

**Charlotte  
County  
Public Schools**



*English Language Learners*



**Handbook  
2024-2025**

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# Beginning of the Year Procedures

## ELLs and the Law



### Section 1: Beginning of Year Procedures Consent Decree HLS Assessment and Placement Personnel State Rules

## **Beginning of the Year ELL Procedures:**

All ELL students must be reviewed annually in FOCUS.

The green folder must be updated as it maintains the history of the student as an ELL and is used for compliance. Annual documents should be stapled together and kept in the green folder including:

- WIDA scores
- ELL plan and new class schedule
- Test accommodations
- Parent communication letters

The story of the student dictates the procedures:

1. Home Language Survey. Students that mark any language other than English on the survey- must be explored and screened. This is the first item in the green folder
2. Screener scores are tabulated and if the student qualifies, creates the path towards becoming an ELL student. Either way, all info must be noted in Focus and copied for the folder.
3. Letters to parents must be sent home and copied for green folder. Focus form letters should prepopulate with Screener and Wida scores. Is the student new to ELL, continuing, exiting, or is it time for a reevaluation? Each path has a different form. Check DEUSS date to determine status.
4. Print ELL plan and new schedule and file in green folder
5. Print test accommodations and place in green folder
6. Adjust tiers in Focus according to WIDA scores- copy scores for green folder
7. Distribute word to word or picture dictionary (K-2)
8. Give teachers resources- translation info- Learning programs- Can Do Descriptors.
9. Review LF students report cards
10. Update Focus records with all ELL information

## SUMMARY OF FLORIDA CONSENT DECREE

### Background

In August, 1990, a judge of the United States District Court, Southern District of Florida, signed a Consent Decree giving the Court the power to enforce an agreement between the Florida State Board of Education and a coalition of eight groups represented by Multicultural Education, Training and Advocacy, Inc. (META), and Florida legal services attorneys regarding the identification and provision of services to students whose native language is other than English. The plaintiff organizations involved in the case represented a broad spectrum of the civil rights/educational community. They are:

- ◆ League of United Latin American Citizens (LULAC)
- ◆ ASPIRA of Florida
- ◆ The Farm Workers' Association of Central Florida
- ◆ Florida State Conference of NAACP Branches
- ◆ Haitian Refugee Center
- ◆ Spanish American League Against Discrimination (SALAD)
- ◆ American Hispanic Educators' Association of Dade (AHEAD)
- ◆ Haitian Educators' Association

The Consent Decree settlement terms focus on the following six issues:

- I. Identification and assessment
- II. Equal access to appropriate programming
- III. Equal access to appropriate categorical and other programming for English Language Learners (ELLs)
- IV. Personnel
- V. Monitoring
- VI. Outcome measures

# Identification and Assessment

Identification and assessment addresses six requirements:

- 1) Home Language Survey (HLS)
- 2) Formation of ELL Committees
- 3) ELL student plan
- 4) English language assessment (screener)
- 5) classification and reclassification
- 6) post-reclassification monitoring

## 1) Home Language Survey (HLS).

**The home language survey and national origin data of all students must be collected and retained in the school district.**

**The HLS is a questionnaire given to parents or guardians during the registration process. This helps schools identify which students are potential ELLs. Affirmative responses to any of the questions requires further investigation and assessment of English language proficiency to determine whether the student is eligible for language assistance services.**

The home language survey is included on the registration form and must be administered to **all** students. The survey includes the following questions:

Home Language Survey (Administered by school registrar)	
School: _____	Student FLEID# _____
Student's Last Name: _____	
Student's First Name: _____	
1. Is a language other than English spoken in your home? <input type="checkbox"/> No <input type="checkbox"/> Yes _____ (specify language)	
2. What is the language most often spoken by the student? _____ (specify language)	
3. Which language did your child learn first? _____ (specify language)	
4. In which language do you prefer to receive information from the school? _____ (specify language)	
5. What is your relationship to the child? <input type="checkbox"/> Father <input type="checkbox"/> Mother <input type="checkbox"/> Guardian <input type="checkbox"/> Other (specify)	
6. What date did the child enter school in the United States? _____	
<input type="checkbox"/> I understand that answering yes to one or more of these questions will result in my child being screened for ELL Services	
Signature Parent/Guardian/Caregiver _____	Date _____

## **Assessment to Determine Eligibility for Appropriate Services & Funding**

- **Speaking and Listening (oral/aural):** K-12 Assessment of each student's listening and speaking (aural/oral) proficiency should be completed as soon as possible after the student's initial enrollment but **no later than twenty (20) school days after the student's enrollment.** Any student who scores within the limited English proficient range shall be classified as an English Language Learner and shall be provided appropriate services.
- **For K-2 only oral/aural scores are used to determine eligibility.**
- Any student in grade 3 or above, shall be given a DOE approved assessment in **reading and writing** as soon as possible after initial enrollment in school, but no later than thirty **(30) days after enrollment.**
- Each school shall **provide notice to parents of an ELL identified** for participation or participating in a language instruction educational program, within thirty (30) days after the beginning of the school year or, for students who were not identified prior to the beginning of the school year, but were identified during the school year, within the first two (2) weeks of the student being placed in a language instruction educational program. The notice shall inform the parent of the following:
  - o The reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program.
  - o The child's level of English proficiency, how such level was assessed and the status of the child's academic achievement
  - o The methods of instruction used in the program, the methods of instruction used in other programs and how such programs differ in content, instructional goals
  - o How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child
  - o How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for promotion and graduation
  - o The specific exit requirements for the program including the expected rate of transition from such programs into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high school)
  - o In the case of a student with a disability, how such program meets the objectives of the individualized education program of the student
  - o Information pertaining to parental rights that includes written guidance:
    - Detailing the rights that parents have to have their child immediately removed from such programs upon their request
    - Options parents have to decline to enroll their child in such program or to choose another program or method of instruction; if available
    - Assisting parents in selecting among various programs and methods of instruction
    - instruction (if more than one program or method is offered)

- 2) **ELL Committee.** The ELL (formerly LEP) Committee is a team comprised of ESOL teacher(s), home language teacher (if any), administrator (or designee), parent(s), plus certified school counselor, social worker, school psychologist, or other educator(s) and is responsible for making decisions about ELLs. The ELL Committee meets to make educational decisions for modifications to the ELL's instructional program when the need arises. Any teacher, parent, administrator, or ELL Committee member may request the ELL Committee to convene on behalf of an ELL. ELL Committees **do not** need to meet regarding **routine** ESOL Program entry and exit procedures **unless** requested by a parent/guardian, teacher, or administrator. The student's parent/guardian *must* be invited to the ELL Committee meeting. Use the Parent Invitation to ELL Committee (form #6).
  
- 3) **ELL Plan.** The English Language Learner Plan is part of the ELL folder. **A new ELL plan must be written at the beginning of each new school year.**
  - a. The plan must be in writing and maintained in a student's cum folder
  - b. It must be reevaluated annually
  - c. ELL plans must reflect current services provided to an ELL; for ELLs who change semesters plans must be updated to reflect current services

**ELL student plans (form template in FOCUS) must include:**

- **Student's name**
  - **Date the plan was completed**
  - **A copy of the student's schedule which include programs other than ELL**
  - **Date the student's limited English proficiency was identified**
  - **Assessment data used to classify (or reclassify) the student as ELL**
  - **Date of exit and assessment data used to exit students from the ESOL program**
  - **Must be maintained in a separate ELL (green) folder**
- 4) **English language assessment.** An English language screener is administered to each new K-12 student.
    - a. WIDA Screener is used at CCPS. This test determines the level of English ability in Listening and Speaking (K-2 only) and Reading and Writing.
  
  - 5) **Classification:** Students classified as ELL **MUST** receive appropriate instruction until such time as the student is reclassified as English proficient or is otherwise exited from the ESOL program by the ELL Committee. Special weighted funding may extend up to six years; however, lack of ESOL funding **does not** relieve the school system of the obligation to provide such services.  
**Classification Date:** the initial date a student who responded "yes" to the HLS is determined eligible or not eligible based on assessment for an ESOL program



- 6) **Reclassification:** An ELL committee meeting MUST take place prior to the placement of the student back into the ESOL program. The committee must base its decision on an approved test and at least 2 of the 5 criteria:
- a. Extent and nature of prior educational and social experiences
  - b. Written recommendation and observation by current and previous instructional and supportive services staff
  - c. Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards
  - d. Grades from the current or previous years
  - e. Test results other than those used for placement
- 7) **Post-reclassification monitoring.** This refers to the dates when the review of the ELLs (LFs) must be documented. The performance of all LF students should be reviewed on a periodic/regular basis to ensure that LF students are succeeding and are meaningfully participating in non-ESOL courses. Four specific required reviews must be documented:
- a. **First report card:** refers to the date of the first report card or grade period after the ELL exits the ESOL program. The most common is the end of the first nine-week grading period after exiting.
  - b. **First Semi-Annual Review:** refers to the end of the first six months after exiting. Schools may wish to use the second report card, if the grading period is by semester: if not, then the end of the grading period closest to a six-month period.
  - c. **Second Semi-Annual Review:** refers to the end of the first year after exiting
  - d. **End of the Second Year:**  
Once a student, identified as LF, has been through all the required monitoring reviews and has not been reclassified as ELL, the LF code must be changed to LZ.

## Equal Access to Appropriate Programming

The primary goal of all English Language Learner (ELL) programming is to develop as effectively and efficiently as possible each child's English language proficiency and academic potential. Such programs should also provide positive reinforcement of the self-image and esteem of participating students, promote cross-cultural understanding, and provide equal educational opportunities.

Equal access to appropriate programming must include both access to intensive English language instruction and instruction in the basic subject matter areas of math, science, social studies, and computer literacy which is:

- ◆ Equal and comparable in amount, scope, sequence, and quality to that provided to English proficient students.
- ◆ Documented in the form of an ELL plan with recommendations for the student's program of study.
- ◆ Comprehensible to the ELL given his/her level of English language proficiency.

Equal access to appropriate programming includes four requirements:

- ◆ Submission of a District ELL plan
- ◆ Provision of basic ESOL instruction
- ◆ Identification of interim measures and in-service training
- ◆ Parental involvement

- 1) **District ELL Plan.** (Formerly LEP Plan) School districts are required to submit a multi-year ELL plan, to be updated and resubmitted every three years. Interim changes are submitted for approval as amendments. The District ELL plan includes:
  - ◆ Standards for entry, exit, and post-reclassification monitoring
  - ◆ Instructional and student services
  - ◆ Provisions for and plans to employ qualified staff, and
  - ◆ Evidence of consultation with a parent council or advisory body.
- 2) **Basic ESOL instruction.** Basic ESOL includes instruction in speaking, listening, reading, and writing English in an instructional program appropriate to the language proficiency level and academic potential of the students.
- 3) ELLs who meet any of the ESE program criteria can participate in the same services that are provided to English proficient students. In addition, ELLs receive any of the educational services he/she qualifies for and needs. Qualified personnel who conduct ESE program services use ESOL strategies to deliver the appropriate instruction to ELLs. ESE, ESOL, regular education, and other school personnel will work collaboratively to provide a comprehensive and effective individualized education to meet the Individual Educational Plan (IEP) of the ELL-ESE student.
- 4) ELLs educational programming and academic achievement is required by the formation of parent group consisting of a majority of parents of ELLs. Such groups must be consulted prior to submission of the District ELL Plan to the state. Parents must be provided appropriate training by the school district.

## Personnel

There are requirements in six areas: 1) Certification and Inservice. 2) Certification required as appropriate coverage. 3) Exemptions. 4) Supply of personnel. 5) Inservice evaluation. 6) implementation schedule for Section IV.

A breakdown of certification and Inservice requirements (1 and 2 above) for teachers is as follows:

- a. Teachers of basic ESOL or teachers of English, Language Arts, Reading, or ESE (Category 1) must complete the following:

The specialization requirements to add the ESOL Endorsement may be completed by either 300 master plan points (MPP) or 15 college semester hours of the following FDOE approved courses:

- ◆ Methods of Teaching ESOL

- ◆ ESOL Curriculum and Materials Development
  - ◆ Cross-Cultural Communication and Understanding
  - ◆ Applied Linguistics
  - ◆ Testing and Evaluation of ESOL
- b. Content area teachers teaching ELLs in the areas of mathematics, science, social studies, and computer literacy (Category 2) **must use ESOL strategies** (elementary and secondary). Additionally, elementary classroom teachers whose ELLs receive ESOL services from another teacher need 60 Inservice points or 3 college semester hours of any FDOE approved ESOL college course.
- c. Other subject area teachers (i.e., art teachers, music teachers, physical education teachers, media specialists, occupational specialists, vocational education teachers, and speech/ language pathologists) (Category 3) need 18 Inservice points or 3 college semester hours of any FDOE approved ESOL college course.
- d. School Counselors and Administrators (Category 4) must have 60 in-service points in ESOL strategies or 3 college semester hours of any FDOE approved ESOL Endorsement college course (See Category I).

## Monitoring Issues

The Florida Department of Education is charged with the monitoring of local school districts to ensure compliance with the provisions of the Consent Decree pursuant to federal and state law and regulations including Section 229.565, Florida Statutes (Educational Evaluation Procedures) and Section 228.2001, Florida Statutes (Florida Educational Equity Act). This monitoring is carried out by the [Office of Student Achievement through Language Acquisition \(SALA\)](#), Division of Public Schools, Florida Department of Education.

## Outcome Measures

The Florida Department of Education is required to develop an evaluation system to address equal access and program effectiveness. This evaluation system is to collect and analyze data regarding the progress of ELLs and include comparisons between the ELL population and the non-ELL population regarding retention rates, graduation rates, dropout rates, grade point averages, and state assessment scores.

# RULES & LEGISLATION

## State Board of Education Rules

- [Rule 6A-6.0902](#), FAC, Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners
- [Rule 6A-4.02451](#), FAC, Florida Teacher Standards for ESOL Endorsement
- [Rule 6A-1.09432](#), FAC, Assessment of Limited English Proficient Students
- [Rule 6A-6.0901](#), FAC, Definitions Which Apply to Programs for English Language Learners
- [Rule 6A-6.0903](#), FAC, Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program
- [Rule 6A-6.0904](#), FAC, Equal Access to Appropriate Instruction for English Language Learners
- [Rule 6A-0905](#), FAC, Requirements for the District English Language Learners Plan
- [Rule 6A-6.0906](#), FAC, Monitoring of Programs for English Language Learners
- [Rule 6A-6.0907](#), FAC, Inservice Requirements for Personnel of Limited English Proficient Students
- [Rule 6A-6.0908](#), FAC, Equal Access for English Language Learners to Programs Other than English for Speakers of Other Languages (ESOL)
- [Rule 6A-6.0909](#), FAC, Exemptions Provided to English Language Learners
- [Rule 6A-6.09091](#), FAC, Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners

<https://www.fldoe.org/academics/eng-language-learners/rules-legislation.shtml#:~:text=ELL%20students%20shall%20have%20equal,provided%20to%20English%20language%20learner>

# Initial Placement Testing



## Section 2

Language Screener  
Qualifying for Services  
Tier Placement

## INITIAL PLACEMENT TESTING

When a student enters a Florida public school for the first time, they are given the Home Language Survey (HLS) included on the registration form. The survey must be administered to **all** students and includes the following questions:

- a. Is a language other than English used in the home?
- b. Did the student have a first language other than English?
- c. Does the student most frequently speak a language other than English?

