

“Children come first; los niños son primero.”
Bilingual/ESL Program Handbook
Appendix



The Trenton School District
Department of Bilingual/ESL Education
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APPENDIX TABLE OF CONTENTS

Appendix	Page Number
A	Guidelines for Schedule of Instruction (Sample Schedule).....4
B	WIDA CAN DO Descriptors: Kindergarten.....5
	WIDA CAN DO Descriptors: 1 st – 2 nd Grade.....6
	WIDA CAN DO Descriptors: 3 rd – 5 th Grade.....7
	WIDA CAN DO Descriptors: 6 th – 8 th Grade.....8
	WIDA CAN DO Descriptors: 9 th – 12 th Grade.....9
C	Bilingual/ESL Centers.....10
D	Test Scores Request Form.....11
E	W-APT Screening Results Form.....12
F	Bilingual/ESL Program Student Eligibility Letters for Parents.....13
G	Student Not – Eligible for Language Assistance Program Parent Letter.....16
H	CENSUS Template.....18
I	SIOP- Making Content Comprehensible for ELLs19
J	English Language Proficiency Levels.....20
K	ELL Profile Checklist Directions and Forms.....21
L	Bilingual/ESL Program Exit Recommendation Guidelines and Form.....23
M	Student Exit Notification Letter to Parents.....25
N	Annual Progress Review Form.....26
O	Year 1 and Year 2 Post-Exit Monitoring Forms.....27
P	Academic Language Strategies for ELLs.....34
Q	Classroom Testing Accommodations for ELLs.....35
R	Cancellation of ESL Class Record.....36
S	ACCESS Scores Report Parent Letter.....37
T	ACCESS Parent/Guardian Report.....39
U	ACCESS Test Administration Parent Notification Letters.....40

V	ACCESS for ELLs Procedures/Security Plan Guidelines.....	44
W	Middle School ESL Leveling Form.....	49
X	High School ESL Leveling Form.....	50
Y	Bilingual/ESL Parental Waiver Request Form.....	51
Z	Simplified Danielson Framework and ESL Classroom “Look Fors”.....	52

**TRENTON PUBLIC SCHOOLS
OFFICE OF BILINGUAL/ESL EDUCATION**

GUIDELINES FOR SCHEDULE OF INSTRUCTION (Sample Schedule)

K – 8 ESL Teacher Schedules/Instructional Time Frames	
Language Proficiency Level	Schedule/Time Frames
Entering – Level 1	3 periods daily (push-in/pull-out)
Emerging – Level 2	3 periods daily (push-in/pull-out)
Developing – Level 3	2 periods daily (push-in/pull-out)
Expanding –Level 4	1-2 periods daily (push-in/pull-out)
Bridging – Level 5	1 period daily (push-in/pull-out)

Kindergarten Can Do Descriptors for WIDA Language Objectives

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<p>Match oral language to classroom and everyday objects</p> <ul style="list-style-type: none"> • Point to stated pictures in context • Respond non-verbally to oral commands or statements (e.g., through physical movement) • Find familiar people and places named orally 	<p>Sort pictures or objects according to oral instructions</p> <ul style="list-style-type: none"> • Match pictures, objects or movements to oral descriptions • Follow one-step oral directions (e.g., “stand up”; “sit down”) • Identify simple patterns described orally • Respond with gestures to songs, chants, or stories modeled by teachers 	<p>Follow two-step oral directions, one step at a time</p> <ul style="list-style-type: none"> • Draw pictures in response to oral instructions • Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) • Act out songs and stories using gestures 	<p>Find pictures that match oral descriptions</p> <ul style="list-style-type: none"> • Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”) • Distinguish between what happens first and next in oral activities or readings • Role play in response to stories read aloud 	<p>Order pictures of events according to sequential language</p> <ul style="list-style-type: none"> • Arrange objects or pictures according to descriptive oral discourse • Identify pictures /realia associated with grade-level academic concepts from oral descriptions • Make patterns from real objects or pictures based on detailed oral descriptions
SPEAKING	<p>Identify people or objects in illustrated short stories</p> <ul style="list-style-type: none"> • Repeat words, simple phrases • Answer yes/no questions about personal information • Name classroom and everyday objects 	<p>Restate some facts from illustrated short stories</p> <ul style="list-style-type: none"> • Describe pictures, classroom objects or familiar people using simple phrases • Answer questions with one or two words (e.g., “Where is Sonia?”) • Complete phrases in rhymes, songs, and chants 	<p>Retell short narrative stories through pictures</p> <ul style="list-style-type: none"> • Repeat sentences from rhymes and patterned stories • Make predictions (e.g., “What will happen next?”) • Answer explicit questions from stories read aloud (e.g., who, what, or where) 	<p>Retell narrative stories through pictures with emerging detail</p> <ul style="list-style-type: none"> • Sing repetitive songs and chants independently • Compare attributes of real objects (e.g., size, shape, color) • Indicate spatial relations of real-life objects using phrases or short sentences 	<p>Tell original stories with emerging detail</p> <ul style="list-style-type: none"> • Explain situations (e.g., involving feelings) • Offer personal opinions • Express likes, dislikes, or preferences with reasons
READING	<p>Match icons and symbols to corresponding pictures</p> <ul style="list-style-type: none"> • Identify name in print • Find matching words or pictures • Find labeled real-life classroom objects 	<p>Match examples of the same form of print</p> <ul style="list-style-type: none"> • Distinguish between same and different forms of print (e.g., single letters and symbols) • Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) • Match labeled pictures to those in illustrated scenes 	<p>Use pictures to identify words</p> <ul style="list-style-type: none"> • Classify visuals according to labels or icons (e.g., animals v. plants) • Demonstrate concepts of print (e.g., title, author, illustrator) • Sort labeled pictures by attribute (e.g., number, initial sound) 	<p>Identify some high frequency words in context</p> <ul style="list-style-type: none"> • Order a series of labeled pictures described orally to tell stories • Match pictures to phrases/ short sentences • Classify labeled pictures by two attributes (e.g., size and color) 	<p>Find school-related vocabulary items</p> <ul style="list-style-type: none"> • Differentiate between letters, words, and sentences • String words together to make short sentences • Indicate features of words, phrases, or sentences that are the same and different
WRITING	<p>Draw pictures and scribble</p> <ul style="list-style-type: none"> • Circle or underline pictures, symbols, and numbers • Trace figures and letters • Make symbols, figures or letters from models and realia (e.g., straws, clay) 	<p>Connect oral language to print (e.g., language experience)</p> <ul style="list-style-type: none"> • Reproduce letters, symbols, and numbers from models in context • Copy icons of familiar environmental print • Draw objects from models and label with letters 	<p>Communicate using letters, symbols, and numbers in context</p> <ul style="list-style-type: none"> • Make illustrated “notes” and cards with distinct letter combinations • Make connections between speech and writing • Reproduce familiar words from labeled models or illustrations 	<p>Produce symbols and strings of letters associated with pictures</p> <ul style="list-style-type: none"> • Draw pictures and use words to tell a story • Label familiar people and objects from models • Produce familiar words/phrases from environmental print and illustrated text 	<p>Create content-based representations through pictures and words</p> <ul style="list-style-type: none"> • Make “story books” with drawings and words • Produce words/phrases independently • Relate everyday experiences using phrases/short sentences

