

# SCHOOL DISTRICT OF JEFFERSON

## ELL SERVICE DELIVERY

### STEPS FOR IDENTIFYING, PLACING AND ASSESSING LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

1. Student identification as potentially LEP upon enrollment using a home language survey. \*



2. Assessment of English proficiency with the W-APT. The Woodcock-Muñoz English Language Survey may be used in addition to the W-APT.\* (within 2 weeks of enrollment)



3. Assignment of English proficiency level using test results and Parent Notification of Services. (within 4 weeks of enrollment)



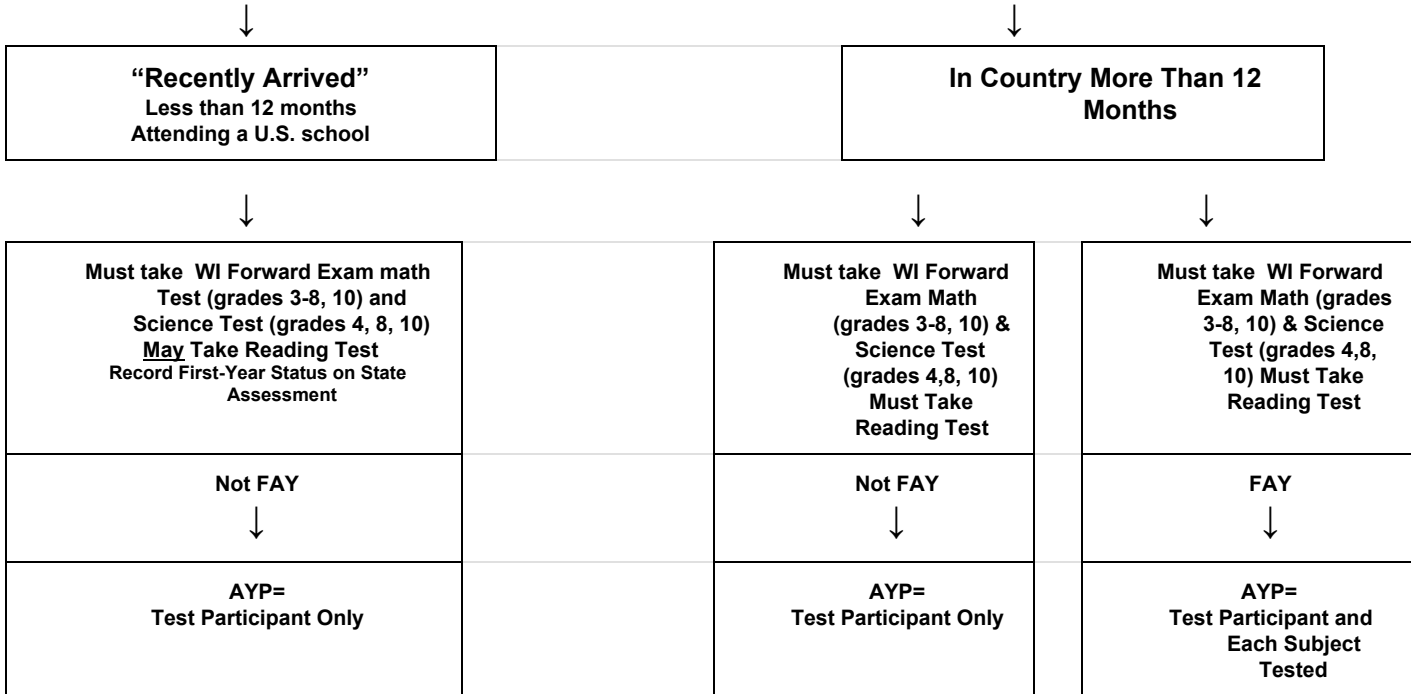
4. Program placement & state assessment decision- making



English Language Proficiency Levels				
Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<ul style="list-style-type: none"> <li>· Student does not understand or speak English with the exception of a few isolated words or expressions</li> </ul>	<ul style="list-style-type: none"> <li>· Student understands and speaks conversational and academic English with hesitancy and difficulty</li> <li>· Student understands parts of lessons and simple directions</li> <li>· Student is at a pre-emergent or emergent level of reading &amp; writing in English, significantly below grade level</li> </ul>	<ul style="list-style-type: none"> <li>· Student understand &amp; speaks conversational &amp; academic English with decreasing hesitancy &amp; difficulty</li> <li>· Student is post-emergent, developing reading comprehension &amp; writing skills in English</li> <li>· Student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance</li> </ul>	<ul style="list-style-type: none"> <li>· Student understands &amp; speaks conversational English without apparent difficulty, but understands &amp; speaks academic English with some hesitancy</li> <li>· Student continues to acquire reading &amp; writing skills in content areas needed to achieve grade level expectations with assistance</li> </ul>	<ul style="list-style-type: none"> <li>· Student understands &amp; speaks conversational &amp; academic English well</li> <li>· Student is near proficient in reading, writing, &amp; content area skills needed to meet grade level expectations</li> <li>· Student requires occasional support</li> </ul>

## ELL TESTING DECISION PROCESS

**ELL Students: English Language Level 1 and Level 2**



Levels 3-5 complete the WI Forward Exam with allowable accommodations as needed.	Level 6 completes the WI Forward Exam without accommodations. Student is no longer LEP & is considered for reclassification as fully English proficient)
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**5. Annual English proficiency assessments to measure growth (then repeat steps 3 & 4).**

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| <b>CURRICULUM &amp; INSTRUCTION</b>   |
| <ul style="list-style-type: none"> <li>● Academic Vocabulary</li> <li>● WIDA Proficiency Standards</li> <li>● Regular Classroom Support</li> <li>● Team Teaching</li> <li>● Formative Use of Test Data</li> <li>● Individualized Instruction</li> <li>● Response to Intervention</li> </ul> |

## **PROFESSIONAL DEVELOPMENT**

### **ELL Strategies**

- **Understanding ACCESS Scores and CAN-DO Descriptors**
- **Academic Vocabulary**

## **OUTREACH**

- **Translations**
- **Interpreting**
- **School Events**
- **Parent Education**

## **SUPPORT SERVICES**

- **Guidance/Pupil Services**
- **Cultural Preservation**
- **Celebrate Diversity**