**Affirmative responses to questions (b) or (c) of the HLS require the student to be placed in the ESOL program until completion of the eligibility assessment.** A student for whom the only affirmative response to the survey is to question (a) does not need to be placed in the ESOL program pending assessment.

- If a student's initial entry into CCPS was in a Pre-K program, the Home Language Survey is **not** completed again when they register for kindergarten. ELL Contacts should work with Data Entry and Registrars to identify those Pre-K students who are enrolled in CCPS so they may be screened **BEFORE** they start Kindergarten and after May <sup>1</sup>st.
- If a student is returning to CCPS after one calendar year in another state, country or a private school, that student is treated as a NEW student and a new HLS is completed. If the HLS has any YES responses, further language testing is required. The new HLS date should be recorded in FOCUS.
- **Classification Date:** the initial date a student who responded "YES" to the HLS is determined eligible or not eligible based on assessment for an ESOL program.
- **Entry Date:** The initial date a student enters an ESOL program (**after they have been identified as ELL**).
- If the student has not been evaluated within 20/30 days of entry (20 = oral/ aural and 30 = reading and writing), the reason for the delay must be documented, (see FOCUS form #2) as well as a plan for completing the assessment. This documentation **must be mailed to the parent/guardian in their primary language when feasible, but no later than eight weeks after initial enrollment.** If the student qualifies for services, the ELL committee must meet to discuss entry. The entry date is the date of the ELL committee meeting and the basis of entry is L in FOCUS.

# Language Screener Assessment- Placement

The language proficiency test used to determine eligibility for the ESOL Program is the WI DA Screener.

## Passing Score Information for WIDA

- **Kindergarten -2nd grade students -A score of 4 or above is proficient (TZ) in speaking and listening. Only Aural/Oral is required for K-2.**
- **Students in grades 3-12, all four parts of the screener are required for entry.**
- **An overall score of 4.0 with a minimum of 4.0 in reading (TZ) means proficient and does not qualify for an ESOL program.**

For students in K- 1 2 who **do not qualify** for ESOL program services, enter TZ (tested not qualified) in FOCUS. Place the assessment in a PLAIN green folder and place inside cum folder. This information must remain in the student's cum folder indefinitely. Students labeled TZ (Tested Not Qualified) MUST have the following in their green folder:

1. Home Language Survey
2. Screener Results

## Students Qualifying for ELL Services

### Notice to Parents

Each school shall provide notice to parents of an ELL identified for participation in an ESOL program, within thirty (30) days after the beginning of the school year or, for students who enter school after October 1, identification must occur within the first two (2) weeks of the student being placed in an ESOL program.

### ELL Committee

The ELL (formerly LEP) Committee is a team comprised of ESOL teacher(s), home language teacher (if any), administrator (or designee), parent(s), plus certified school counselor, social worker, school psychologist, or other educator(s) and is responsible for making decisions about ELLs. The ELL Committee meets to make educational decisions for modifications to the ELL's instructional program when the need arises. Any teacher, parent, administrator, or ELL Committee member may request the ELL Committee to convene on behalf of an ELL. **ELL Committees do not need to meet regarding routine ESOL Program entry and exit procedures unless requested** by a parent/guardian, teacher, or administrator. The student's parent/guardian *must* be invited to ELL Committee meetings. Parent Invitation to ELL Committee.

## **ELL Plan**

The English Language Learner Plan is part of the ELL folder.

**A new ELL plan must be written at the beginning of each new school year.**

- a. The plan must be in writing and maintained in a student's cum folder
- b. ELL Plan must be reevaluated annually
- c. ELL plans must reflect current services provided to an ELL
- d. Any change of schedule must be updated to reflect current services.
- e. LEP Plans (Accommodations and Strategies) should be distributed to all classroom teachers. This is located at the bottom of the ELL tab in FOCUS.

### **ELL Student Plans must include:**

- Student's name
- Date the plan was completed
- A copy of the student's schedule which include programs other than ELL
- Date the student's limited English proficiency was identified
- Assessment data used to classify (or reclassify) the student as ELL
- Date of exit and assessment data used to exit students from the ESOL program
- Must be maintained in a separate ELL printed green folder

### **ELL Green Folder Contents:**

- HLS
- WIDA Screener
- Initial Placement Notification (FOCUS Form #4)
- Student ELL Plan and Schedule (FOCUS Form #5)
- ELL test accommodations
- Update info in FOCUS- Tier info on next page



Data Element Number:

Data Element Name: **English Language Learners: Tier Placement**

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A code to indicate the tier placement for a student classified as limited English proficient and enrolled in a program or receiving services for ELL students (LY) for purposes of the ACCESS for ELLs 2.0 assessment.

<b>Code</b>	<b>Definition/Example</b>
A	Tier A – placement based on one of the following criteria: <ul style="list-style-type: none"><li>•Placement determined from the W-APT, WIDA MODEL, or WIDA Screener.</li><li>•Student arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English.</li><li>•Student currently receives literacy instruction ONLY in their native language.</li><li>•Student recently achieved an overall composite score of 1.0–2.0 on the statewide English language proficiency assessment.</li></ul>
B	Tier B – placement based on one of the following criteria: <ul style="list-style-type: none"><li>•Placement determined from the W-APT, WIDA MODEL, or WIDA Screener.</li><li>•Student has social language proficiency and some, but not extensive, academic language proficiency in English.</li><li>•Student has acquired some literacy in English though have not yet reached grade level literacy.</li><li>•Student recently achieved an overall composite score of 2.1–3.0 on the statewide English language proficiency assessment.</li></ul>
C	Tier C – placement based on one of the following criteria: <ul style="list-style-type: none"><li>•Placement determined from the W-APT, WIDA MODEL, or WIDA Screener.</li><li>•Student is approaching grade level in literacy and academic language proficiency in the core content areas.</li><li>•Student will likely meet the state’s exit criteria for support services by the end of the academic year.</li><li>•Student recently achieved an overall composite score of 3.1–6.0 on the statewide English language proficiency assessment.</li></ul>
D	Alternate Tier – placement based on all of the following criteria: <ul style="list-style-type: none"><li>•Student has a significant cognitive disability and receives special education under IDEA (2004).</li><li>•Student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum.</li><li>•Student is enrolled in grades 1–12.</li></ul>
Z	Not Applicable - Use for all KG students and for ELL students coded as LF, LP or LZ on the English Language Learners, PK-12 data element.

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Notes: This code should be reported for all English Language Learners, PK-12 students. Select the appropriate Code/Tier for all LY students only. All others should be coded as Z.

# Registrar and Data Entry Procedures (HLS)



## Section 3

Registering Students  
Academic Placement  
16 yr. plus Checklist

## REGISTRATION

All personnel registering students must be trained in the registration procedures for ELL students. Important information regarding registration is summarized below.

- ◆ All schools are required to register and screen potential ELLs. **English Language proficiency screening must take place within 20/30 days of initial entry to school.**
- ◆ **A copy of the completed registration form should be given to the ESOL contact to determine the need for testing.**
- ◆ **Entering K students must have HLS reviewed for possible screening.**

The registration form must be **signed and dated** by the parent/guardian on the last page of the form. The initial registration form, containing the completed Home Language Survey, is a legal document and must be kept indefinitely in the student's cumulative folder for compliance purposes.

## ACADEMIC PLACEMENT PROCEDURES

Each student determined to be an ELL must be further assessed in the basic subject areas to aid the student's teacher(s) in developing an appropriate instructional program. Each school must:

- ▶ document the prior schooling experiences of new students by means of school records, transcripts and other evidence of educational experiences, and
- ▶ take such experiences into account in planning and providing appropriate instruction to such students.

Schools should make every effort to obtain records for students transferring from other countries. In some cases, however, records are either unobtainable or the student has had little or no prior schooling.

**In order to effectively place ELLs, their academic abilities must be determined exclusive of their English language proficiency.**

The following guidelines should be used in conducting academic assessment of ELLs:

### **ELEMENTARY:**

For ELLs with prior records, careful attention should be placed on the grading scales from the school the student comes from to ensure decisions are not based on a lack of understanding of that country's educational system. The student's age, teacher-made tests, tests of academic abilities administered in the students' native language or other forms of formal or informal assessment should be used in determining the appropriate grade to place ELLs at the elementary level.

### **SECONDARY:**

At the middle school level, ELLs are placed into academic classes based on age/grade appropriateness. However, academic assessment must still be conducted and documented for students in sixth through eighth grade. The same guidelines and procedures described above for elementary students may also be applied to middle school students.

Transcript evaluation and analysis for high school students who attended schools outside of the United States presents unique challenges often not encountered on a regular basis by certified school personnel. Appropriate assessment of academic skills of ELLs is crucial at this level. Special care must be taken to ensure that ELLs have full and equal access to the entire wide-range of courses offered at the high school and that the placement of ELLs in courses is not based on English language proficiency.

For students who enter a Florida school with a prior transcript, careful analysis should be done of the level and type of courses the student completed in his/her country of origin. Keep in mind that the grading scale and grade level may differ from the traditional United States system to which one is accustomed. The methodology and/or pedagogy used in teaching some courses abroad may also impact the correct transferring of the credit. For example, credits earned in English and the student's heritage language. When awarding Language Arts credit, consider that the heritage language courses, such as Spanish, French or Japanese would have incorporated literature, reading and writing, much like English/Language Arts in a Florida school. Conversely, the English course a student may have taken outside of the United States in many cases is taught as a Foreign Language. **This means that the awarding of credit in a Florida school may reverse itself and English would be credited as the student's Foreign Language and the student's heritage or native language course is recorded as an English credit.**

An ELL Committee must meet when a student's placement is based on age, either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements. An administrator must be part of the ELL committee making the placement decision. ELLs are scheduled into classes that fulfill graduation requirements and the district's student progression plan. Upon placement, teachers are informed of the English language proficiency level of any ELL student that they teach. School board policy and administrative directives provide flexibility to school staff in making academic placement decisions on behalf of students and parents.

## HOME LANGUAGE SURVEY/PLACEMENT INTO ESOL PROGRAM

The Home Language Survey (HLS) on the registration form must be completed for all students when they **first** enter CCPS. The first (original) registration form must always remain part of the cumulative folder. It should never be purged.

Translators or a translation service can assist students and parents/guardians with limited English skills, in the registration process. The HLS is available in various languages.

Data Entry/Registrar should check all Home Language Surveys to ensure that parents/guardians understood the questions, answered them correctly and **signed and dated the form.**

**Home Language Survey (HLS).** The home language survey and national origin data of all students must be collected and retained in the school district. The survey includes the following questions:

- a. Is a language other than English used in the home?  
*(This is the primary language in FOCUS and refers to the parent)*
- b. Which language did your child first learn?  
*(This is the native language in focus and refers to the student)*
- c. Does the student most frequently speak a language other than English?

**Affirmative responses to questions (b) or (c) of the HLS require the student to be placed in the ESOL program until completion of the eligibility assessment.**

A student for whom the only affirmative response to the survey is to question (a) requires further investigation and inquiry, pending assessment.

**NOTE:** If the parent's country of origin is Guatemala, be sure to ask whether another language besides Spanish is spoken in the home. This may identify other languages for which another translator may be needed.

For students with any YES response, check that the language section is completed correctly. If English is listed as the parents' language and/or the students' language, find out what other language is spoken in the home by contacting the parent or guardian. **Personnel responsible for registering new students must be trained to get this information at the time of registration. Students must be placed in an appropriate classroom and assessed using the State approved WIDA Screener to determine eligibility within 20 days of registration.**

Students with all NO responses on the Home Language Survey are considered non-ELL students. The Home Language Survey is placed in those students' permanent cumulative records and must be kept indefinitely.

In addition, students who test FES (Fluent English Speaker) in grades K - 2 do not qualify for

ESOL services. Test scores are recorded in FOCUS in the English Language Learner field and coded TZ. The test is attached to the original registration form and placed in the cum folder. Students in grades 3 - 12 must take the state-approved WIDA Screener in all four domains to qualify for the ESOL program.

- ◆ **For students in K -12 who do not qualify for ESOL program services, enter TZ (tested not qualified) in FOCUS. Place the assessment in a green folder inside cum folder. This information must be attached to the initial student registration form and must remain in the student's cum folder indefinitely.**  
**Students labeled TZ (Tested Not Qualified) MUST have the following in their green folder:**
  - Home Language Survey
  - Screener Results

## **STUDENTS WHO HAVE HAD A LAPSE IN ESOL SERVICES RETURNING TO FLORIDA FROM WITHIN THE UNITED STATES (NOT INCLUDING PUERTO RICO)**

### **LY:**

◆ An LY student, who returns to CCPS after an **absence from Florida of one year or more** is reevaluated using a state-approved WIDA screener. An ELL Committee is convened to determine if the student will continue in or be exited from the ESOL program. **Every attempt should be made to obtain the original ELL folder; however, if the folder cannot be found, a new folder must be created using the information from FOCUS.**

### **LF:**

◆ An LF student who has returned to CCPS **after an absence from Florida or any other state in the United States** is NOT retested. Any remaining monitoring dates will be recorded in FOCUS and a copy will be placed in the student's folder.

**When in doubt about what services to offer a student, call for an ELL Committee Meeting.**

## **STUDENTS WHO HAVE HAD A LAPSE IN ESOL SERVICES RETURNING TO CCPS FROM OUT OF THE US**

### **LY:**

◆ An LY student, who returns to CCPS after an **absence from the United States of one year or more** is reevaluated using a state-approved WIDA screener. An ELL Committee is convened to determine if the student will continue in or be exited from the ESOL program. **Every attempt should be made to obtain the original ELL folder; however, if the folder cannot be found, a new folder must be created using the information in FOCUS.**

**LF:**

◆ An LF student who has returned to CCPS **after an absence from the United States of one year or more** is reevaluated using IPT Aural/Oral (and, if needed, Reading and Writing), or a state-approved WIDA screener. If the student tests proficient, any remaining monitoring dates should be recorded in FOCUS and a copy will be placed in the student's folder.

◆ If the student does not test proficient, and needs services, an ELL Committee will convene to reclassify the student as an LY. The basis of entry should be coded LY, and the status of the student changed in FOCUS. **Every attempt should be made to obtain the original ELL folder.**

- The reclassification date should be the date of the ELL Committee.
- The reevaluation anniversary should be the reclassification date.