Level 6- Reaching

1st-2nd Grade Can Do Descriptors for WIDA Language Objectives

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<p>Follow modeled, one-step oral directions (e.g., “Find a pencil.”)</p> <ul style="list-style-type: none"> Identify pictures of everyday objects as stated orally (e.g., in books) Point to real-life objects reflective of content related vocabulary or oral statements Mimic gestures or movement associated with statements (e.g., “This is my left hand.”) 	<p>Match oral reading of stories to illustrations</p> <ul style="list-style-type: none"> Carry out two- to three step oral commands (e.g., “Take out your science book. Now turn to page 25.”) Sequence a series of oral statements using real objects or pictures Locate objects described orally 	<p>Follow modeled multi-step oral directions</p> <ul style="list-style-type: none"> Sequence pictures of stories read aloud (e.g., beginning, middle, and end) Match people with jobs or objects with functions based on oral descriptions Classify objects according to descriptive oral statements 	<p>Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information</p> <ul style="list-style-type: none"> Find details in illustrated, narrative, or expository text read aloud Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed oral descriptions 	<p>Use context clues to gain meaning from grade-level text read orally</p> <ul style="list-style-type: none"> Apply ideas from oral discussions to new situations Interpret information from oral reading of narrative or expository text Identify ideas/concepts expressed with grade-level content-specific language
SPEAKING	<p>Repeat simple words, phrases, and memorized chunks of language</p> <ul style="list-style-type: none"> Respond to visually supported (e.g., calendar) questions of academic content with one word or phrase Identify and name everyday objects Participate in whole group chants and songs 	<p>Use first language to fill in gaps in oral English (code switch)</p> <ul style="list-style-type: none"> Repeat facts or statements Describe what people do from action pictures (e.g., jobs of community workers) Compare real-life objects (e.g., “smaller,” “biggest”) 	<p>Ask questions of a social nature</p> <ul style="list-style-type: none"> Express feelings (e.g., “I’m happy because...”) Retell simple stories from picture cues Sort and explain grouping of objects (e.g., sink v.float) Make predictions or hypotheses Distinguish features of content-based phenomena (e.g., caterpillar, butterfly) 	<p>Ask questions for social and academic purposes</p> <ul style="list-style-type: none"> Participate in class discussions on familiar social and academic topics Retell stories with details Sequence stories with transitions 	<p>Use academic vocabulary in class discussions</p> <ul style="list-style-type: none"> Express and support ideas with examples Give oral presentations on content-based topics approaching grade level Initiate conversation with peers and teachers
READING	<p>Identify symbols, icons, and environmental print</p> <ul style="list-style-type: none"> Connect print to visuals Match real-life familiar objects to labels Follow directions using diagrams or pictures 	<p>Search for pictures associated with word patterns</p> <ul style="list-style-type: none"> Identify and interpret pre-taught labeled diagrams Match voice to print by pointing to icons, letters, or illustrated words Sort words into word families 	<p>Make text-to-self connections with prompting</p> <ul style="list-style-type: none"> Select titles to match a series of pictures Sort illustrated content words into categories Match phrases and sentences to pictures 	<p>Put words in order to form sentences</p> <ul style="list-style-type: none"> Identify basic elements of fictional stories (e.g., title, setting, characters) Follow sentence-level directions Distinguish between general and specific language (e.g., flower v. rose) in context 	<p>Begin using features of non-fiction text to aid comprehension</p> <ul style="list-style-type: none"> Use learning strategies (e.g., context clues) Identify main ideas Match figurative language to illustrations (e.g., “as big as a house”)
WRITING	<p>Copy written language</p> <ul style="list-style-type: none"> Use first language (L1, when L1 is a medium of instruction) to help form words in English Communicate through drawings Label familiar objects or pictures 	<p>Provide information using graphic organizers</p> <ul style="list-style-type: none"> Generate lists of words/phrases from banks or walls Complete modeled sentence starters (e.g., “I like ____.”) Describe people, places, or objects from illustrated examples and models 	<p>Engage in prewriting strategies (e.g., use of graphic organizers)</p> <ul style="list-style-type: none"> Form simple sentences using word/phrase banks Participate in interactive journal writing Give content-based information using visuals or graphics 	<p>Produce original sentences</p> <ul style="list-style-type: none"> Create messages for social purposes (e.g., get well cards) Compose journal entries about personal experiences Use classroom resources (e.g., picture dictionaries) to compose sentences 	<p>Create a related series of sentences in response to prompts</p> <ul style="list-style-type: none"> Produce content-related sentences Compose stories Explain processes or procedures using connected sentences

Level 6- Reaching

3rd-5th Grade Can Do Descriptors for WIDA Language Objectives

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> *Point to stated pictures, words, or phrases *Follow one-step oral directions (e.g. physically or through drawings) *Identify objects, figures, people from oral statements or questions (e.g., “Which one is a rock?”) * Match classroom oral language to daily routines 	<ul style="list-style-type: none"> *Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> • Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios
SPEAKING	<ul style="list-style-type: none"> Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., “Who is absent?”) • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues /problems • Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in gradelevel problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)
READING	<ul style="list-style-type: none"> *Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., “Draw a star in the sky.”) 	<ul style="list-style-type: none"> Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrase 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., “and they lived happily ever after”—fairy tales) • Match graphic organizers to different texts (e.g., compare /contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> • Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level
WRITING	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers • Complete/produce sentences from word/phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text • String related sentences together • Compare/contrast content based information • Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature /content • Create grade-level stories or reports

