programs, All Rights Reserved 2007

## REFERENCES

A Guidebook for Planning Programs for English Language Learners

May 2002

Commonwealth of Pennsylvania

Department of Education

Language Proficiency Standards For English Language Learners, Pre-K-12

Pennsylvania Department of Education

Bureau of Teaching & Learning Support

Division of Middle & Secondary Education

Harrisburg, PA 17126-0333

[http://www.votespa.com/portal/server.pt/community/english\\_as\\_a\\_second\\_language/7529](http://www.votespa.com/portal/server.pt/community/english_as_a_second_language/7529)

Montoursville School District

[www.montoursville.k12.pa.us/esl/ESLPlan.htm](http://www.montoursville.k12.pa.us/esl/ESLPlan.htm)

PaPortal

[www.elsportalpa.info](http://www.elsportalpa.info)

WIDA Consortium

University of Wisconsin

Oshkosh, Wisconsin

<http://www.wida.us/Resources/standards/>

Center for Applied Linguistics

<http://www.cal.org/>

Literary Resource: <http://www.everythingsl.net/>