**When in doubt about what services to offer a student, call for an ELL Committee Meeting.**

## **STUDENTS WHO HAVE HAD A LAPSE IN ESOL SERVICES RETURNING TO CCPS FROM ANOTHER FLORIDA COUNTY**

**LY:**

◆ Every effort will be made to obtain up-to-date ELL information for a student who has returned to CCPS **from another Florida county after an absence of one year or more**. This information will be used to update the student's information in FOCUS and folder. If this information cannot be obtained, reevaluate using a state-approved WIDA screener. An ELL Committee is convened to determine if the student will continue in or be exited from the ESOL program. **Every attempt should be made to obtain the original ELL folder; however, if the folder cannot be found, a new folder must be created using the information in FOCUS.**

**LF:**

◆ An LF student is NOT retested. Any remaining monitoring dates will be recorded in FOCUS and a copy will be placed in the student's folder.

**When in doubt about what services to offer a student, call for an ELL Committee Meeting**

## **STUDENTS REGISTERING FOR THE FIRST TIME IN CCPS FROM ANOTHER FLORIDA COUNTY**

If a registration form indicates that the student is from another Florida county, and the Home Language Survey (HLS) indicates that there is another language spoken, every attempt should be made to get the information from the sending county. **HLS date, Day entered US School (DEUSS) date, entry date, and classification date must be reflected on the student's ELL folder.** If, within the twenty-day limit, the information has not been received, the student must be tested as new using a state-approved WIDA screener. If the student does not qualify for the ESOL program, a TZ should be put into their record in FOCUS. If the information arrives after the 20 days, the current information should be deleted and recreated using the sending county's information to ensure proper FTE reporting.

### **IF THE DEUSS DATE INDICATES THE STUDENT ENTERED A U.S. SCHOOL 3 YEARS PREVIOUSLY OR MORE, A REEVALUATION MUST BE COMPLETED.**

If the student qualifies for the ESOL program, an ELL Committee is convened. In FOCUS, the student classification date will also be used as the student's reevaluation date, and a "Y" will be placed next to extended instruction.

**Revised 9.1.23 per guidance received by K. Brumage, School Counselor Consultant, Bureau of Exceptional Education and Student Services/FDOE.**

**ACADEMIC PLACEMENT PROCEDURES** Each student determined to be an ELL must be further assessed in the basic subject areas to aid the student's teacher(s) in developing an appropriate instructional program. Each school must:

Document the prior schooling experiences of new students by means of school records, transcripts and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to such students. Schools should make every effort to obtain records for students transferring from other countries. In some cases, however, records are either unobtainable or the student has had little or no prior schooling. In order to effectively place ELLs, their academic abilities must be determined exclusive of their English language proficiency. The following guidelines should be used in conducting academic assessment of ELLs:

**ELEMENTARY:**

For ELLs with prior records, careful attention should be placed on the grading scales from the school the student comes from to ensure decisions are not based on a lack of understanding of that country's educational system. The student's age, teacher-made tests, tests of academic abilities administered in the students' native language or other forms of formal or informal assessment should be used in determining the appropriate grade to place ELLs at the elementary level. Decisions must be compliant with the district's Student Progression Plan.

**SECONDARY:** According to State Board of Education Rule *6A-1.09941, State Uniform Transfer of Students in Middle Grades and High School*, procedures relating to the acceptance of transfer work and courses for students in middle grades 6, 7, and 8 from out of state or out of country shall be as follows:

**MIDDLE SCHOOL:** Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, **or if the student does not possess an official transcript** or is a home education student, **successful completion of courses shall be validated through performance during the first grading period.** For example, an 8<sup>th</sup> grade transfer student without records (grades 6, 7,) are validated by the student successfully completing the core, 8th grade courses of ELA, Math, Science, and Social Studies. If the student continues to successfully complete the 8th grade courses for the entire school year, the student may be promoted to 9<sup>th</sup> grade. The counselor must note in the student's cumulative folder that promotion to 9<sup>th</sup> grade was granted by the validation of courses according to State Board of Education Rule *6A-1.09941, State Uniform Transfer of Students in Middle Grades and High School*.

Again, validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level **and should be passing each required course at the end of the first grading period.** Students who do not meet this requirement



shall have courses validated using the Alternative Validation Procedure:

Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal and parent:

1. Portfolio evaluation by the superintendent or designee,
2. Demonstrated performance in courses taken at other public or private accredited schools,
3. Demonstrated proficiencies on nationally normed standardized subject area assessments,
4. Demonstrated proficiencies on a statewide, standardized assessment, or
5. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments.

At the middle school level, ELLs are placed into academic classes based on age/grade appropriateness when no records/transcripts are available. The student is still required to participate in all required state assessments and district progress monitoring.

The District ELL contact needs to review this rule and make a decision along with the school's ELL committee on the promotion of each individual student. ELL students may use the "ELL English class" to count for the required English credit. The ELL committee and administration shall review each case and determine if the student is ready for promotion, needs additional support in summer school (or virtually) or if the student needs to be retained.

HIGH SCHOOL: The procedures relating to the acceptance of transfer work and credits for students in high school from out of state or out of country shall be as follows:

Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, **or if the student does not possess an official transcript** or is a home education student, **credits shall be validated through performance during the first grading period.** Assessment requirements for transfer students under Section 1003.4282, F.S., must be satisfied in order to earn a standard diploma.

Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level **and should have a minimum grade point average of 2.0 at the end of the first grading period.** Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure:

Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal and parent:

1. Portfolio evaluation by the superintendent or designee,
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal,
3. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools,
4. Satisfactory performance on nationally normed standardized subject area assessments,

**Checklist For 16 yr. plus with Interrupted Instruction or No Educational Documentation  
Coming from Another Country**

Student Name \_\_\_\_\_ DOB \_\_\_\_\_ Age \_\_\_\_\_  
School \_\_\_\_\_ Date \_\_\_\_\_

1. Did the student graduate in their native country?

a. Yes \_\_\_\_\_ (Refer to CTC) No \_\_\_\_\_

2. Does the student have academic documentation from their native country? Yes \_\_\_ No \_\_\_  
If yes, please attach a copy. If no, please provide an anecdotal academic history:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Student and parents/guardians have been informed of graduation requirements (see attached)  
YES \_\_\_ Initial \_\_\_\_\_

4. Can student complete graduation requirements by senior year?

a. Yes \_\_\_\_\_

b. No \_\_\_\_\_ Please inform student/parent guardian of the options below

5. Option(s) for students:

1. Charlotte Technical College

a. Adult ESOL Courses \_\_\_\_\_ b. GED \_\_\_\_\_

2. Application to Academy in (Jr. Year) \_\_\_\_\_

6. Meeting Outcome(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Persons attending today's ELL meeting:**

ESOL Contact \_\_\_\_\_ Parent/Guardian \_\_\_\_\_  
Student \_\_\_\_\_  
Counselor \_\_\_\_\_ APC \_\_\_\_\_

# Reevaluation Procedures



## Section 4

### Extension of Services

## REEVALUATION OF ESOL SERVICES

### EXTENSION OF ESOL SERVICES

#### {After 3 year reevaluation}

Students are eligible to receive extended ESOL program services after the third year, and **annually thereafter** until classified as English proficient. ELLs, who have been in ESOL for three years or more, need to be reevaluated annually to determine if they still require ESOL program services. **Extensions require an ELL committee meeting.** This first reevaluation must take place no earlier than thirty (30) school days prior to the third anniversary of the student's DUESS date except if the student's anniversary date falls within the first two weeks of any school year, the ELL committee may convene no later than October 1<sup>st</sup>. You must call a committee meeting for years 4-6. (Use Access and FSA scores for determination of extension).

Reevaluation takes place on a yearly basis thereafter. The need for this extended service is based on the following criteria:

- Not a passing score on State ELA Assessment and less than proficient on the WIDA ACCESS (less than an overall score of 4 and a 4 in reading)
- Below average grades in academic subjects
- Teacher/ELL Committee recommendations
- Not making adequate progress according to their individual student ELL Plan

Every student recommended for extension of instruction must have an ELL committee meeting and the following documentation in his or her ELL folder.

The Reevaluation of ESOL Program Services form detailing the reasons for extension of instruction. This form must be signed and dated by all persons attending the meeting.

- A printout from FOCUS which includes State Assessment Reading score (grades 3 -12 only), ACCESS 2.0 scores (3-12), or WIDA Screener.
- A report card issued just prior to extension of instruction
- Reevaluation section completed on front of ELL folder
- Parent invitation to ELL committee meeting
- Any other pertinent information

**ELLs with special consideration**, who meet the exit criteria but are not making adequate progress according to their individual student ELL Plan, will be extended in the program only if the ELL Committee determines the student still needs ESOL services. The parent must be invited to the committee meeting and the Reevaluation of ESOL Program Services form (FOCUS Form#12) must be completed. Send a copy of this form to any parent/guardian who did not attend the ELL Committee meeting to inform him/her of the decision to extend ESOL Program services. The report should be in the home language, whenever feasible.

# ELL Committee



## Section 5

Purpose

Members

Operational Procedures

## PURPOSE OF THE ELL COMMITTEE

The purpose of the ELL Committee is to make appropriate educational decisions or modifications to the ELLs instructional program when the need arises. Any teacher, parent, administrator or ELL Committee member may request the Committee to convene on behalf of an ELL. The student's parent/guardian must be invited to ELL Committee meetings. **An ELL Committee Meeting Parent Invitation must be sent to the parent/guardian.**

An ELL committee must be operational at every school. This committee advocates for the best educational placement for all ELL students. It is the responsibility of the ELL committee to make all decisions based on concrete data and what is in the best interest of the student. A decision cannot be made unless the majority of the members are in agreement with the decision (it is illegal for only one person to make decisions). Each time the ELL committee convenes, the recommendations of the committee are recorded on the ELL committee/conference report in Focus. Everyone present must sign and date the form.

Reasons for which the ELL Committee must convene and be documented are:

- **To exit students that do not have FSAA or concordant scores but do have a 4 in Reading and 4 overall scores in ACCESS. These committees should meet as soon as possible in the beginning of the year but no later than Oct. 1, for FTE purposes.**
- **To determine grade level placement of a new student when documentation of prior schooling is not available or when a student is placed according to age even though his academic history does not show sufficient academic background to be placed at that grade level**
- **When an ELL student is referred to TST (Teacher Support Team). The ESOL teacher, along with the classroom teacher, becomes a member of the TST in order to have input on the student. (In lieu of the ELL Committee form, the TST notes should be signed and dated and a copy placed in the student's ELL folder.)**
- **For reevaluations - exits or extensions**
- **For retentions**
- **For entry of students into the program who do not meet entry criteria**
- **To recommend exit of students who do not meet exit criteria**
- **To recommend extension of program services for students who have not met the criteria for exit**
- **For reclassification of a student who is in the two year monitoring period(LF)**
- **To evaluate ELL students who are not making adequate progress.**

## MEMBERS OF THE ELL COMMITTEE

The ELL Committee is comprised of the ESOL coordinator/contact person, school-based administrator or designee, student's ESOL and/or regular classroom teachers, and the student's parents or guardians. Other members may be included based on the specific needs of the

student being discussed. These members may include, but are not limited to: certified school counselors, social workers, interpreters, ESE teachers or coordinators, speech/language pathologists, school psychologists, etc.

After an ELL Committee convenes, all recommendations must be recorded on the ELL Conference Report Form (FOCUS Form # 7) and in FOCUS. This form is signed by all the participants and filed in the student's ELL folder. A decision cannot be made unless **the majority of the members** are in agreement with the decision.

*Note:* If the parent did not attend the meeting, a copy of the ELL Conference Report Form in the parent's primary language (where feasible) should be sent home or a phone call made informing the parents/guardians of the committee's recommendation.

## **OPERATIONAL PROCEDURES**

Any teacher, parent/guardian, administrator or ELL Committee member may request the ELL Committee to convene on behalf of an ELL.

- + Parents/guardians and all appropriate personnel must be notified of any ELL Committee meetings. Parents/guardians must be notified in their home language, whenever feasible, and in a timely fashion. If the parent is invited by phone, document the conversation on the parent invitation form.
- + Documentation on an ELL Committee Conference Report form for each meeting must include the purpose of the meeting, a detailed summary of the topics discussed, and any recommendations being made. The completed ELL Committee Conference Report form must be signed by all members present and placed into the student's ELL folder. A copy is given to the parents/guardians in attendance in their home language whenever feasible.
- + If the parents/guardians are not present at the meeting, they must be notified of the committee's decisions by phone or in writing. The notification to the parents/guardians must be noted on the ELL Committee Conference Report form for that meeting.
- + Referrals, observations and intervention strategies prior to placement into any ESE program should begin with the ELL Committee and the ELL's teachers.

## **ELL COMMITTEE AND SCHOOL BASED TEAM**

If student is referred to TST, the ESOL coordinator/contact, along with the classroom teacher, becomes a member of the TST in order to have input on that student. The Teacher Support Team at each school must work closely with the ELL Committee when making educational decisions for ELL students. A copy of the TST notes must be placed in the student's ELL file in lieu of the ELL committee form. The ESOL teacher must continue to collaborate with the classroom teacher and assist with observations and interventions.

# ESOL Coordinator Responsibilities



## Section 6

### Duties and Responsibilities



## **DUTIES OF THE ESOL CORDINATOR**

**Identify potential ELL students- communicate with registrar and check HLS for new students**

**Screen potential ELLs that answer YES on HLS**

**Work with teachers to create an ELL Plan**

**Annually assess each ELL student using ACCESS**

**Annually update all ELL folders, ELL plans, and WIDA levels.  
Update FOCUS- change tier**

**3 year reevaluation- committee meeting- every year after that.**

**Work with data entry to maintain accurate records**

**Communicate with parents (ELL invitation)**

**Call committee meetings**

**Communicate with each ELL throughout the year**

**Check green folders periodically**

**Be part of the ELL committee**

**Communicate with district**

**Record notes from ELL meeting**

**Anything else ELL.....**

# State and District Testing of ELLs



## Section 7

### Accommodations WIDA Access

## STATE AND DISTRICT TESTING OF ESOL STUDENTS

ELL students **are required** to take all required state and district achievement and norm-referenced tests. However, all ELL students are eligible to receive accommodations during testing.

There is no **exemption from participation** in the English Language Arts component of the statewide assessment program for an ELL.

### ACCOMMODATIONS

#### State Assessment for Reading, Mathematics, Science and End of the Year Exams

Districts are required to offer accommodations to ELL students.

Permissible accommodations for these ELL students are listed below. The test may be administered with any one of these accommodations or a combination of accommodations that are determined to be appropriate for the particular needs of the ELL student. Parent/guardians are notified in writing of any accommodations (FOCUS Form #8). However, all testing, with or without accommodations, must be completed during the prescribed testing dates. **When a student is both ESOL and ESE, all accommodations listed on their IEP as well as their ELL plan must be offered.**

An amendment to Rule GA-6.09091, allows recently exited ELLs (within two years; LF) to receive the same accommodations as LY students. See below.