Level 6- Reaching

6-8 Grade Can Do Descriptors for WIDA Language Objectives

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<p>Follow one-step oral commands/instructions</p> <ul style="list-style-type: none"> Match social language to visual/graphic displays Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) Match instructional language with visual representation (e.g., "Use a sharpened pencil.") 	<p>Follow multi-step oral commands/instructions</p> <ul style="list-style-type: none"> Classify/sort content-related visuals per oral descriptions Sequence visuals per oral directions Identify information on charts or tables based on oral statements 	<p>Categorize content based examples from oral directions</p> <ul style="list-style-type: none"> Match main ideas of familiar text read aloud to visuals Use learning strategies described orally Identify everyday examples of content-based concepts described orally Associate oral language with different time frames (e.g., past, present, future) 	<p>Identify main ideas and details of oral discourse</p> <ul style="list-style-type: none"> Complete content-related tasks or assignments based on oral discourse Apply learning strategies to new situations Role play, dramatize, or re-enact scenarios from oral reading 	<p>Use oral information to accomplish grade-level tasks</p> <ul style="list-style-type: none"> Evaluate intent of speech and act accordingly Make inferences from grade-level text read aloud Discriminate among multiple genres read orally
SPEAKING	<p>Answer yes/no and choice questions</p> <ul style="list-style-type: none"> Begin to use general and high frequency vocabulary Repeat words, short phrases, memorized chunks Answer select WH questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences 	<p>Convey content through high frequency words/phrases</p> <ul style="list-style-type: none"> State big/main ideas of classroom conversation Describe situations from modeled sentences Describe routines and everyday events Express everyday needs and wants Communicate in social situations Make requests 	<p>Begin to express time through multiple tenses</p> <ul style="list-style-type: none"> Retell/rephrase ideas from speech Give brief oral content based presentations State opinions Connect ideas in discourse using transitions (e.g., "but," "then") Use different registers inside and outside of class State big/main ideas with some supporting details Ask for clarification (e.g., self-monitor) 	<p>Paraphrase and summarize ideas presented orally</p> <ul style="list-style-type: none"> Defend a point of view Explain outcomes Explain and compare content-based concepts Connect ideas with Supporting details /evidence Substantiate opinions with reasons and evidence 	<p>Defend a point of view and give reasons</p> <ul style="list-style-type: none"> Use and explain metaphors and similes Communicate with fluency in social and academic contexts Negotiate meaning in group discussions Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)
READING	<p>Associate letters with sounds and objects</p> <ul style="list-style-type: none"> Match content-related objects/pictures to words Identify common symbols, signs, and words Recognize concepts of print Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text Use picture dictionaries/ illustrated glossaries 	<p>Sequence illustrated text of fictional and non-fictional events</p> <ul style="list-style-type: none"> Locate main ideas in a series of simple sentences Find information from text structure (e.g., titles, graphs, glossary) Follow text read aloud (e.g., tapes, teacher, paired readings) Sort/group pre-taught words/phrases Use pre-taught vocabulary (e.g., word banks) to complete simple sentences Use L1 to support L2 (e.g., cognates) Use bilingual dictionaries and glossaries 	<p>Identify topic sentences, main ideas, and details in paragraphs</p> <ul style="list-style-type: none"> Identify multiple meanings of words in context (e.g., "cell," "table") Use context clues Make predictions based on illustrated text Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") Differentiate between fact and opinion Answer questions about explicit information in texts Use English dictionaries and glossaries 	<p>Order paragraphs</p> <ul style="list-style-type: none"> Identify summaries of passages Identify figurative language (e.g., "dark as night") Interpret adapted classics or modified text Match cause to effect Identify specific language of different genres and informational texts Use an array of strategies (e.g., skim and scan for information) 	<p>Differentiate and apply multiple meanings of words/phrases</p> <ul style="list-style-type: none"> Apply strategies to new situations Infer meaning from modified grade-level text Critique material and support argument Sort grade-level text by genre
WRITING	<ul style="list-style-type: none"> Draw content-related pictures Produce high frequency words Label pictures and graphs Create vocabulary/concept cards Generate lists from pretaught words/phrases and word banks (e.g., create menu from list of food groups) 	<p>Complete pattern sentences</p> <ul style="list-style-type: none"> Extend "sentence starters" with original ideas Connect simple sentences Complete graphic organizers/ forms with personal information Respond to yes/no, choice, and some WH- questions 	<p>Produce short paragraphs with main ideas and some details (e.g., column notes)</p> <ul style="list-style-type: none"> Create compound sentences (e.g., with conjunctions) Explain steps in problem solving Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons 	<p>Create multiple paragraph essays</p> <ul style="list-style-type: none"> Justify ideas Produce content-related reports Use details/examples to support ideas Use transition words to create cohesive passages Compose intro/body/ conclusion Paraphrase or summarize text Take notes (e.g., for research) 	<p>Create expository text to explain graphs/charts</p> <ul style="list-style-type: none"> Produce research reports using multiple sources/citations Begin using analogies Critique literary essays or articles

Level 6- Reaching

9-12 Grade Can Do Descriptors for WIDA Language Objectives

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	<p>Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally</p> <ul style="list-style-type: none"> Match everyday oral information to pictures, diagrams, or photographs Group visuals by common traits named orally (e.g., “These are polygons.”) Identify resources, places, products, figures from oral statements, and visuals 	<p>Match or classify oral descriptions to real-life experiences or visually represented, content-related examples</p> <ul style="list-style-type: none"> Sort oral language statements according to time frames Sequence visuals according to oral directions 	<p>Evaluate information in social and academic conversations</p> <ul style="list-style-type: none"> Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 	<p>Distinguish between multiple meanings of oral words or phrases in social and academic contexts</p> <ul style="list-style-type: none"> Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on visuals and oral descriptions using specific and some technical language 	<p>Interpret cause and effect scenarios from oral discourse</p> <ul style="list-style-type: none"> Make inferences from oral discourse containing satire, sarcasm, or humor Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) Evaluate intent of speech and act accordingly 	
SPEAKING	<p>Answer yes/no or choice questions within context of lessons or personal experiences</p> <ul style="list-style-type: none"> Provide identifying information about self Name everyday objects and pre-taught vocabulary Repeat words, short phrases, memorized chunks of language 	<p>Describe persons, places, events, or objects</p> <ul style="list-style-type: none"> Ask WH- questions to clarify meaning Give features of content based material (e.g., time periods) Characterize issues, situations, regions shown in illustrations 	<p>Suggest ways to resolve issues or pose solutions</p> <ul style="list-style-type: none"> Compare/contrast features, traits, characteristics using general and some specific language Sequence processes, cycles, procedures, or events Conduct interviews or gather information through oral interaction Estimate, make predictions or pose hypotheses from models 	<p>Take a stance and use evidence to defend it</p> <ul style="list-style-type: none"> Explain content-related issues and concepts Compare and contrast points of view Analyze and share pros and cons of choices Use and respond to gossip, slang, and idiomatic expressions Use speaking strategies (e.g., circumlocution) 	<p>Give multimedia oral presentations on grade-level material</p> <ul style="list-style-type: none"> Engage in debates on content-related issues using technical language Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”) Negotiate meaning in pairs or group discussions 	
READING	<p>Match visual representations to words/phrases</p> <ul style="list-style-type: none"> Read everyday signs, symbols, schedules, and school-related words/phrases Respond to WH- questions related to illustrated text Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<p>Match data or information with its source or genre (e.g., description of element to its symbol on periodic table)</p> <ul style="list-style-type: none"> Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences 	<p>Apply multiple meanings of words/phrases to social and academic contexts</p> <ul style="list-style-type: none"> Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in texts Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<p>Distinguish between multiple meanings of oral words or phrases in social and academic contexts</p> <ul style="list-style-type: none"> Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on visuals and oral descriptions using specific and some technical language 	<p>Interpret cause and effect scenarios from oraldiscourse</p> <ul style="list-style-type: none"> Make inferences from oral discourse containing satire, sarcasm, or humor Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) Evaluate intent of speech and act accordingly 	
WRITING	<p>Label content-related diagrams, pictures from word/phrase banks</p> <ul style="list-style-type: none"> Provide personal information on forms read orally Produce short answer responses to oral questions with visual support Supply missing words in short sentences 	<p>Make content-related lists of words, phrases, or expressions</p> <ul style="list-style-type: none"> Take notes using graphic organizers or models Formulate yes/no, choice and WH- questions from models Correspond for social purposes (e.g., memos, e-mails, notes) 	<p>Complete reports from templates</p> <ul style="list-style-type: none"> Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g., rubrics) 	<p>Summarize content-related notes from lectures or text</p> <ul style="list-style-type: none"> Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes Justify or defend ideas and opinions Produce content-related reports 	<p>Produce research reports from multiple sources</p> <ul style="list-style-type: none"> Create original pieces that represent the use of a variety of genres and discourses Critique, peer-edit and make recommendations on others’ writing from rubrics Explain, with details, phenomena, processes, procedures 	