#### **Rule GA-6.09091, F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners**

- The amendment to this rule allows recently exited English Language Learners (ELLs) (within two years) to receive \*linguistic accommodations on the statewide assessments.
  - **This amended rule now allows students taking the FSAA who are classified as current or former ELLs with a code of LY or LF to receive the following ELL linguistic accommodations:**
    - **Flexible Setting (for Extended Time),**
    - **Flexible Scheduling (for Extended Time),**
    - **Assistance in Heritage Language, and/or**
    - **Approved Bilingual Dictionary and Glossary.**

**\*Accommodations not based on a student's disability status, but based on a student's English language acquisition status.**

## Accommodations:

**Flexible Setting:** ELL students may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator.

**Flexible Scheduling:** ELL students may take a part or session of the test during several brief periods within one school day; however, a session of the test must be completed within one school day.

**Flexible Timing:** ELL students may be provided additional time; however, a session of the test must be completed within one school day.

**Assistance in the Heritage Language:** For the mathematics and science tests, ELL students may be provided limited assistance by an ESOL teacher using the student's heritage language if there is one common language represented in the testing room. The teacher may answer specific questions about a word or a phrase that is confusing the student because of limited English proficiency, but is prohibited from giving assistance that will help the student solve mathematics and science test questions. A student's questions must not be answered in a way that would lead the student to infer the correct answer to a question. If the State Assessment is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students taking the test.

For the reading test, the ESOL teacher or test administrator may answer student questions about the general test directions in a way that the student would not be led to infer the correct answer to any of the questions. The teacher is prohibited from reading words to the student, as well as answering questions from the passages, test items, and performance tasks.

For the writing test, the ESOL or heritage language teacher may answer student questions about the general test directions in their heritage language. The teacher may answer specific inquiries concerning a word or phrase in a writing assessment prompt that is confusing the student because of limited English proficiency. In no case shall assistance be given to the student in responding to the writing assessment prompt. The teacher is prohibited from reading the prompt to the student. **All student responses must be written in English.** Responses written in languages other than English will not be scored.

**Dictionary and Glossary:** ELL's MUST have access to English-to-heritage language/heritage language-to-English word-to-word dictionary that does not contain definitions or other information and is paper based. A dictionary or glossary written exclusively in the heritage language or in English shall not be provided.

Additionally, students in K-2 who are identified as ELLs may be provided with a picture translation dictionary or glossary that meets the requirements of rule 6A-6.09091. *(Amendment to Rule 6A-6.09091, Florida Administrative Code (F.A.C.), Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners)*

## **WIDA ACCESS for ELLs**

### **Overview**

The Florida Department of Education (FDOE) has adopted the use of the ACCESS for ELLs to assess the English language proficiency of English Language Learners (ELLs). This assessment was developed to align with Florida's approved English Language Development (ELD) Standards.

The purpose of the ACCESS for ELLs is to monitor student progress in English language proficiency (ELP) on a yearly basis and to serve as a criterion to aid in determining when ELLs have attained language proficiency comparable to that of their English-proficient peers. The test is carefully designed to be representative of the social and academic language demands within a school setting as exemplified in the WIDA English Language Development (ELD) Standards.

### **Test Format**

The ACCESS for ELLs assessment is delivered on grade level to all LY students. The Reading, Writing and Listening sections of the test may be administered in group sessions. However, the Speaking section is administered in a one-on-one session with the test administrator.

Passing the Access for ELLs consists of a score of 4 in Reading and 4 Overall. Students must also have a passing score on the State ELA Assessment (3 or above) to exit the ESOL program.

If students do not have a state assessment score or a concordant score, a committee can meet to discuss and exit students. This should happen in the beginning of the year, but no later than Oct. 1, for FTE purposes.

For additional information about the ACCESS assessment, please see <https://www.wida.us/>

# ELL Grading Policy



## Section 8 Guidelines CCPS Grading Policy

## Guidelines for Grading English Language Learners (ELLs)

Grading English Language Learners (ELLs) is a difficult task because teachers must separate the students' content area knowledge from English language proficiency. Therefore, teachers must assess what students know and can do, rather than their language proficiency level.

*“Each English Language Learner receiving English for Speakers of Other Languages (ESOL) services is graded based on his/her academic progress at his/her level of English proficiency. **The teacher must document that accommodations and strategies of instruction and assessment were employed which allowed the student to demonstrate progress in the achievement of the benchmarks and grade level expectations.** A grade of “Unsatisfactory,” “D,” or “F” may only be assigned to an English Language Learner receiving ELL services only if he/she received appropriate accommodations and strategies in instruction and assessment and the student demonstrated no progress toward achieving the standards and grade level expectations at his/her level of English proficiency.”*

**Therefore, when grading and reporting the progress of ELLs, the following factors must be considered:**

- What is the student's level of English language proficiency? See page three of this document for descriptions.
- What is the student's previous educational background, including native language literacy level?
- How was instruction differentiated for the English Language Learner? Differentiation should be documented on teacher lesson plans.
- Have the appropriate accommodations been provided to include:
  - extended time
  - flexible setting
  - heritage language dictionary and glossary
  - native language support (if available)

**Teachers can adapt assignments by:**

- allowing for labeling of charts/pictures & fill-in the blanks
- modified length
- modified number of questions
- open-note, open-book
- reduction of non-essential text
- word banks

**What is the student's progress on alternative assignments or assessments? Has the student been given the opportunity to demonstrate mastery of the standard being taught?**

**Examples include:**

- portfolios
- conferencing
- projects (individual and group)
- demonstrations
- illustrations and models,
- oral tests
- teacher observations

**The following are specific guidelines for teachers to follow when grading ELLs:**

- Explain grading criteria and expectations to students and provide them with samples of student work meeting these performance expectations.
- Parents must always be notified if their child is working below grade level. This may be accomplished and documented through progress reports, report cards or through ELL Committee meetings. Parent meetings and phone calls are highly encouraged. Utilize the comment section on progress reports and report cards. Translate comments as needed for parents.
- The grading of ELLs must be based on the knowledge and skills that the students are able to demonstrate based on their level of language proficiency when the teacher implements the appropriate curriculum, materials, adaptations, and instructional strategies.



# Charlotte County Public Schools

## ELL Grading

No grading policy shall adversely affect an ELL student solely based on English language proficiency. Instruction and assessments must be adjusted appropriately to the student's level of English language proficiency as indicated on the state approved WIDA English language screeners or on the ACCESS for ELLs so that each student is provided the opportunity to attain expected standards. ELL students must receive a grade that represents an accurate evaluation of achievement based on their limited linguistic competency. Teachers will determine grades of ELL students based on their progress toward, and achievement of the benchmarks. Teachers must demonstrate the use of differentiated instruction based on the student's English language proficiency level. Differentiation strategies must be documented in the teacher's lesson plans and observed during classroom walkthroughs.

Because of the Florida Consent Decree (META Agreement) certain criteria must be taken into consideration when grading English Language Learners.

**English language instruction and instruction in basic subject matter areas must be (1) understandable to the ELL student given his or her level of English language proficiency, and (2) equal and comparable in amount, scope, sequence and quality to that provided to English proficient students.**

### **Guidelines on How to Grade English Language Learners**

The guidelines below should be taken into consideration when grading and reporting progress of ELLs:

- The level of English language proficiency affects the Ell's ability to communicate content.
- Grading should be done with a formative and summative approach. Grades should reflect the Ell's performance based on a variety of assessment tools: oral explanations, portfolios and projects, all of them based on the Ell's English language proficiency level.
- The Florida Consent Decree requires teachers to provide comprehensible instruction to English language learners.
- Use the same grading system as that for non-Ells, but employ a variety of alternative assessments to assign grades. **Use what the student can do as the basis for grading.**
- Do not assign a lower grade solely based on lack of English language proficiency or use on single assessment to measure mastery of content.

**Student Progress Monitoring:** After each grading period the ELL Committee shall convene to create a remediation plan for English language learners with D's and F's, at risk for retention or not meeting graduation requirements. Parents must be invited to the meeting and for that purpose, a Parent Invitation letter will be sent home in a language comprehensible to the parents.

## WIDA- CAN DO DESCRIPTORS

		<b>L1 and L2</b> Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of communication.		<b>L3 and L4</b> Oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but meaning is conveyed.		<b>L5</b> Oral or written language approaching comparability to that of English-proficient peers.		<b>Prof L6</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>			
		Students Can:	Students Can:	Students Can:	Students Can:	Students Can:			
<b>Listening</b>		-Point to stated pictures, words, phrases -Follow one-step oral directions -Match oral statements to objects, figures or illustrations	-Sort pictures, objects according to oral instructions -Follow two-step oral directions -Match information from oral descriptions to objects, illustrations	-Locate, select, order information from oral descriptions -Follow multi-step directions -Categorize or sequence oral information using pictures, objects	-Compare/Contrast functions, relationships from oral information -Analyze and apply oral information -Identify cause and effect from oral discourse	-Draw conclusions from oral information -Construct models based on oral discourse -Make connections from oral discourse			
<b>Speaking</b>		-Name objects -Answer WH-(who, what, where, which) questions	-Ask WH-questions -Describe pictures, events, objects, people -Restate facts	-Formulate hypotheses, make predictions -Describe processes, procedures -Retell stories or events	-Discuss stories, issues, concepts -Give speeches, oral reports -Offer creative solutions to issues, problems	-Engage in debates -Explain phenomena, give examples and justify responses -Express and defend points of view			
<b>Reading</b>		-Match icons and symbols to words, phrases or environmental print -Identify concepts about print and text features	-Locate and classify information -Identify facts and explicit messages -Select language patterns associated with facts	-Sequence pictures, events, processes -Identify main ideas -Use context clues to determine meaning of words	-Interpret information or data -Find details that support main ideas -Identify word families, figures of speech	-Conduct research to glean information from multiple sources -Draw conclusions from explicit and implicit text			
<b>Writing</b>		-Label objects, pictures, diagrams -Draw in response to a prompt -Produce icons, symbols, words, phrases to convey messages	-Make lists -Produce drawings, phrases, short sentences, notes -Give information requested from oral or written directions	-Produce bare-bones expository or narrative texts -Compare/Contrast information -Describe events, people, processes, procedures	-Summarize information from graphics or notes -Edit and revise writing -Create original ideas or detailed responses	-Apply information to new contexts -React to multiple genres and discourses -Author multiple forms/genres of writing			
							<b>Level 6 Reaching</b>		

# Translator Services Procedures



## Section 9

Language Line  
Phone Translation  
ILA Translation Device

## Charlotte County Public Schools

### HOW TO ACCESS AN INTERPRETER

1. DIAL: **866-874-3972**
2. PROVIDE: **704326**
3. INDICATE: the language you need
4. PROVIDE: additional information, if required.

Document the interpreter name and ID number for your reference.  
Brief the interpreter and give any special instructions.

---

#### IMPORTANT INFORMATION:

**WORKING WITH AN INTERPRETER** - At the beginning of the call, interpreters identify themselves by name and ID number. Note this information for reference. Then tell the interpreter the nature of the call. Speak directly to the limited English proficient or Deaf or Hard of Hearing individual, not to the interpreter, pausing at the end of a complete thought. To ensure accuracy, your interpreter may ask for clarification or repetition.

**3-WAY CALL – INITIATING/RECEIVING A CALL** - Use the conference feature on your phone and follow the instructions provided to connect to an interpreter. If you are initiating the call, get the interpreter on the line first, then call the limited English proficient individual. If you are receiving a call, ask the caller to “Please Hold,” and then conference in the interpreter.

**PHONE INTERPRETING EQUIPMENT** - If you have interpreting equipment, use one handset to call into LanguageLine, once connected to the interpreter, give the second handset to the limited English proficient individual.

**CUSTOMER SERVICE** - To provide feedback, commend an interpreter, or report any service concerns, visit [www.LanguageLine.com](http://www.LanguageLine.com) and click on the “Client Resources” tab, scroll to “Voice of the Customer” and complete the form.

**LEARN MORE** Visit [www.LanguageLine.com](http://www.LanguageLine.com) or call 1-800-752-6096 for more information on our language access solutions.

## Activating the LanguageLine App on Your Device

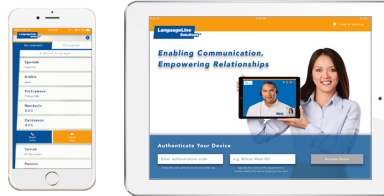
Easily access audio and video interpreting empowering you to provide outstanding service when communicating with the Limited English Proficient and Deaf or Hard-of-Hearing. The LanguageLine app is available for iPads, Smartphones, tablets, and laptops to quickly connect to professional interpreters anytime, anywhere 24/7/365. Follow these instructions to complete a one-time activation of your device.

### Laptop/PC with Google Chrome Browser



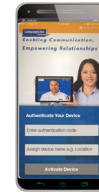
1. Using **Chrome**, enter this url: <https://InSight.LanguageLine.com>
2. Insert your **Authentication Code**
3. Type a **Device Name**
4. Click on **“Activate Device”**
5. Click on **“ALLOW”** for access to your camera and microphone.

### iPhone or iPad



1. On your **iPhone** or **iPad** tap the App Store icon and search for “LanguageLine InSight”. Tap “Get” and “Install”.
2. After **download** is complete, tap the “Interpreters” icon and follow the screen prompts to complete the one-time authentication of your device.
3. After you tap **“Activate Device”**, tap **“OK”** two times to allow the application to access your microphone and camera.

### Android Device



1. On your **Android** device tap the Google Play store icon and search for “LanguageLine”. Tap the “Interpreters” icon. Then tap “Install”.
2. After **download** is complete, tap “Open”.
3. Tap **“OK”**, then tap **“Allow”** twice to allow the application to access your microphone and camera.
4. Follow the screen prompts to complete the one-time authentication of your device.

### YOUR AUTHENTICATION CODE AND DEVICE NAME

Authentication Code (not case sensitive):

Device Name (15 digit maximum):

**W98KX4MFHQ**

### TIPS FOR A SUCCESSFUL INTERPRETATION SESSION

1. Introduce yourself and brief the interpreter.
2. Speak slowly in short sentences.
3. Allow the interpreter time to interpret.
4. Check for understanding.

### QUESTIONS OR NEED ASSISTANCE?

Contact your LanguageLine Account Executive or [CustomerCare@LanguageLine.com](mailto:CustomerCare@LanguageLine.com) / 1-800-752-6096  
For 24/7 Technical Support call 1-844-373-1951



# ILA User Guide

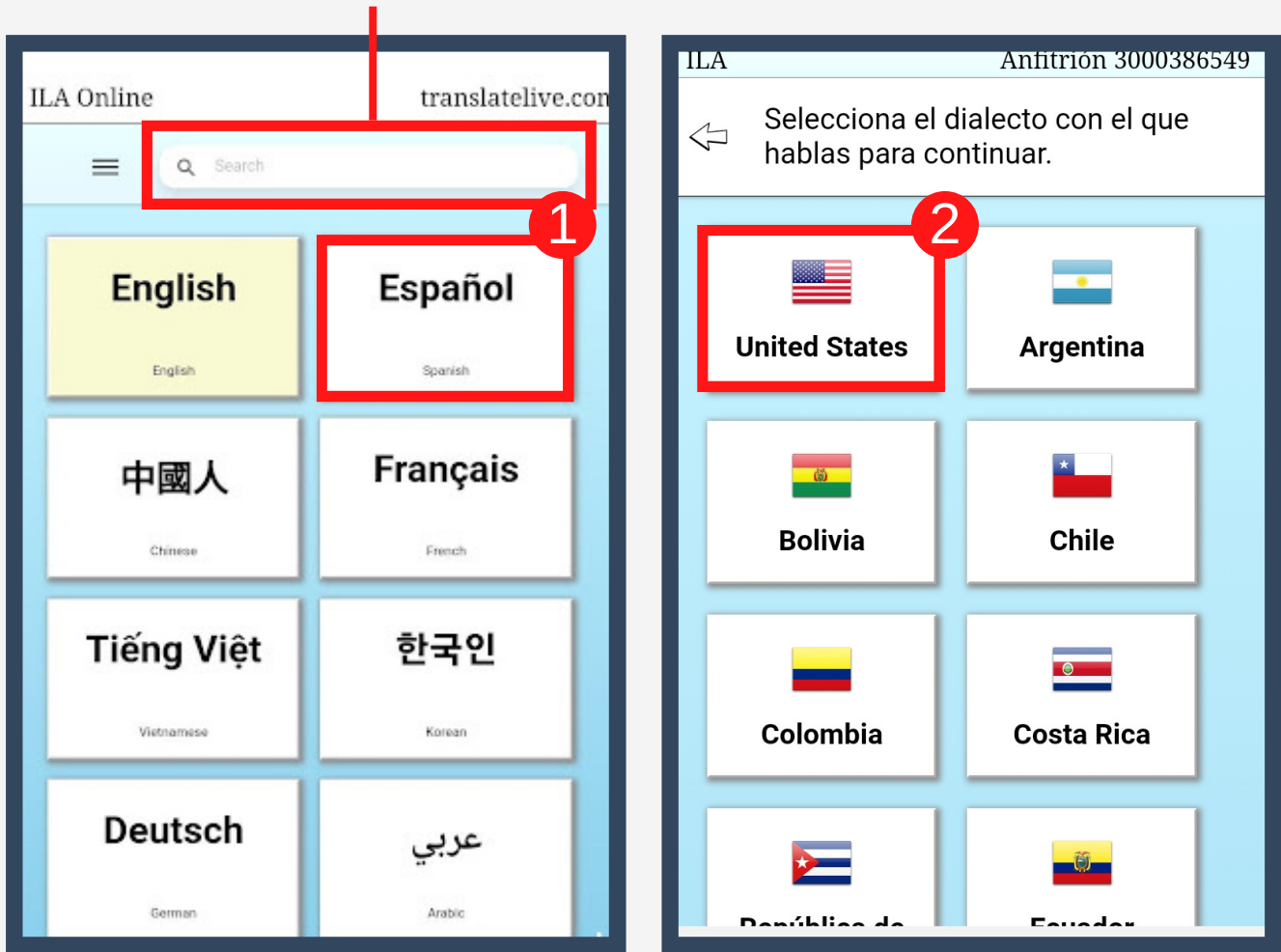
## The Power to Communicate with Anyone

Instantly and Effectively  
Communicate. No matter the  
Language, Disability, Device, or  
Location



# 3.2

Utilize search bar to look for specific languages



On the Guest Device, choose your language as well as Dialect. In the Example above we chose Spanish > United States



# 3.3



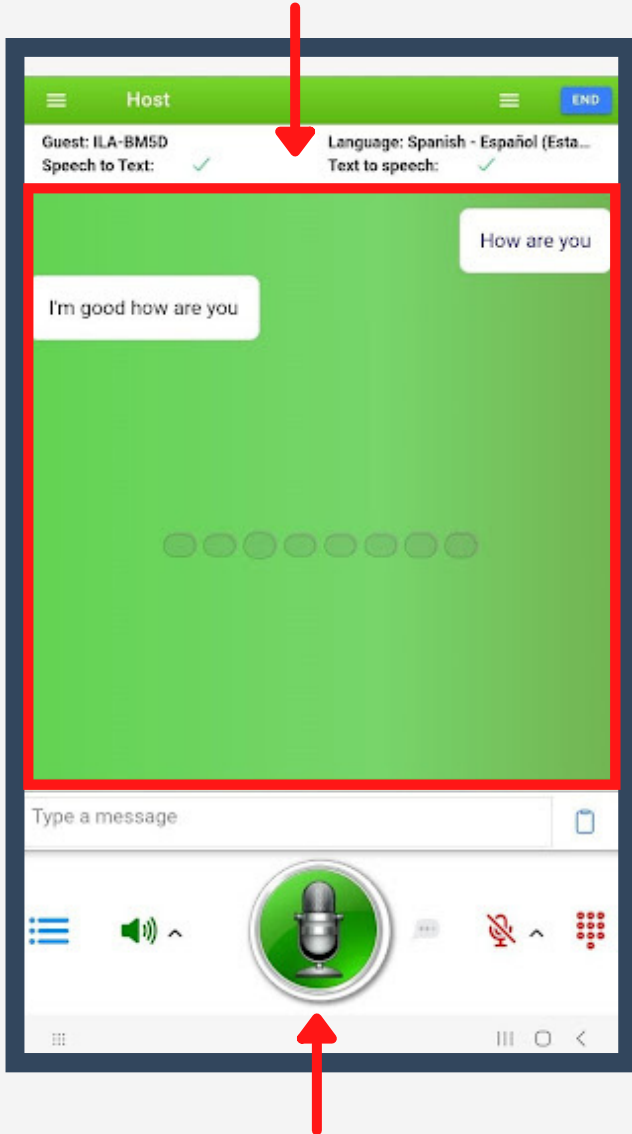
When languages have this icon, Text to Speech is not available.

When languages have this icon, speech to text is not available and has to be typed.

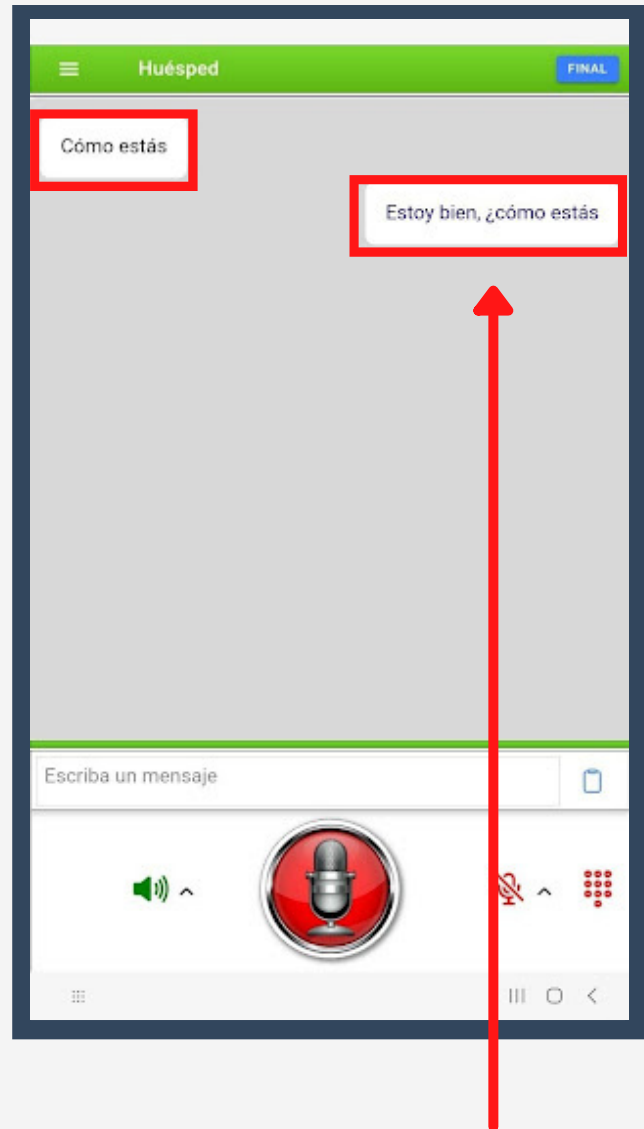


# 3.4

- When your screen turns green, ILA is ready for translation.

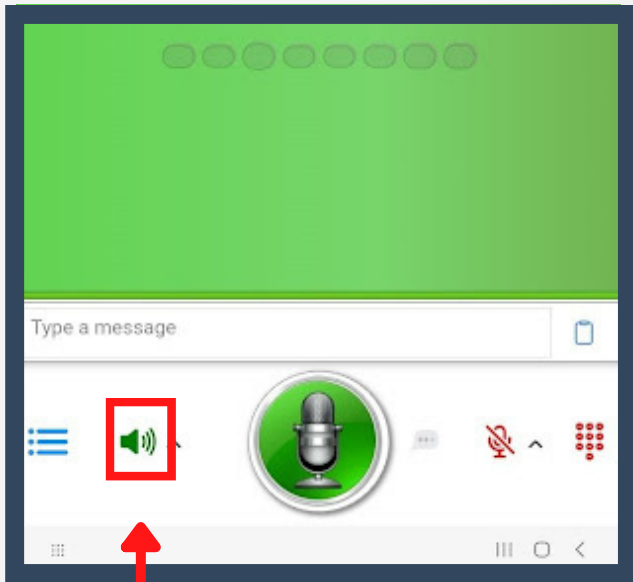


To communicate, simply press and hold the microphone located on the bottom of the screen.

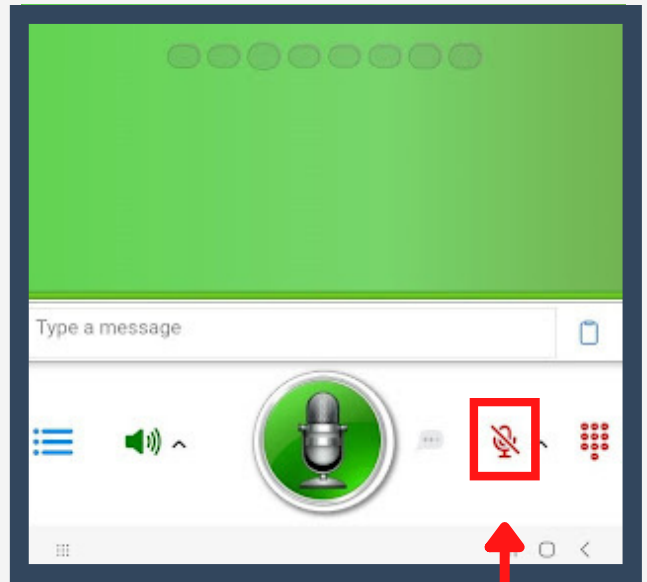


ILA will translate in real time. Both screens will display the translation to minimize confusion.