BILINGUAL/ESL PROGRAM CENTERS 2014-2015

DISTRICT BILINGUAL/ESL CENTERS	DISTRICT ESL ONLY CENTERS
<ul style="list-style-type: none">• Grant (K-5)• MLK (K-4)• Parker (K-4)• Robbins (K-4)• Robeson (K-4)• Wilson (K-5)• Dunn MS (6-8)• TCHS - Chambers (9-12)	<ul style="list-style-type: none">• Franklin (K-5)• Columbus (K-5)• Mott (K-5)• Hedgepeth Williams MS (6-8)• Daylight/Twilight HS (9-12)



TEST SCORES REQUEST FORM

Student Name: _____ DOB: _____

Grade Level: _____

School Attended: _____ Teacher Name: _____

(If known and available)

Trenton Public School's Contact Name: _____

E-mail: _____

Tel.# Work: _____ Cell: _____

FAX Number: _____

District: _____ School: _____

Subject: _____ Grade: _____

Please select type of scores requested: W-APT ACCESS

Year: _____

Additional remarks:

ESL Staff signature _____ Date: _____

**TRENTON PUBLIC SCHOOLS
OFFICE OF BILINGUAL/ESL EDUCATION
RESULTS OF SCREENING FOR SECOND LANGUAGE ASSISTANCE PROGRAM
W-APT SCREENING RESULTS FORM**

Student's Name: _____ Student ID: _____

Grade Level: _____ Previous School: _____

Date of W-APT Testing:		Result/Score:	
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Results of Testing/Screening:

1. ____ Qualifies for the following services (please check one):

____ ESL Services Grades 6 – 12 Recommended ESL level: _____

____ Bilingual Services

2. ____ Does not qualify for services: ESL personnel have determined that this student does not qualify for services based on the following multiple criteria:

	The student speaks only English.
	Records indicate that the student is a fluent English speaker; records show continuous enrollment in U.S. schools and/or academic performance is at or above grade level
	The student is non-testable due to:
	School records indicate successful completion of an ESL program in U.S. schools.
	The student does not qualify for ESL services based on previous English Proficiency testing

Additional Comments:

ESL Staff signature _____ Date:

***Must be copied on green paper and placed in student cumulative record and ELL Student Profile folder.**

TRENTON BOARD OF EDUCATION

Francisco Durán
Superintendent of Schools



Janet Nicodemus
Supervisor of ESL Education
609. 656.5788 (Fax) 609. 989. 2682
jnicodemus@trenton.k12.nj.us

Lucy Feria
Chief Academic Officer

Regla Monkan
Supervisor of Bilingual Education
609.656. 5768 (Fax) 609. 989. 2682
rmonkan@trenton.k12.nj.us

Student Name: _____ Grade: _____ Date: _____

Address: _____ Tel.# _____

Bilingual School: _____ Address: _____
Phone; _____

Dear Parents:

Your son/daughter has taken the W-APT language assessment which determines proficiency in English. The test results indicate that _____ will benefit from placement in the bilingual program. This will facilitate his/her academic progress while acquiring English Language proficiency.

Your child qualifies for: _____ ESL Services _____ ESL and Bilingual Services

If you wish to examine the test results, you may schedule a conference with the ESL teacher who administered the test. The teacher will be able to provide you with an explanation of the test results. After discussing results with the ESL teacher you will then have the opportunity to make a decision in the best interest of your child. However, if you need more information regarding this matter, you may call the Office of Bilingual Education at 656-4900 Ext.5788 and schedule an appointment with the Supervisor of ESL Education.

In order for your child to receive Bilingual or ESL Services, you may have to transfer your child to a Bilingual/ESL School. A transfer is necessary if the program is not provided in your neighborhood school. Your child has been assigned to receive services in the school mentioned above.

Please take this letter with you to the bilingual school listed above if a transfer is necessary.

We are looking forward to a productive and rewarding school year for your child. We urge your participation in your child's educational program and appreciate your support and cooperation.

Sincerely,

Janet Nicodemus

Janet Nicodemus
Supervisor of ESL Education

TRENTON BOARD OF EDUCATION

Francisco Durán
Superintendent of Schools



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Estudiante: _____ Grado: _____ Fecha: _____

Dirección: _____ Tel.# _____

Escuela Bilingüe: _____ Dirección: _____

Estimados Padres:

Su hijo/a ha tomado la prueba de lenguaje, W-APT, la cual determina su habilidad para hablar, leer y escribir en inglés. Los resultados de la prueba indican que _____ necesita los servicios del programa Bilingüe/ESL. El programa facilitará su progreso académico mientras adquiere destrezas en inglés.

Su hijo/a califica para: ___ Servicios de ESL _____ Servicios de ESL y Bilingüe

Si usted desea examinar los resultados de esta prueba, puede visitar la escuela de su hijo/a y solicitar una conferencia con la maestra de inglés como segundo idioma (ESL) quien administró la prueba. La maestra podrá explicarle los resultados de la prueba. Después de discutir los resultados con la maestra, usted podrá determinar si opta por aceptar los servicios que se le ofrecen. El personal del Programa ESL le aconseja que tome la decisión que mas favorezca académicamente a su niño. Si aún usted desea más información, puede llamarme al número 656-4900, extensión 5788.

Para que su hijo/a participe del Programa Bilingüe es posible que tenga que ser trasladado a otra escuela. El cambio de escuela es necesario cuando la escuela donde su hijo/a asiste no tiene un programa Bilingüe/ESL. El nombre y dirección de la escuela donde ha sido su hija/o asignado se encuentra en la parte superior de esta carta. **Si usted necesita hacer un traslado de escuela, lleve esta carta a la escuela bilingüe indicada en la parte superior de esta carta.**

Esperamos que el próximo año escolar sea un año productivo y exitoso. Solicitamos su participación en el programa educativo de su hijo/a. Apreciamos su cooperación y apoyo.

Atentamente,

Janet Nicodemus

Janet Nicodemus
Supervisora del Programa de Inglés Como Segundo Idioma

TRENTON BOARD OF EDUCATION

Francisco Durán
Superintendent of Schools



Janet Nicodemus
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NOM _____

DATE: _____

CLASSE _____

ECOLE BILINGUE _____

ADRESSE _____

TELEPHONE _____

Chers Parents:

Votre fils/fille a été enrôle(e) dans Le Programme Bilingue après avoir pris l'examen déterminant son/sa compétence en anglais. Après le teste, il est évident que votre fils/fille ait besoin d'un programme d'Anglais comme deuxième langue afin de faciliter son progrès académique à l'école.

Si vous voulez examiner les résultats de cet exam, vous pouvez arranger un rendez-vous avec le professeur Bilingue/ESL ou le superviseur de ESL qui vous fournira toutes les informations nécessaires. Pour plus d'information concernant ce sujet, vous pouvez contacter L'Office de L'Education Bilingue/ESL à 108 North Clinton Avenue, Salle 314.

Vous devez transférer votre enfant au Département Bilingue et Anglais comme Seconde Langue afin qu'il/elle reçoive de l'aide nécessaire pour améliorer son niveau s'Anglais.

Prière aller avec cette letter au Département Bilingue et Anglais comme Seconde Langue au l'école bilingue.