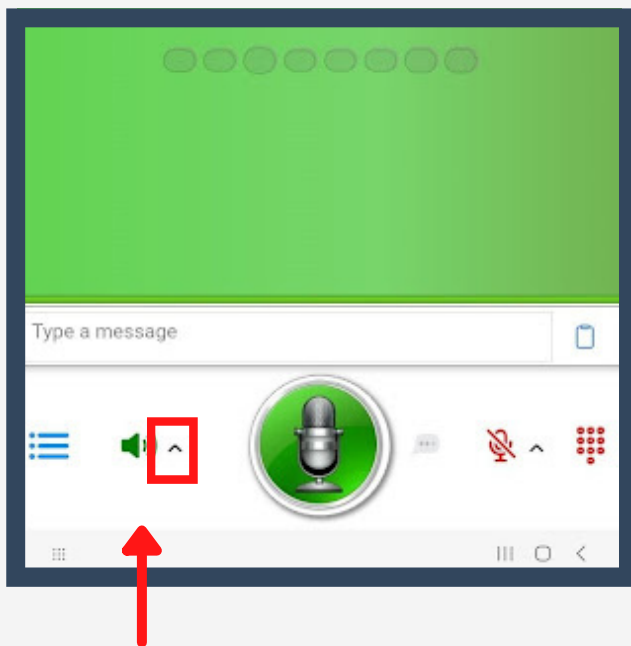
# 3.4



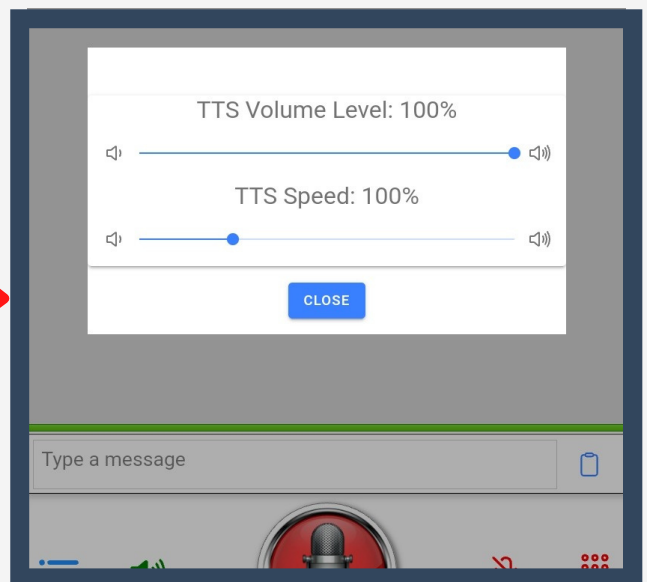
Toggle Text to Speech On/Off



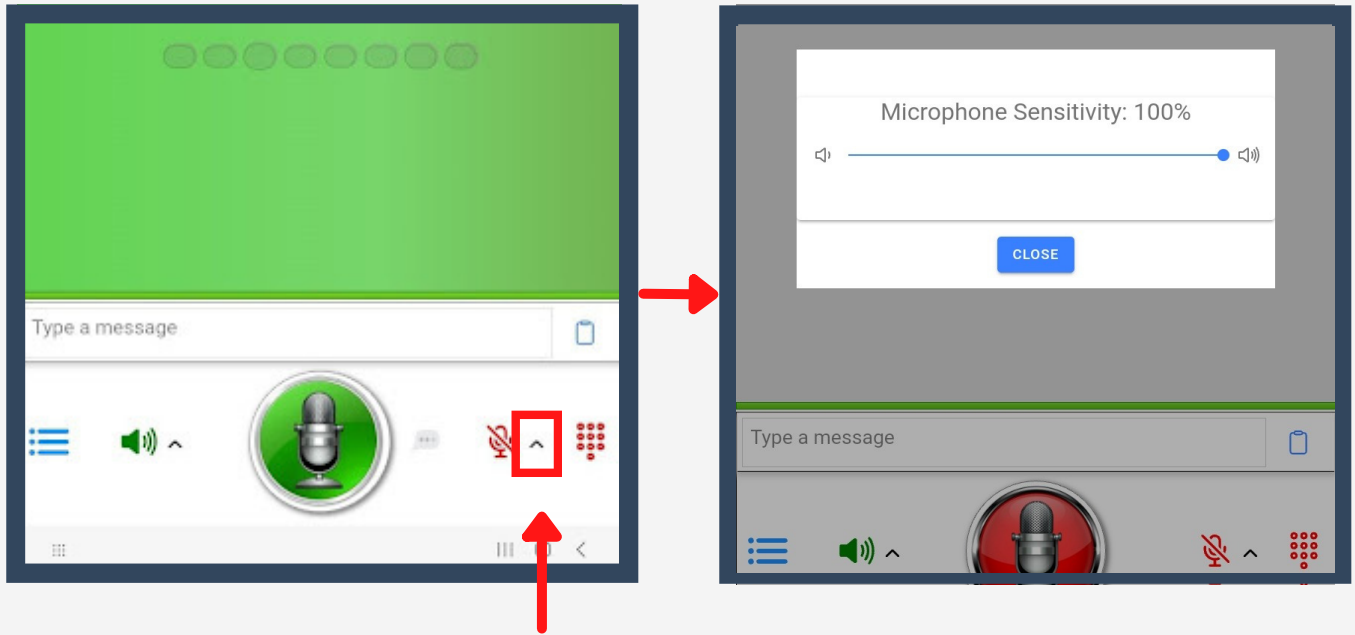
Turn "Keep Mic On" feature On/Off



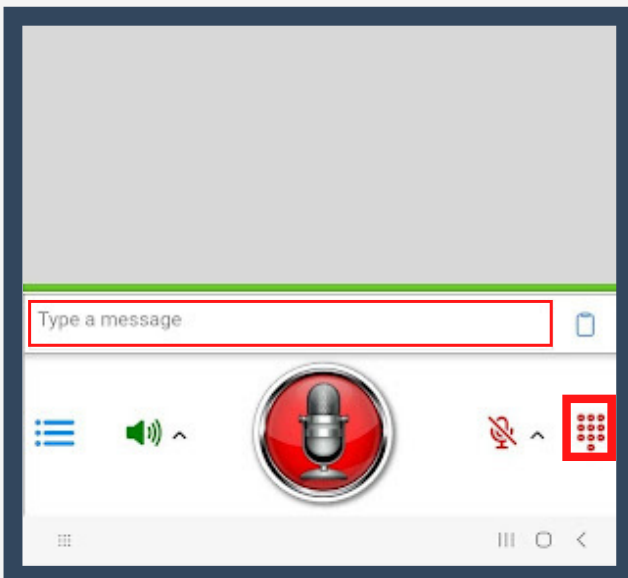
Pressing the small arrow will allow you to change the Text to Speech Volume and Speed.



# 3.4



Pressing the small arrow will allow you to change the Microphone Sensitivity.



Pressing this icon will show/hide the "type a message" section.

# Student ELL Folder



Section 10  
Green Folder  
ELL Plan (LEP Plan)

## COLLECTION OF ESOL DATA FOR STUDENT ELL FOLDER

### ELL FOLDER

The student ELL green folder is created after the student has been determined to be an LY (active) ELL. It is considered part of the student's cumulative folder and is a **legal record**; therefore, it is **very important** that it is accurate and up to date.

It is a state mandate that there is only one green folder per ELL student. All green folders must be kept in the cumulative folder.

### CONTENTS OF ELL GREEN FOLDER

**The Entry Packet for the student consists of the following items:**

- Registration form with Home Language Survey completed, **signed and dated** by parents
- Language Assessment test (WIDA Screener)
- Parent Notification
- Transcript of prior schooling or report card (if available)

**The following documents are arranged in yearly packets:**

Information inside the folder is to be arranged **by school year with the most recent year on top**. Clip (or staple) each packet together and label the front of the packet with the school year. Arrange the information in each packet as follows:

- o Student ELL PLAN/ student schedule (reevaluated annually)
- o ELL Committee Meeting/ Invitation
- o ELL Committee Report
- o Annual /Initial Parent Notification of Program Status
- o Reevaluation information including test scores and any other pertinent information regarding the decision to extend or exit Report cards
- o Accommodation letter for State Assessment or other high stakes testing
- o ACCESS 2.0 Scores
- o State Assessment Reading score
- o WIDA scores (attached to year test was given)
- o Report card (closest grading period prior to date of extension or exit)
- o All other pertinent information upon which the decision is made to exit or extend.
- o Copy of Parent Notification of Exit - if applicable (FOCUS Form #10)
- o Post Exit Report Card Monitoring Form - with applicable report cards

## INDIVIDUAL STUDENT ELL PLAN: ELEMENTARY & SECONDARY

Teachers must be informed and involved in the ELL Student Instructional Plan for each of their active ELL students upon entry to the ESOL program, with a midyear data review. Use the LEP Review Date in FOCUS, and continue this every year after as long as the student is in the program. This plan is signed and dated by the student's English/Language Arts teacher(s) along with the ESOL coordinator/contact **prior to the October and February FTE dates**. The appropriate strategies and instructional settings will be provided for students based on their oral/literacy level on the ELL Student Instructional Plan. These strategies or activities are correlated with and documented in the teacher's lesson plans; **therefore, a copy of each student's plan is given to the teacher.**

- Each student's report card, reading Lexile level, and academic performance are reviewed to ensure that the student is making adequate progress. When adequate progress is not being made, an ELL Committee must convene to develop a new ESOL Plan.
- At mid-year, a review of the ELL Student Instructional Plan is conducted. If the student's progress is unsatisfactory, it is important that the teacher, with the assistance of the ELL Committee, identifies different or additional strategies in order to address the student's difficulty. In some instances, the ELL Committee may recommend the student for MTSS, an ESOL PMP, or possible retention.
- Prior to the State Assessment, accommodations should be determined and a copy of the ESOL accommodation letter must be included in the student's ELL folder for each year he/she receives accommodations.
- If the student is recommended for extended school year or tutoring, it needs to be noted on the ELL Committee/Conference form before the end of the school year.

# Exiting ESOL



## Section 11 Procedures Documentation 2 yr. Monitoring

## EXITING ESOL

\* 5 ! \* '\$- \$' 'FYei JfYa YbHg'Zf'9I JHb[ '9b[ `]g\ '@b[ i U[ Y '@UfbYfg'Zca 'h Y9b[ `]g\ 'Zf' GdYU\_Yfg'cZCH Yf '@b[ i U[ Yg'Dfc[ fUa "

(1) Each student identified as an English Language Learner (ELL) shall continue to receive appropriate instruction until such time as the student is reclassified as English proficient and exited from the English for Speakers of Other Languages (ESOL) Program. English proficiency shall be determined by assessing the student utilizing the statewide English Language Proficiency Assessment and Florida statewide assessment in English Language Arts (ELA)/ Reading or Florida alternate assessment, or by ELL Committee determination, in accordance with this rule.

(2) Standards for Student Exit from the ESOL Program.

(a) An ELL shall be determined English language proficient and exited from the ESOL program upon obtaining:

1. Scores of "Proficient" at the applicable grade level on each statewide English Language Proficiency Assessment subtest administered annually pursuant to Rule 6A-6.09021, F.A.C.; and,
2. Scores on the applicable statewide assessment in ELA/Reading or statewide alternate assessment, as follows:

- a. For students in grades K-2, the statewide English Language Proficiency Assessment is the only assessment required;
- b. For students in grades 3-9, earning a passing score on the grade level ELA/Reading assessment, in accordance with the scores specified in Rule 6A-1.09422, F.A.C., or the statewide alternate assessment, pursuant to Rule 6A-1.09430, F.A.C.; or
- c. For students in grades 10-12, earning a passing score on the grade 10 statewide ELA/Reading assessment or a passing score on the grade 10 ELA/Reading assessment (2014-2015), pursuant to Rule 6A-1.09422, F.A.C., or, for eligible students, a passing score on the statewide alternate ELA assessment, pursuant to Rule 6A-1.09430, F.A.C., sufficient to meet applicable graduation requirements. Students may also meet the applicable graduation requirement by earning an equivalent concordant score pursuant to Rule 6A-1.09422, F.A.C.

(b) Upon receipt of the statewide English Language Proficiency Assessment and statewide ELA/ Reading assessment scores, schools shall exit students no later than the last school day of the school year. If the statewide English Language Proficiency Assessment or statewide ELA/ Reading assessment scores are received after the end of the school year, schools shall exit students within two (2) weeks after the beginning of the next school year and shall use the last day of the school year in which the statewide ELA/Reading assessment was administered as the exit date

For ELLS in 12th grade with two years or less in the US, see ELL Alternate Assessment Option for Standard Diploma.



**Every student recommended for exit from the ESOL Program must have the following documentation in his or her ELL folder:**

- A Reevaluation of ESOL Program Services form detailing the reasons for exit of instruction. This form must be signed and dated by the ESOL Contact/Coordinator.
- A printout of the FOCUS information to include ACCESS 2.0 scores, State Assessment Reading score (grades 3 - 12 only), or ACT score (grades 10-12), or SAT score (grades 10-12).
- A report card issued just prior to exit.
- Exit section completed on ELL folder. (Exit date is the date the ELL Committee met and the decision to exit was made)
- Front of ELL folder (under the section Exit Criteria) filled out completely.
- A copy of Annual Notification of ESOL Program Status form
- Any other pertinent information
- Copy of exit letter -sent home and in Cum folder

Exited students are identified by a code of LF. These students are monitored for a two-year period. - see below

After the student has completed the two year follow up period, the student code changes to LA for the next two years (years 3-4 after exiting). This is for the purpose of reporting a student subgroup per the state ESSA Plan.

+All Post Reclassification Data (2 year monitoring period after exit) must be completed. Report card dates will be entered in this section of the folder and in FOCUS. Record the date of the:

- 1st report card - after exit date
- 2nd report card -after exit date
- 3rd report card - One year from exit date (*if exited in Aug. or Sept, this would be the June reportcard*)
- 4th report card - Two years from exit date

• When the 2 year monitoring period is complete, label the ELL folder LA and file in cum folder.

+All data is updated on the ELL folder and in FOCUS.

## **RECLASSIFICATION**

An exited student may be reclassified back into the program during the 2 year monitoring period if an ELL committee is held and it is the determination of that committee that the student needs to reenter the ESOL program due to language concerns. All data is updated in the ELL folder and in FOCUS with the new label of LY. Report card dates are removed and the process repeats.

## **REEVALUATION/ EXTENSION OF ESOL SERVICES**

(Reevaluation occurs on or before 3 year anniversary of DEUSS date and every year thereafter until exit.)

An ELL qualifies for extension when EOY of the following criteria are met:

- Scores below proficiency on State Assessment
- Less than Proficient in WIDA ACCESS (anything less than an overall score of 4):

Also, to be considered are student's academic grades, teacher recommendation and ELL committee recommendation.

# **Good Cause Promotion for 3rd gr**



## **Section 12**

## STATUTORY REQUIREMENT FOR THIRD-GRADE READING

Florida law [section 1008.25(5), Florida Statutes (F.S.)] says that third graders who do not have a score of Level 2 or above on the statewide Florida Standards Assessment English Language Arts (FSA-ELA) must be retained (not promoted to grade 4). However, children who demonstrate the required reading level through a state-approved alternative standardized reading test or through a student portfolio can be granted a good cause exemption and be promoted to grade 4. A student will only be retained in grade 3 once.

Note: English language learners (ELL) who have less than two years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States can receive a good cause exemption and be promoted even though they are not reading at the required level.

See TAP

[https://www.fldoe.org/core/fileparse.php/7539/  
urlt/2013thirdgradeprogressionatap.pdf](https://www.fldoe.org/core/fileparse.php/7539/urlt/2013thirdgradeprogressionatap.pdf)

# ELL Alternate Assessment for Option for Graduation



## Section 13



# ELL Alternative Assessment Options for Standard Diploma

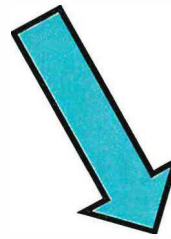
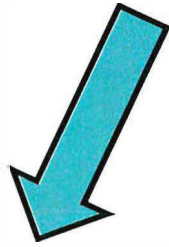
**Per State Board Rule GA-1.094221: Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion:**

Beginning with the 2022-2023 school year, students who have been enrolled in an English Speakers of Other Languages (ESOL) program for less than 2 school years and have met all requirements for the standard high school diploma except for passage of any assessment required for graduation as specified by 1003.4282 or 1008.22. F.S., or alternate assessment is eligible for a standard high school diploma if the student:

- (a) Passes the required assessment or alternate assessment after having received immersion English Language instruction during the summer following the student's senior year; or
- (b) Beginning with the 2023-2024 school year, meets the requirement to pass the statewide, standardized grade 10 ELA assessment by satisfactorily demonstrating grade-level expectations on a formative assessment that generates a score or metric that can be interpreted as a measure of grade 10 level achievement in ELA.
  - A portfolio used to meet the requirements of this subsection must meet the following criteria: (1) Be selected by the student's teacher and (2) Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom.

Designed for students enrolled in an ESOL program for less than 2 school years who have met all requirements for graduation EXCEPT for the FSAA-Retakes/F.A.S.T. ELA exam.

# ELL Alternative Assessment Paths



## Path One: Alternative Formative Assessments within Savvas

### Assessment Types:

Florida Test Prep Reading

### Requirements:

Students pass 6 of the 13 Reading Tests within the platform with 7/10 answers correct on each.

### Protocols:

- Students can have unlimited class time to complete each assessment.
- Students can have access to their dual-language dictionaries during testing.
- Students can take the test multiple times.
- Students must complete the assessments at school under supervision of a certified teacher.

## Path Two: ELL Portfolio of Independently-Produced Student Work

### Requirements:

- Artifacts must be selected by the student's teacher
- Artifacts must be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom
- Includes evidence that the standards assessed by the grade 10 statewide standardized assessment in ELA have been met
- Must be an organized collection of evidence of the student's mastery of the ELA content standards that are assessed by the grade 10 statewide, standardized assessment in ELA
- Be signed by the teacher and principal that it is an accurate assessment of the required skills

### Eligible Artifacts per tested B.E.S.T. Standard:

The artifacts must be an organized collection of evidence of the student's mastery of the reading portion of the B.E.S.T. ELA Standards that are assessed by the Grade 10 F.A.S.T. test. For each benchmark, there must be at least 8 items assessed and the student must demonstrate 70% mastery for all items assessed per benchmark.

# Teacher Instructions for ELL Alternative Assessment for Standard Diploma: Portfolio

## Directions:

**For each of the benchmarks assessed by the 10th grade ELA standardized alternative assessment, the instructor should gather 8 pieces of evidence demonstrating that the student has mastered that specific benchmark. This should be work that the student has completed independently.**

**In the chart on the following page, please write the title of the assignment in the eight spaces next to the benchmark and then organize the portfolio according to that order.**

## Important Notes:

**\*The CCPS Portfolio Committee recommends that the portfolio artifacts are a natural extension of the teacher's instruction.**

**\*Please note that students with IEPs, 504s, and ELL Plans should be afforded their accommodations.**

**For those situations when an ELL Alternative Assessment Portfolio is administered, it is left to the district to ensure that integrity of the assessment, including those taken remotely, is not compromised, and that the results are thus valid and reliable for their intended purposes. Scores must reflect what students know and can do independently.**

**Assessment information must be added to FOCUS under the ELL tab, then Alternate Assessment Grad Pathway for ESOL. Choose the 2nd drop down (portfolio) and the date can then be entered. Data techs and counselors are the only ones with rights to complete this information.**



# Teacher Instructions for ELL Alternative Assessment for Standard Diploma: Alternative Formative Assessments

## Directions:

For each of the assignment formative assessments representing benchmarks assessed in the 10th grade ELA standardized assessment, please record the student's scores in the chart below. A printed report from the Savvas program should also be attached.

As a reminder, these assessments should be completed independently by the student under the supervision of a certified teacher.

Assessment Title	Date Assessed	Number Correct out of 10 Possible Questions	Percentage Correct
<b>SAMPLE:</b> Florida Customizable Assessment #1	9/16/2022	7	70%

**Collection of Evidence for \_\_\_\_\_**

**School \_\_\_\_\_**

**Date Completed \_\_\_\_\_**

**Teacher of Record \_\_\_\_\_**

ELA.10.R.1.1				
ELA.10.R.1.2				
ELA.10.R.1.3				
ELA.10.R.1.4				
ELA.10.R.2.1				

**Collection of Evidence for \_\_\_\_\_**

**School \_\_\_\_\_**

**Date Completed \_\_\_\_\_**

**Teacher of Record \_\_\_\_\_**

ELA.10.R.2.2				
ELA.10.R.2.3				
ELA.10.R.2.4				
ELA.10.R.3.1				
ELA.10.R.3.3				

# Collection of Evidence for \_\_\_\_\_ School \_\_\_\_\_

Date Completed \_\_\_\_\_

Teacher of Record \_\_\_\_\_

ELA.10.R.3.4				
ELA.10.V.1.2				
ELA.10.V.1.3				
ELA.K12.EE.1 .1				
ELA.K12.EE.3 .1				

# ESOL Glossary



## Section 14 Definitions

## GLOSSARY

**ACCESS for ELLS 2.0:** Large scale language proficiency test for K-12 students and one component of WIDA's comprehensive, standards driven system designed to improve the teaching and learning for English language learners(ELLS)

**Accommodations:** Adapting language (spoken or written) to make it more understandable to second language learners. In assessments, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment (Baker, 2000; Rivera & Stansfield, 2000).

**Academic English:** The ability to read, write, and engage in academic school subjects. Includes proper use of vocabulary, sentence structure, transitions, syntax, and other tasks.

**Additive bilingualism:** Occurs when the addition of a second language does not replace the first language and culture; the first language and culture are promoted and developed.

**Affective filter:** Term associated with writings of Stephen Krashen, describing the impact of a learner's positive or negative attitudes toward acquiring a second language.

**Alternative assessment:** Non-traditional ways of assessing students, including long-term assessment techniques based on observation and data collection (portfolio assessment).

**AMAO - Annual Measurable Achievement Objectives:** Accountability measures related specifically to ELL student performance as set forth by No Child Left Behind. AMAOs relate to the amount of English proficiency ELLs may be expected to gain in a year.

**Assimilation:** Complete absorption of the characteristics and the behaviors of another culture.

**AYP (Adequate Yearly Progress):** The primary benchmark for school and Local Educational Agency (LEA) performance that reflects the expected yearly growth in content area subjects (reading, language arts, math, and science) for students served with Title I funds.

**Basic Subject Area Support Teachers:** A teacher that teaches an academic subject area to ELL students using a variety of instructional strategies to ensure comprehensible input. The course may have non-ELL students.

**Basis of Entry:** **A** - Entered into an ESOL program by an aural/oral score, **R** - entered on a reading/writing score, and **L** - entered by ELL committee

**BICS (Basic Interpersonal Communication Skills):** The social language skills needed in everyday communication (listening, speaking, carrying on basic conversation, understanding speakers, and getting one's basic needs met). This is usually acquired within a two-year period.

**Bicultural:** Identifying with the cultures of two different language groups. Bicultural is not necessarily the same as being bilingual, and vice-versa.

**Bilingual Education:** An educational program in which two languages are used to provide content matter instruction. As with the term bilingualism, bilingual education is "a simple label for a complex phenomenon." An important distinction is between those programs that use and promote two languages and those where bilingual children are present, but bilingualism is not fostered in the curriculum (Baker & Jones, 1998).

**Bilingualism:** Bilingualism is the ability to use two languages. However, individuals with varying bilingual characteristics may be classified as bilingual. Distinctions may exist between ability and use of a language; variations in proficiency across the four language dimensions (listening, speaking, reading and writing); differences in proficiency between the two languages; variations in proficiency due to the use of each language for different functions and purposes; and variations in language proficiency over time (Baker & Jones, 1998).

**Biliteracy:** The ability to effectively communicate or understand thoughts and ideas through two languages' grammatical systems and vocabulary, using their written symbols. (Hargett, 1998)

**CALLA - Cognitive Academic Language Learning Approach:** An approach, which integrates language development and content area instruction with the use of explicit instructional learning strategies (hands-on, visual, content specific activities) that increases acquisition of CALP.

**CALP (Cognitive Academic Language Proficiency):** The academic language skills that are needed to succeed in the classrooms which include: problem solving, inferring, analyzing, synthesizing, and predicting. They go beyond the BICS, demanding much greater competence in the language. These skills encompass listening, speaking, reading, and writing abilities. CALP refers to all experience associated with language, both concept development and linguistic development. These skills require from five to seven years to acquire.

**Category:** The defined levels of English language proficiency, as determined by administering a language proficiency assessment.

**CELLA - Comprehensive English Language Learning Assessment:** Part A of No Child Left Behind requires that states administer an annual assessment that measures the English language proficiency of English language learners (Ells) in grades K-12.

**Classification Date:** The date the Language Assessment (LAS Links) was administered to determine placement in the ESOL program, or the date the ELL Committee determined that the student needed ESOL services.

**COB (Country of Birth):** The country of birth of the student. Sometimes reads as CNO -- country of national origin -- on some TERMS Reports.

**Code mixing:** Mixing two languages at the word level (one word in a sentence is in a different language).

**Code switching:** Switching among languages in the course of a conversation. Code switching can be at the level of words, sentences, or blocks of speech, and generally occurs between bilinguals who speak the same language.

**Cognates:** Words in another language that relate to the same root. (Ex: difficult/difficile)

**Cohort:** Group of students educated together

**Common Underlying Proficiency (CUP):** Related to a theory by Cummins that two languages work together in one underlying, central thinking system. CUP relates to skills such as those used in math, reading, using a computer, etc. that may be transferred from one language to another since they share a common proficiency.

**Comprehensible Input:** Language that is understandable to the listener. Students learn better when they understand what the teacher is saying. For example; input can be made comprehensible when simplified speech is used along with visual cues.

**Consent Decree:** A legal agreement that gives the federal court the power to enforce an agreement between the Florida State Board of Education and a coalition of eight groups represented by Multicultural Education, Training, and Advocacy, Inc. (META) and Florida legal services attorneys regarding the identification and provision of services to students whose native language is other than English.

**Content area:** Refers to academic subjects such as math, science, English/language arts, reading, and social studies courses.

**Content-Based ESOL:** English taught in combination with academic subject matter in order for students to acquire language and vocabulary necessary for comprehension **and** success in the academic subject.

**Context embedded:** Nonverbal communication such as visual clues, gestures, expressions, etc. that helps develop shared understanding and comprehension.

**Context reduced:** Abstract language where there are few clues to meaning beyond the words.

**Cooperative Learning:** The structuring of learning activities so students work cooperatively in groups. The structures must be designed to foster five basic elements: positive interdependence, individual accountability, face-to-face interaction, collaborative skill development and group processing. Cooperative learning structures for second language learners optimize opportunities for meaningful interactions and language use.

**Criterion Referenced Tests:** Tests which measure an individual's performance against a specific standard or criterion; used to measure actual learning or diagnose instructional needs.



**Cultural Bias:** Favoring one cultural group through ethnocentric interpretation, actions or references. In assessment, cultural bias occurs when success on a test depends upon understanding specific aspects of the dominant language and culture.

**Current Category:** The English oral language and academic proficiency level that the student has acquired up to the present.

**Developmental Bilingual Program:** Also called "Developmental Bilingual Education." An additive bilingual program which fosters the continued development of students' home language in addition to the learning of English.

**Dialect:** Forms of a language which differ in systematic ways and are spoken by particular regional or social groups.

**Dominant language:** The language in which a speaker has greater proficiency and uses most.

**Dual Language Program:** Also known as two-way immersion or two-way bilingual education. These programs are designed to serve both the language minority and the language majority students concurrently. Two language groups are put together and instruction is delivered through both languages. The goals of the program are for both groups to become biliterate, succeed academically, and develop cross-cultural understanding (Howard, 2001)

**EAL:** English as an Additional Language.

**EAP:** English for Academic Purposes.

**EFL:** English as a Foreign Language; typically refers to school situations where English is taught to persons living in other countries, and is limited to classroom settings.

**EIL:** English as an International Language.

**ELDC:** The English Language Development Continuum details the language and literacy levels of ELLs. The ELDC is a three-dimensional matrix that prescribes instruction and determines adequate progress in English language development based on grade level, oral proficiency in English, and written ability in either English or another language. The Continuum is designed for students in kindergarten through twelfth grade.

**ELD:** English Language Development is instruction designed for ELLs to develop skills in English. ELD is also known as ESL (English as a Second Language) and addresses specific stages of students learning English.

**ELF:** English as a Lingua Franca (language used between people whose main language is different). For example, the teacher and the students who speak Spanish, Haitian Creole, Russian, etc. in a classroom will all speak English as a Lingua Franca (common language).

**ELL Student Folder:** The student ELL folder is created after the student has been determined to be an active ELL student. It is considered part of the student's cumulative folder and is a legal record. Information recorded on the folder must be accurate and up to date.

**ELL Student Plan:** The individual ELL student instructional plan is written for all active ELL students upon entry to the program, with a mid-year review, and every year after as long as the student is in the program. This plan is signed and dated by the student's English/Language Arts teacher(s) and the ESOL coordinator/contact prior to the October and February FTE dates. All teachers who instruct that student must implement the plan.

**ELL:** English Language Learner. A student whose primary language is other than English and who does not comprehend, speak, read, or write at a level necessary to receive instruction only in English with native English-speaking peers. It is a term used by the federal government, most states and local school districts to identify those students who have insufficient English to succeed in English only classrooms (Lesson-Hurley, 1991).

**ELP:** English Language Proficiency.

**ELT:** English Language Teaching (or Training).

**English Only:** A term used by various agencies that strive to make English the official language of the United States. In school, it is a mainstream class of Fluent English Proficient (FEP) students or Re-designated Fluent English Proficient (RFEP) students, where all instruction is provided in English, and no accommodation or special assistance is provided to non-English speakers.

**English Plus:** A movement based on the belief that all students should have the opportunity to become proficient in English plus one or more other languages.

**Entry Criteria:** A set of criteria for identification of students who are English language learners, used for their placement in bilingual education, ESOL, or other language support services. Criteria include a home language survey and performance on an English language proficiency test.

**Entry Date:** The first day of student's attendance after the parents have checked "Yes" to questions one or two on the Home Language Survey (HLS) (except for Pre-K).

**Equal Education Opportunities Act of 1974:** This civil rights statute prohibits states which receive federal funding from denying equal educational opportunity to an individual on account of his or her race, color, sex, or national origin. The statute specifically prohibits states from denying equal educational opportunity to limited English proficient students by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in its instructional programs.

**ESD:** English as a Second Dialect.

**ESL (English as a Second Language):** English instruction for the development of listening, speaking, reading and writing skills for non-English speakers to actively participate in communities and /or situations where English is the dominant language.

**ESOL (English for Speakers of Other Languages):** The programmatic offering of English instruction for the development of listening, speaking, reading and writing skills for non or limited English speakers, while simultaneously developing content area knowledge.

**ESOL Administrator:** A school- based administrator assigned by the principal to monitor the ESOL instructional program and compliance requirements.

**ESOL Basic Teacher:** An approved DOE ESOL trained teacher who teaches a Language Arts or content subject to sheltered students using appropriate ESOL strategies to ensure comprehensible instruction.

**ESOL Contact Person:** A school-based person, at school centers that do not have ESOL coordinators, designated by the principal to receive and distribute all ESOL related information.

**ESOL Coordinator:** An above allocation, school-based person who monitors, coordinates, and facilitates the school's ESOL program and maintains program documentation.

**ESOL District Coordinating Teacher:** A person who is assigned to various schools to coordinate and support the ESOL program.

**ESOL Certified School Counselor:** A bilingual/bicultural certified school counselor assigned to schools with large ELL populations.

**ESOL Support and Basic Subject Area Teacher:** A basic (regular) classroom teacher who teaches any of the academic content area classes to support and/or mainstreamed ELL students. This teacher must have the appropriate subject area certification and ESOL endorsement/training credentials.

**ESP:** English for Specific (or Special) Purposes such as that needed for use in the professions, science, or vocational needs.

**Exit Criteria:** A set of criteria for ending special services for English language learners and placing them in mainstream English only classes as fluent English speakers. This is usually based on a combination of performance on an English language proficiency test and grades, test scores, or teacher recommendations.

**Exit Date:** The date that the ELL Committee decides that a student no longer needs ESOL services. The students' academic performance is monitored for 2 years after the exit date.

**Extension of Services Date (Reevaluation Date):** Continuation of ESOL services when an ELL goes beyond three years of eligible ESOL FTE (full time equivalent) funding. Students may receive an additional 4th, 5th, or 6th year of FEFP (Florida Educational Finance Program) funded ESOL instruction and services based upon needs as determined by yearly evaluations. A student may be extended beyond the 6<sup>th</sup> year if necessary; however, that student will no longer receive ESOL funding.

**False cognates:** Words in different languages that look and sound alike, but have unrelated meanings. Example: "embarrassed" in English looks like "embarazada" (pregnant) in Spanish.

**FEP:** Fluent English Proficient.

**FES:** Fluent English Speaker. English proficiency comparable to that of peers of the same grade or age whose primary language is English.

**FLT:** Foreign Language Teaching.

**HLS:** Home Language Survey A document used to identify the language spoken at home by students and parents/guardians. The three questions found on the Student Registration Form make up the Home Language Survey.

**Heritage Language:** The language a person regards as their native, home, and/or ancestral language. Also called L 1, mother tongue, home language, and native language.

**High Stakes Assessment:** Any assessment that is used to make a critical decision about a student, such as whether or not a student will move on to the next grade or receive a diploma.

**Home language:** The language a student speaks at home with family. Also called L 1, mother tongue, heritage language, and native language.

**IEP:** Intensive English Program and/or Individual Education Plan.

**IFEP:** Initially Fluent English Proficient. Student from a language-minority home who has been determined (by an approved assessment) to be fluent in English upon entering the school system.

**IM Code:** Instructional Mode that identifies how the student is receiving their ESOL services.

**Immersion:** An approach to teaching language where the target language is the only one used to provide all instruction.