Nous comptons sur une année scolaire productive et pleine de récompense pour votre enfant. Nous encourageons votre participation dans le programme éducatif de votre enfant et nous apprécions votre coopération et votre support.

Sincèrement,

Janet Nicodemus

Janet Nicodemus
Superviseur d' Anglais Comme Seconde Langue

TRENTON BOARD OF EDUCATION

Francisco Durán
Superintendent of Schools

Lucy Feria
Chief Academic Officer



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rmonkan@trenton.k12.nj.us

September 2013

Student Name: _____ Grade: _____ Date: _____

School: _____ Address: _____

Dear Parents:

Your son/daughter has taken The W-APT language assessment which determines his/her proficiency in English. The test results indicate that he/she **does not** need bilingual nor ESL services. Your child has been assigned to a general education program where all instruction is in English.

We are looking forward to a productive and rewarding school year for your child. We urge your participation in your child's educational program and appreciate your support and cooperation.

Sincerely,

Janet Nicodemus
Janet Nicodemus
Supervisor of ESL Education

TRENTON BOARD OF EDUCATION

Francisco Durán
Superintendent of Schools

Lucy Feria
Chief Academic Officer



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Estudiante: _____ Grado: _____ Fecha: _____

Escuela: _____ Dirección: _____

Estimados padres:

Su hijo/a ha tomado la prueba de lenguaje W-APT la cual determina su habilidad para hablar, leer y escribir en inglés. Los resultados indican que su hijo/a no necesita los servicios del programa bilingüe o de ESL (inglés como segundo idioma). Su hijo/a ha sido asignado a un programa general, donde la enseñanza es dirigida solamente en inglés.

Esperamos que el próximo año escolar sea un año productivo y exitoso. Apreciamos su cooperación y apoyo.

Atentamente,

Janet Nicodemus

Janet Nicodemus
Supervisora del Programa de Inglés Como Segundo Idioma

TRENTON PUBLIC SCHOOLS
OFFICE OF BILINGUAL/ESL EDUCATION
MAKING CONTENT COMPREHENSIBLE FOR ENGLISH LEARNERS
The SIOP® Model

What is SIOP?

The SIOP (*Sheltered Instruction Observation Protocol*) model is a framework for organizing the instruction of content (e.g. Math, Science, Language Arts) for English Language Learners (ELLs). The focus of the SIOP model is on making content **comprehensible** for ELLs.

Who should use the SIOP model?

Sheltered-content teachers and ESL-friendly teachers in content classrooms. ESL teachers may use the SIOP model, but the focus of an ESL class is on teaching language.

What are the components of the SIOP model?

SIOP consists of 30 features organized in eight components. Here is an overview of the eight components:

SIOP Component	Description
Lesson Preparation	Content and language objectives, grade-level concepts, content adaptation, meaningful activities
Building Background	Connections with students' prior experiences and knowledge, vocabulary development
Comprehensible Input	Appropriate speech, clear explanations and directions, making content concepts clear
Strategies	Explicit learning strategies, scaffolding, various question types
Interaction	Frequent interaction, appropriate grouping, increased wait time, clarification in the native language
Practice/Application	Practice with hands-on materials, integrated language skills development
Lesson Delivery	Meeting language and content objectives, student engagement, appropriate pacing
Review/Assessment	Review of key vocabulary and concepts, regular feedback on student output, informal assessment

Do teachers that use SIOP need to have a background in linguistics or second language acquisition?

No. The SIOP model was heavily informed by research on second-language learning, but teachers can effectively implement the model **WITHOUT** a deep understanding of linguistics or second language acquisition.

**TRENTON PUBLIC SCHOOLS
OFFICE OF BILINGUAL/ESL EDUCATION
CRITERIA FOR PERFORMANCE DEFINITIONS DESCRIPTIVE OF THE LEVELS OF
ENGLISH LANGUAGE PROFICIENCY FOR
WIDA's ENGLISH LANGUAGE PROFICIENCY STANDARDS**

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

6 Reaching	<ul style="list-style-type: none"> <input type="checkbox"/> specialized or technical language reflective of the content area at grade level <input type="checkbox"/> a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level <input type="checkbox"/> oral or written communication in English comparable to proficient English peers
5 Bridging	<ul style="list-style-type: none"> <input type="checkbox"/> the technical language of the content areas; <input type="checkbox"/> a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; <input type="checkbox"/> oral or written language approaching comparability to that of proficient English peers when presented with grade level material
4 Expanding	<ul style="list-style-type: none"> <input type="checkbox"/> specific and some technical language of the content areas; <input type="checkbox"/> a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs <input type="checkbox"/> oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with visual, graphic, or interactive support
3 Developing	<ul style="list-style-type: none"> <input type="checkbox"/> general and some specific language of the content areas; <input type="checkbox"/> expanded sentences in oral interaction or written paragraphs; <input type="checkbox"/> oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with visual, graphic, or interactive support
2 Emerging	<ul style="list-style-type: none"> <input type="checkbox"/> general language related to the content areas; <input type="checkbox"/> phrases or short sentences; <input type="checkbox"/> oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual, graphic, or interactive support
1 Entering	<ul style="list-style-type: none"> <input type="checkbox"/> pictorial or graphic representation of the language of the content areas; <input type="checkbox"/> words or chunks of language when presented with one-step commands, directions, WH- or choice questions, or statements with visual, graphic, or interactive support

**TRENTON PUBLIC SCHOOLS
OFFICE OF BILINGUAL/ESL EDUCATION**

DIRECTIONS FOR COMPLETION OF ELL PROFILE CHECKLIST

- (a) Enter student name
- (b) Enter student date of birth
- (c) Bilingual/ESL Program Entry Date
- (d) Enter the student's entry W-APT score
- (e) Indicate if the student was referred to I&RS, the Special Education Program or Gifted and Talented Program
- (f) Complete the section on the student's educational history including the name of the school, ESL teacher name, grade, and whether was exited or transferred
- (g) On the inside of the folder, indicate the child's national origin and native language

RECORDS TO BE INCLUDED IN THE PORTFOLIO:

1. LAS or W-APT (beginning in 2014 and beyond) Screening Results Form (green copy)
2. Initial Parent Notification Letter
3. ACCESS for ELL results
4. Exit Recommendation Forms / Copy of Exit Notification to Parents
5. Year 1 and Year 2 Post-Exit Monitoring Forms
6. Middle and High School Leveling Forms (for rising 5th and 8th graders) or Annual Progress Review Form for all other grade levels

As required by the New Jersey Department of Education ESL Monitoring System, ESL teachers must maintain an ELL Data Folder for every student classified as and ELL and currently or formerly enrolled in the ELL Education Program (ESL).

- The ELL Profile must always be maintained – even after the student has exited the program
- The ESL teacher who provides ESL instruction is responsible for maintaining the updated folder
- When a student leaves the District, storage of the ELL Portfolio will follow the same procedure as storage for the student's record.

If you have any questions regarding the maintenance of these folders or the required documents to be included, please contact your Bilingual/ESL Supervisors.

ELL PROFILE CHECKLIST

Student Name: _____

SID #: _____

National Origin: _____

Native Language: _____

Program Placement: Bilingual ESL Only

Program Entry Date: _____

*Place a check mark in each box to indicate the appropriate document has been inserted into the checklist. A profile is to be kept for every ELL student.

School Year & Name of ESL Teacher	Copy of Registration & Parent Notification Forms	LAS Entry Score/ W-APT Score (Beginning in 2014) Screening Results Form	School Name and Grade	ACCESS Student Score Report	Transfer Date New School /District	Indicate if student referred to I&RS / or to SPED/ G&T? Yes or No	Copy of Bil / ESL Exit Recommendation Form (if applicable)	Annual Progress Monitoring Form or Middle & High School Leveling Forms (only for rising 5 th & 8 th graders)	Post-Exit Monitoring Form (if applicable)

**TRENTON PUBLIC SCHOOLS
OFFICE OF BILINGUAL/ESL EDUCATION**

EXIT RECOMMENDATION FORM

1. The Bilingual / ESL Program exiting process will be **coordinated by an ESL teacher** in each school building upon the identification of a child who may possibly be eligible for meeting the exiting criteria.
2. The ESL teacher and classroom teacher **must complete the Exit Recommendation form jointly.**
3. Complete all assessment information items on the form.
4. Complete grades for all subjects. Use percentage grades instead of letter grades. No **letter** grades are allowed.
5. All teachers should make proper recommendations according to **language ability, academic performance, and number of years in the program.**
6. Attach a copy of the latest report card to the exit form.
7. The ESL teacher will hold a conference with parents to make them aware of possible changes in their child's academic program to obtain their feedback. Information regarding the date of the conference must be completed on the Exit Recommendation form. It is highly recommended that the classroom teacher is also included in this parent conference.
8. Share exit forms with the Principal and get his/her signature.
9. The ESL teacher must bring the completed forms to the ESL office and discuss/review with Bilingual and ESL supervisors.
10. The ESL contact person and /or bilingual guidance counselor will discuss the final decision with parents.
11. The Bilingual/ESL department will advise parents in writing regarding placement for the following school year. Please provide our office **with the student's correct addresses with zip codes** of all students recommended for exit.
12. The Supervisors of the Bilingual/ESL Program will share final exit approval list with Principals and ESL teachers. The list will assist principals with proper placement and scheduling for the following school year.

**Trenton Public School
Bilingual/ESL Department
Bilingual / ESL Program Exit Recommendation Form K - 12**

Name _____ School _____ Date of Recommendation _____

DOB _____ Grade _____ Date of Entry _____ Initial Screening Score _____

Number of Years in the Program _____ Does the child have an IEP? Yes/No _____

STATE ASSESSMENTS:

1. English Language Proficiency State Assessments

ACCESS Score (K-12) _____ Test Tier _____ Writing PL Score _____
Comprehension PL Score _____ Overall PL Score _____

**2. Other State Assessment
NJASK (3 - 8)**

(Must have been taken in English)

Literacy _____ **Math** _____

HSPA (High School)
SRA (High School)

Literacy _____ **Writing** _____ **Math** _____

REPORT CARD GRADES:

Literacy/Level _____ ESL _____
Math _____ Science _____
Language Arts _____ Social Studies _____
Grade Average _____

TEACHERS and/or GUIDANCE COUNSELOR RECOMMENDING THE EXIT:

Yes _____ No _____ Classroom Teacher's (K-5) Signature _____

Yes _____ No _____ ESL Teacher's (K-12) Signature _____

Yes _____ No _____ GUIDANCE COUNSELOR (6-12) Signature _____

Exit Conference with Parents: Please update family contact information at this time.

Conference Format: _____ In - Person _____ Phone Conference Date of Conference: _____

Parent/Guardian Name _____ Phone _____

Address _____ Zip Code _____

Name of teacher(s) who held the conference: _____

Parent _____ agrees _____ disagrees with exit recommendation.

Principal's Signature

Date

*** Please note this is only a recommendation for exiting. This must be made clear during the parent conference.**

*** The Bilingual/ESL Department will mail official notification of the final exit determination to the student's home.**

FOR OFFICE USE ONLY

Bilingual/ESL Department Final Decision: Exit _____ Does not Exit _____ Parent Notification
Date: _____

Program Supervisor 's Signature

Date Form

Student Exit Notification Letter to Parents

***Please note these letters will be distributed only by the Office of Bilingual/ESL Education. A copy of the letter will be sent to the student's ESL teacher who will then place this in the student's ELL Profile folder.**

**TRENTON PUBLIC SCHOOLS
BILINGUAL/ENGLISH LANGUAGE LEARNERS
ANNUAL PROGRESS REVIEW K-12**

***This form should be completed in April of each school year and inserted in ELL Profile folder.**

***If ELL is in the 5th or 8th grade a Middle or High School Leveling form must be completed instead.**

Student's Name _____ **Date** _____

School _____ **Grade** _____

1. Prior Year/Most recent ACCESS, Overall: Scale Score _____ Proficiency Level _____
2. Prior Year/Most Recent NJASK/HSPA Reading Score _____
3. Prior Year/Most Recent NJASK/HSPA Language/Writing Score _____
4. Prior Year/Most Recent NJASK/HSPA Math Score _____
5. Reading level in English: Approximate grade equivalent _____
6. Writing level in English: Approximate grade equivalent _____

Program Recommendation for next school year: 20__ - 20__

Continue in ESL only _____ Continue in ESL/BE _____

Exit ESL/BE _____

Comments: _____

Signature: ESL Teacher _____

TRENTON PUBLIC SCHOOLS

Post-Exit ELL Monitoring Form (Elementary K-5)

Pages 1 and 3 to be completed by the former ESL Teacher. Page 2 to be completed by the former ESL teacher in consultation with former ELL's current classroom teacher.

Student Name			
Grade in 1st year of monitoring		Academic Year	
Name of classroom teacher <i>(1st year of monitoring)</i>			
Name of classroom teacher <i>(2nd year of monitoring)</i>			
Name of ESL Teacher <i>(1st year of monitoring)</i>			
Name of ESL Teacher <i>(2nd year of monitoring)</i>			

NJASK Results (Below Proficient, Proficient, Advanced Proficient):			
	Language Arts	Mathematics	Science
1st Year of monitoring			
2nd year of monitoring			

	1 st year of monitoring		2 nd year of monitoring	
	NO	YES	NO	YES
Is the student receiving any special services? <i>(any academic services/programs in addition to the standard academic program)</i>		↓		↓
If yes, describe the services (1 st year):				
If yes, describe the services (2 nd year):				

Report Card Results:				
	1 st year of monitoring		2 nd year of monitoring	
	2 nd	3 rd	2 nd	3 rd
ELA				
Math				
Science				
Social Studies				
Writing				

Student Name: _____

1st Year of Monitoring	Teacher's Initials:	2nd _____	3rd _____	Quarter	
	Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)			2 nd	3 rd
1. The student participates effectively in class discussions. -----					
2. The student is able to work independently. -----					
3. The student requires additional assistance with assignments. -----					
4. The student shows evidence of difficulty with language. -----					
5. The student has discipline problems that interfere with his/her academic progress. -----					
				2 nd	3 rd
Is the student showing difficulty understanding and using academic language?					
If yes above, have ESL strategies been implemented to respond to student's language needs?					