**In-class Sheltered Model:** This model is suggested when the number of classrooms in the school building is limited. During the classroom literacy block, sheltered students are clustered for instruction by an ESOL teacher while the classroom teacher continues literacy instruction separately for the remaining students.

**Informal Assessment:** The use of non-standardized assessment instruments or techniques such as analysis of work samples, observation, special projects, etc.

**Initial Category:** The English language proficiency level of the student upon entering a Florida or Palm Beach County public school for the first time.

**Interlanguage:** The nature of the linguistic output of a non-native speaker who has yet to achieve native-like fluency.

**Language Acquisition:** the process of acquiring a first or second language. Some linguists distinguish between acquisition and learning of a second language, using the former to describe

the informal development of a person's second language and the latter to describe the process of formal study of a second language. Other linguists maintain that there is no clear distinction between formal learning and informal acquisition. The process of acquiring a second language is different from acquiring the first (Baker, 2000).

**Language Attrition:** The loss of a language gradually over a period of time. This is often the result of lack of use.

**Language Experience Approach:** An approach to literacy development where students verbally dictate to the teacher, the teacher writes, and the students read what "they" have written, thereby learning to read with their own writing.

**Language Maintenance:** The preservation of a native language when a second language is learned versus the displacement of the native language by the second language.

**Language Majority:** person or group associated with the dominant language of the country or area.

**Language Minority:** person or group not associated with the dominant language group in a country or area.

**Language Proficiency:** To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language (Hargett, 1998).

**LAS Links:** The Language Assessment Scale Test. An assessment of oral English proficiency. The LAS Links is individually administered and available in three age-group levels. Scores are used to place students in five categories of oral language proficiency and may be used to initially identify students needing language services, to measure their yearly progress, or to re-designate them into mainstream classes.

**LAU Remedies:** Policy guidelines for the education of limited English proficient students (now English Language Learners), based on the ruling in the Lau vs. Nichols suit, for school district's compliance with the civil rights requirements of Title VI (Lyons, 1992).

**Lau vs. Nichols (414 U.S. 536.566):** The U.S. Supreme Court decision of 1974 in which it was determined that merely providing students who do not understand English with the same facilities, textbooks, teachers, and curriculum is not providing equal access to education because these students are not receiving comprehensible curriculum and meaningful education. Consequently, it was found that the San Francisco Unified School District had violated Title VI of the Civil Rights Act by not providing programs adequate to meet the needs of non-English dominant students. Identical education does not constitute equal education under the Civil Rights Act. School districts must take "affirmative steps" to overcome educational barriers.

**LCD:** Linguistically and Culturally Diverse is a term used to describe individuals from homes and/or communities where English is not the primary language, although the individual may be bilingual or a monolingual English speaker.

**LEA:** Local Education Agency.

**LEF:** Limited English Fluent.

**LEP:** Limited English Proficient Student: Now known as English Language Learner (ELL).

**LES:** Limited English Speaker.

**LA- Student that completed the two year follow up period after exiting the ESOL program (LF) and is reported LA for the next two years (years 3-4 after exiting**

**LF:** A former ELL who has been exited from the ESOL program and is within the two-year monitoring period.

**Linguicism:** a term coined by linguists Philipson and Skutnabb-Kangras; it is a form of racism whereby groups are defined and discriminated against because of their language. Linguicism is also associated with the denial of a person's right to use his or her native language in official situations.

**Literacy:** The ability to read and write.

**LM:** Language Minority.

**LMS:** Language Minority Student.

**LY:** An ELL (sheltered or support) currently receiving ESOL services.

**LZ:** A former LF student who has been monitored for 2 years and meets all criteria for being mainstreamed into the regular academic program. This student is no longer ELL.

**M:** IM code for support student - based on current category (ELL Plan).

**M17:** Code for testing accommodations (modifications) placed on the A23 screen.

**Mainstream:** A monolingual English curriculum or classroom in which no accommodations are made for ELLs.

**Metalinguistic skills:** The ability to think about language, and talk about how it's processed and used in the mind.

**Migrant education:** Education programs provided to meet the needs of children of farm laborers who move frequently from town to town and school to school.

**Monolingual:** A person who has the ability to communicate in only one language.

**Multicultural Education:** The infusion of varying cultural viewpoints, ideas, history and multiple perspectives into the curriculum and learning environment. It is designed to enhance and develop appreciation for the contributions of all ethnic groups to humankind's accumulated knowledge, ideas, skills and philosophy.

**Multilingualism:** Being able to fluently use three or more languages.

**NABE:** National Association for Bilingual Education, an organization of educators and other advocates for securing educational equity for language minority students.

**NAEP:** National Assessment of Educational Progress that conducts tests in academic subjects; also known as "the Nation's Report Card".

**NAME:** National Association for Multicultural Education, a professional organization with an interest in multicultural education.

**Native Language** (aka Primary Language or Home Language or Heritage Language or mother tongue or L1): The first language acquired by a person.

**Native Language Instruction:** Providing academic instruction in the child's home language.

**Natural Approach:** A method of developing language developed by Stephen Krashen and Tracy Terrell; it focuses on teaching oral and written communicative skills.

**NCELA:** National Clearinghouse for English Language Acquisition. This government-funded organization collects and disseminates information related to educating ELLs.

**NEF:** Non English Fluent.

**NELB:** Non-English Language Background.

**NEP:** Non English Proficient.

**Newcomer Program:** A program that addresses the specific needs of recent immigrant students, most often at the middle and high school level, especially for those with limited or interrupted schooling in their home countries. Major goals of newcomer programs are to acquire beginning language skills along with core academic skills and to acculturate to the U.S. School system. Some newcomer programs also include primary language development and an orientation to the student's new community (Genesee, et. al, 1999).

**NNS:** Non Native Speaker.

**No Child Left Behind Act (NCLB):** The No Child Left Behind Act of 2001 is the most recent reauthorization of the Elementary and Secondary Education Act of 1965. The act contains the president's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods based on scientifically-based research. See the U.S. Department of Education's No Child Left Behind website ([www.nochildleftbehind.gov](http://www.nochildleftbehind.gov)).

**Norm-Referenced Tests (NRT):** Tests that measure an individual's performance by comparing it to the performance of a pre-selected and pre-tested sample of individuals (i.e., a norm group).

0: IM code for support student- based on ELL committee recommendation.

**OCR:** The Office for Civil Rights (OCR), U.S. Department of Education, has responsibility for enforcing Title VI of the Civil Rights Act of 1964. OCR investigates allegations of civil rights violations and initiates investigations of compliance with federal civil rights laws in schools that serve special student populations, including language-minority students. The office has developed several policies with regard to measuring compliance with the Lau v. Nichols decision.

**OELA:** Office of English Language Acquisition, established by the US Department of Education to provide equal education opportunities to ELLs.

**PEP:** Potentially English Proficient.

**Performance assessment:** An assessment that requires students to apply prior knowledge, relevant skills, and recent learning to solve realistic or authentic problems.

**Performance-based assessment:** Students demonstrate their ability to apply knowledge, and can be compared to other students taking the same assessment.

**PHLOTE:** Persons whose Home Language is Other Than English.

**Portfolio:** A collection of information, work samples and products of or about an individual student. It is designed to reflect the student's progress and mastery of concepts or skills. An assessment portfolio must be carefully planned to meet the assessment criteria and goals.

**Post Reclassification Dates (Monitoring Dates):** The dates recorded on the ELL folder and the A23 screen; of the 4 collected repost cards after exit.

**Primary Language (Native Language/Home Language, L1):** The language first acquired by a student. In the Home Language Survey, this is defined as the language the student first learned, the language used by the student most frequently at home, the language spoken most frequently by the parents with the student, or the language most often spoken by the adults at home.

**Psycholinguistics:** An interdisciplinary field of study that focuses on how individuals acquire and use language. It includes information from many branches of psychology, sociology and linguistics.

**Pull out ESOL:** An educational program in which ELL students are "pulled out" of regular mainstream classrooms for special ESOL instruction.

**Readability:** The level of difficulty in a written passage. Lexile level. It is dependent upon word length, frequency of word use, sentence length, and grammatical complexity.

**Realia:** Concrete objects from the everyday world that are used during instruction in order to make language comprehensible.

**Reclassification Date:** The date a former ELL student is reclassified back into the program as an ELL student during the monitoring period.

**Reclassification Exit Date:** The date an ELL who was reclassified as an ELL student is exited from the ESOL program for the second time.

**Reevaluation Date (Extension of Services):** The most recent date that an ELL Committee met to review a student's progress using test scores, grades, and teacher judgment, in order to determine whether the student should continue in or be exited from the ESOL program.



**RFEP:** Re-designated Fluent English Proficient. Term that may be seen in student records when students come from California. This is a former ELL student who has been determined to be proficient in English.

**S:** IM code for sheltered student- based on current category (ELL Plan).

**SAT 9/10:** Stanford achievement Test, ninth edition, tenth edition. Wide scale norm-referenced assessment of English Reading, Language Skills, Math Procedures & Problem Solving, Listening, Science, and Social Studies, The SAT 9 test has not been normed on a population with a large percentage of Ells.

**Scaffolding:** Providing instructional assistance by using visual displays, cooperative/collaborative groupings, simplified language, smaller groups, comprehensible instruction, corrective feedback, and differentiated assistance in learning until support can be gradually released

**Second language:** The second language a person learns, a language other than the native language, or the less frequently used language. Also called L2.

**Sheltered Academic Instruction:** An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered Academic Instruction differs from ESL in that English is not taught as a language with the focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects (National Clearinghouse for Bilingual Education, 1987).

**Sheltered ESOL Teacher:** A teacher who teaches Ells in a sheltered environment. This teacher must be trained, or be in the process of obtaining, the approved FDOE ESOL training.

**Sheltered Instruction:** Instruction of Ells in a setting separate from non-Ells.

**Silent Period:** A period of time during which students are adjusting to a new language and may refrain from attempts to produce the language. They are developing listening comprehension skills and sorting out such things as the sound system, vocabulary, and other. The length of this period varies with the individual.

**SLA:** Second Language Acquisition.

**Social English:** the language of everyday communication. Also called BICS (Basic Interpersonal Communication Skills).

**Structured immersion:** In this educational method, language minority students receive all of their instruction in their second language, although students are allowed to use their native language. The goal is to help language minority students acquire English proficiency and academic content area instruction simultaneously.

**Student Plan Date:** The date of the most recent development or review of the **ELL** Student Plan.

**Submersion:** Teaching language minority students using the majority language, with no special language assistance. Sometimes this approach is called "sink or swim." It is a violation of *Lau v. Nichols* (1974).

**Subtractive bilingualism:** This method of instruction, similar to immersion, is intended to replace the first language and culture. It is generally *not* recommended because it frequently results in lower self-esteem and loss of cultural and ethnic identity.

**Support Strand:** The students in this strand generally have High Intermediate or Proficient oral English language proficiency. These students have limited literacy in English and are in the process of becoming fully proficient in reading and writing skills. The student's language and academic needs are taught by regular certified classroom teachers who are ESOL endorsed/certified.

**Syntax:** The study of sentence structures and work-order patterns.

**Target Language:** The language that a child is learning as a second language.

**TBE:** Transitional Bilingual Education.

**TEFL:** Teaching English as a Foreign Language.

**TERMS (Total Educational Resource Management System):** The district's computerized data management system used to collect all student data for Palm Beach County public schools which enables the district to compile and send information to FDOE (Florida Department of Education).

**TESL:** Teaching English as a Second Language.

**TESOL:** Teachers of English to Speakers of Other Languages OR Teaching English for Speakers of Other Languages.

**Title I:** A Federal initiative that is designed to improve the academic achievement of economically disadvantaged and at-risk students. This includes provisions for instruction and assessment of English language learners for academic achievement and English language proficiency.

**Title II:** Authorized under the Elementary and Secondary Education Act of 1965, Title II is intended to assist state and local educational agencies in preparing, training, and recruiting high quality teachers and principals.

**Title III:** Language instruction for Limited English Proficient Students and Immigrants. The focus is to assist school districts in teaching English to limited English proficient students and helping students meet the same challenging State Standards required of all other students.

**TPR (Total Physical Response):** A language teaching technique based on the use of multiple modalities, especially physical activity. Physical activity is used to enhance retention of the target language.

**Transference:** The expression of concepts and use of skills learned during first language acquisition in the second language once the appropriate language labels have been acquired.

**VESL:** Vocational English as a Second Language combines language education with instruction in job-specific skills.

**W-APT:** WIDA-ACCESS Placement Test is an English language proficiency screener test given to incoming students who may be designated as English language learners

**WIDA:** World-class Instructional Design and Assessment WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators

22: A data collection program code that states a student is not Limited English Proficient, either through all negative answers on the Home Language Survey or through the results of English language proficiency test(s).

# ELL Graduation Requirements



## Section 15

## Academic Advisement Students Entering Grade 9 in 2023-2024 and Thereafter

### What Students and Parents Need to Know

#### What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] [1003.4282](#), Florida Statutes [F.S.]

#### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade\*:

- Algebra 1
- Geometry
- Biology
- U.S. History

\*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

#### What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 2.5 elective credits instead of 7.5
- Physical Education is not required

#### What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
  - 2 credits in CTE courses, must result in a program completion and industry certification
  - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

### 24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

<b>4 Credits ELA</b>
<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4</li> <li>• ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement</li> </ul>
<b>4 Credits Mathematics*</b>
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry</li> <li>• Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) **</li> <li>• An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)</li> </ul>
<b>3 Credits Science*</b>
<ul style="list-style-type: none"> <li>• One of which must be Biology, two of which must be equally rigorous science courses</li> <li>• Two of the three required course credits must have a laboratory component</li> <li>• Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)**</li> <li>• An identified computer science*** credit may substitute for up to one science credit (except for Biology)</li> </ul>
<b>3 Credits Social Studies</b>
<ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• 0.5 credit in U.S. Government</li> <li>• 0.5 credit in Economics</li> </ul>
<b>0.5 Credit in Personal Financial Literacy****</b>
<b>1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*</b>
<b>1 Credit Physical Education*</b>
<ul style="list-style-type: none"> <li>• To include the integration of health</li> </ul>
<b>7.5 Elective Credits</b>
<b>Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.</b>

\*Eligible courses are specified in the [Florida Course Code Directory](#).

\*\*[Industry certifications](#) for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

\*\*\*A computer science credit may not be used to substitute for both a mathematics and science credit.

\*\*\*\*This requirement was added for students entering grade nine 2023-2024 and thereafter.

## Academic Advisement

### Students Entering Grade 9 in 2023-2024 and Thereafter

### What Students and Parents Need to Know



#### Scholar Diploma Designation

In addition to the requirements of s. [1003.4282](#), F.S., a student must satisfy the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC++
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC++
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

\*\*Special note: A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum college credit.

#### Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

#### What is CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology
- U.S. History

#### What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

#### State University System

Admission into Florida's [State University System](#) (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

#### Florida College System

The 28 colleges of the [Florida College System](#) serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

#### Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career, Adult and Technical Education District Postsecondary Institutions](#)

#### Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.