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

2nd Year of Monitoring	Teacher's Initials:	2nd _____	3rd _____	Quarter	
	Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)			2 nd	3 rd
1. The student participates effectively in class discussions. -----					
2. The student is able to work independently. -----					
3. The student requires additional assistance with assignments. -----					
4. The student shows evidence of difficulty with language. -----					
5. The student has discipline problems that interfere with his/her academic progress. -----					
				2 nd	3 rd
Is the student showing difficulty understanding and using academic language?					
If yes above, have ESL strategies been implemented to respond to student's language needs?					

If you have additional comments, attach them to this form.

TRENTON PUBLIC SCHOOLS

Post-Exit ELL Monitoring Form (Middle/Secondary; Grades 5-8)

Student Name: _____

To be completed by appropriate ESL staff

1 st year of monitoring	1 st	3 rd
I received and reviewed this form. (ESL staff member initials)	_____	_____

Complete the following items only if the information on this form indicates that the former ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section)		
1 st	Yes No	Comments:
3 rd	Yes No	Comments: requirement

NOTE: A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

I recommend that this student be reclassified as an ELL.	2 nd	3 rd
If a recommendation is made to reclassify, have the parents been informed of this recommendation?	YES	NO

2 nd year of monitoring	2 nd	3 rd
I received and reviewed this form. (ESL staff member initials)	_____	_____

Complete the following items only if the information on this form indicates that the former ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section)		
1 st	Yes No	Comments
3 rd	Yes No	Comments:

NOTE: A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

I recommend that this student be reclassified as an ELL.	2 nd	3 rd
If a recommendation is made to reclassify, have the parents been informed of this recommendation?	YES	NO

Pages 1 and 4 to be completed by the appropriate ESL/Bilingual Education staff

Student Name		
Grade	Academic Year	Monitoring Year (circle): 1st year 2nd year
Name of Language Arts Teacher		The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.
Name of Mathematics Teacher		
Name of Science Teacher		
Name of Social Studies Teacher		
Name of ESL/Bilingual Teacher		

The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.

Exiting ACCESS for ELLs [®] Results:							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language
NJASK or HSPA Results:							
	Language Arts	Mathematics	Science				

Is the student receiving any special services? <i>(any academic services/programs in addition to the standard academic program)</i>	NO	YES
If so, describe the services:		

Report Card Results:				
	1 st	Comments	3 rd	Comments
LAL				
Social Studies				
Science				
Math				

Student Name: _____

Monitoring Year (circle): **1st year | 2nd**

Language Arts	Teacher's Initials:	1st	3rd	Quarter	
		_____	_____	1st	3rd

Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)		1st	3rd
6.	The student completes assignments on-time.		
7.	The student communicates effectively with teacher.		
8.	The student participates effectively in class projects.		
9.	The student participates effectively in class discussions.		
10.	The student is able to work independently.		
11.	The student attends class regularly.		
12.	The student displays effort and enthusiasm in class.		
13.	The student requires additional assistance with assignments.		
14.	The student shows evidence of difficulty with language.		
15.	The student has discipline problems that interfere with his/her academic progress.		

	1st	3rd
Is the student showing difficulty understanding and using academic language?	Y N	Y N

If yes above, have ESL strategies been implemented to respond to student's language needs?	Y N	Y N
--	------------	------------

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Social Studies	Teacher's Initials:	1st	3rd	Quarter	
		_____	_____	1st	3rd

Rate the student's performance in each of the following areas (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)		1st	3rd
1.	The student completes assignments on-time.		
2.	The student communicates effectively with teacher.		
3.	The student participates effectively in class projects.		
4.	The student participates effectively in class discussions.		
5.	The student is able to work independently.		
6.	The student attends class regularly.		
7.	The student displays effort and enthusiasm in class.		
8.	The student requires additional assistance with assignments.		
9.	The student shows evidence of difficulty with language.		
10.	The student has discipline problems that interfere with his/her academic progress.		

	1st	3rd
Is the student showing difficulty understanding and using academic language?	Y N	Y N

If yes above, have ESL strategies been implemented to respond to student's language needs?	Y N	Y N
--	------------	------------

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Student Name: _____ Monitoring Year (circle): **1st year** | 2nd year

Science	Teacher's Initials:	1st	3rd	Quarter	
		_____	_____	1st	3rd

Rate the student's performance in each of the following areas

(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

16. The student completes assignments on-time. -----		
17. The student communicates effectively with teacher. -----		
18. The student participates effectively in class projects.-----		
19. The student participates effectively in class discussions. -----		
20. The student is able to work independently. -----		
21. The student attends class regularly. -----		
22. The student displays effort and enthusiasm in class. -----		
23. The student requires additional assistance with assignments. -----		
24. The student shows evidence of difficulty with language. -----		
25. The student has discipline problems that interfere with his/her academic progress. -----		

Is the student showing difficulty understanding and using academic language?	1st Y N	3rd Y N
--	---------------	---------------

If yes above, have ESL strategies been implemented to respond to student's language needs?	Y N	Y N
--	--------	--------

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Mathematics	Teacher's Initials:	1st	3rd	Quarter	
		_____	_____	1st	3rd

Rate the student's performance in each of the following areas

(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

11. The student completes assignments on-time. -----		
12. The student communicates effectively with teacher. -----		
13. The student participates effectively in class projects.-----		
14. The student participates effectively in class discussions. -----		
15. The student is able to work independently. -----		
16. The student attends class regularly. -----		
17. The student displays effort and enthusiasm in class. -----		
18. The student requires additional assistance with assignments. -----		
19. The student shows evidence of difficulty with language. -----		
20. The student has discipline problems that interfere with his/her academic progress. -----		

1st	3rd
-----	-----

Is the student showing difficulty understanding and using academic language?	Y N	Y N
--	-----	-----

If yes above, have ESL strategies been implemented to respond to student's language needs?	Y N	Y N
--	-----	-----

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Student Name: _____	Monitoring Year (circle): 1st year 2nd year
---------------------	---

Student Name: _____	Monitoring Year (circle): 1st year 2nd year
---------------------	---

To be completed by appropriate ESL staff

I received and reviewed this completed form.	1 st _____ (Initial)	3 rd _____ (Initial)
--	---------------------------------------	---------------------------------------

Complete the following items only if the information on this form indicates that the former ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section)		
1 st	Yes No	Comments:
3 rd	Yes No	Comments:



NOTE: A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

I recommend that this student be reclassified as an ELL.	1 st	3 rd
	YES NO	YES NO

Additional Recommendation(s):

If a recommendation is made to reclassify, have the parents been notified?	YES	NO
--	-----	----

ACADEMIC LANGUAGE STRATEGIES FOR ELLs

Academic English Language Development Strategies	Student Outcomes	Visuals	<ul style="list-style-type: none"> • Student-created • Manipulatives • Graphic Organizers - Venn Diagram - KWL - Timelines 							
		Sentence Scaffolds	Students repeat academic language sentence starters modeled by the teacher and use them for both oral practice and writing tasks. Students also practice with a peer to develop oral language.	Ex: "I thinkbecause...." "It seems to me that" "I agree with....." "To calculate the answer, I used the following steps...." "First ... then....lastly...."						
		Opportunities for Student Conversation	Students engage in conversation across all content areas: <ul style="list-style-type: none"> • Think-Pair-Share • Student-to-student conversations • Cooperative learning tasks 							
		Explicit Vocabulary Instruction	Students express definitions of newly introduced vocabulary in their own words in order to gain greater ownership of vocabulary.	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Illustrated Dictionary</p> <p>Word <input style="width: 100%;" type="text"/></p> <hr/> <p>Definition: <input style="width: 100%;" type="text"/></p> <hr/> <p>Correct usage in a sentence: <input style="width: 100%;" type="text"/></p> <hr/> <p>Drawing: <input style="width: 100%;" type="text"/></p> </div>						
	Teacher Actions	Visuals	Teachers use visuals and graphic organizers to represent knowledge and display visual learning aids throughout the classroom.	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">K</td> <td style="text-align: center;">W</td> <td style="text-align: center;">L</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </table>	K	W	L			
		K	W	L						
Sentence Scaffolds	Teacher provides students with sentence starters/ frames (basic to complex) across all content areas.	Ex: "In my opinion, there is..." "The first step was...." "I'd prefer to..."								
Opportunities for Student Conversation	Teacher provides frequent opportunities for students to engage in authentic conversation: choral responses, cooperative learning groups, teacher-directed question and answer Q&A).									

**TRENTON PUBLIC SCHOOLS
OFFICE OF BILINGUAL/ESL EDUCATION
CLASSROOM TESTING ACCOMMODATIONS FOR ENGLISH LANGUAGE
LEARNERS**

School _____

Student _____ ESL Level _____

Assessment _____ Year _____

Check all that apply AND have been used in daily instruction and classroom testing.

Test Preparation:

- _____ Read directions to the student (Reread as necessary)
- _____ Use the student's native language to give/simplify directions
- _____ Have student explain directions to demonstrate understanding
- _____ Use visual cues and/or highlight key word or phrases when stating the directions

Test Administration:

- _____ Prompt the student to remain on task.
- _____ Read words, phrase or questions on math or science test only, upon student's request
- _____ Check periodically to make sure that student is marking in the correct test section
- _____ Provide materials (colored stickers/highlighters-) for student use as visual cues in assessment, if trained in this strategy prior to testing
- _____ Allow students to write/draw in test booklets, but answer in response booklet

Timing /Scheduling:

- _____ Extend testing time upon student request

Setting:

- _____ Allow student to use adaptive or special furniture, such as a study carrel, if he is accustomed to this accommodation
- _____ Test in a separate room, ELA classroom, one-on-one, or small group.

Separate & Voluntary Accommodations:

- _____ Word to word translation dictionaries, no pictures or definitions, on math and science, if trained in this strategy prior to testing
- _____ Qualified Interpreters should be utilized
- _____ Need to be of legal age to sign a confidentiality agreement
- _____ May have in-house access to the test one day in advance
- _____ May translate directions on writing, science, reading, and math assessments
- _____ May translate words, phrases, and test questions on math test, upon student request
- _____ May not clarify test questions or writing items

*Refer to the NJ DOE Accommodations Guidelines for more specific ELL test allowances and restrictions.

Note: Please share these accommodations early on with content teachers so that students are familiar with working with some of the accommodations (for example, word to word dictionaries).

**TRENTON PUBLIC SCHOOLS
OFFICE OF BILINGUAL/ESL EDUCATION**

CANCELLATION OF ESL CLASS RECORD

School Year _____

Teacher Name: _____ School: _____

Grade (s): _____

Date/Time	Type of lesson: Push In/Pull out	Reason for cancellation/ Type of coverage provided	Teacher Signature

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ACCESS Scores Report Parent Letter

DATE: _____

Dear Parent or Guardian,

This past spring, English Language Learner (ELL) students in grades kindergarten through twelfth grade participated in the administration of the ACCESS for ELLs® language proficiency test. ACCESS provides a standardized measurement of academic language proficiency for ELL students throughout the state of New Jersey, and in other states. With this information, we will be able to monitor individual ELL student progress on an annual basis.

Enclosed you will find your child's results on ACCESS. The Parent/Guardian Report provides information about your child's **English Language Proficiency Level**. This information is for you to review and keep.

If you have any questions regarding this test or the information that is being sent to you about how your child performed on this test, please contact me, your child's ELL teacher, or the school principal.

Sincerely,

Janet Nicodemus
Janet Nicodemus
ESL Supervisor
Trenton Public Schools

TRENTON BOARD OF EDUCATION

Francisco Durán
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Dat: _____

Cher parent/tuteur,

Les élèves qui apprennent la langue anglaise (English Language Learner (ELL)) du kindergarten à la 12^{ème} ont participé au test de maîtrise de la langue ACCESS for ELLs® au cours de cette saison : printemps. L'ACCESS fournit une mesure standardisée de la maîtrise de la langue scolaire pour les élèves du programme ELL de l'État de New Jersey, ainsi que d'autres États. Grâce à ces informations, nous serons en mesure de suivre la progression annuelle de chaque élève du programme ELL.

Vous trouverez ci-joint les résultats de votre enfant à l'ACCESS. Le rapport du parent/tuteur fournit des informations relatives au **niveau de maîtrise de la langue anglaise (English Language Proficiency Level)** de votre enfant. Nous vous invitons à lire et conserver ces informations.

Pour toutes questions concernant ce test ou les informations envoyées relatives aux résultats de votre enfant à ce test, veuillez me contacter, contacter l'enseignant ELL de votre enfant ou le directeur de l'établissement.

Meilleures salutations,

Janet Nicodemus
Janet Nicodemus
Superviseur d' Anglais Comme Seconde Langue

TRENTON BOARD OF EDUCATION

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Fecha: _____

Estimado Padre o Tutor,

El invierno pasado los estudiantes Aprendices del Idioma Inglés (ELL) en grados de kindergarten hasta doceavo, participaron tomando la prueba ACCESS. ACCESS proporciona una medida estandarizada de la eficiencia del lenguaje académico para los alumnos ELL en todo el estado de Nueva Jersey, y en otros estados. Con esta información, podremos vigilar anualmente el progreso individual del cada estudiante de ELL.

Adjunto encontrará usted los resultados de su niño/a en ACCESS. Los reportes a los padres o tutores proporcionan información acerca del **Nivel de Eficiencia en el Idioma Inglés**. La información es suya para revisarla y conservarla.

Si tuviera usted dudas acerca de esta prueba o la información que le estamos enviando sobre cómo se desempeñó su niño en esta prueba, favor de ponerse en contacto conmigo, con el maestro de ELL de su niño, o con el director de la escuela.

Atentamente,

Janet Nicodemus

Janet Nicodemus
Supervisora del Programa de Inglés Como Segundo Idioma

ACCESS Parent/Guardian Report – Year _____

*Spanish Parent ACCESS Report Letter

District:	Student:		
School:	State ID:	District ID:	
Grade:	Birth Date:		

Report Purpose: This report gives information about your child’s level of social and academic English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

Student’s English Language Proficiency Level

Test Section	1 – Entering	2 – Beginning	3– Developing	4 – Expanding	5 – Bridging
Listening					
Speaking					
Reading					
Writing					
Oral Language ^A (Listening and Speaking)					
Literacy ^B (Reading and Writing)					
Comprehension ^C (Listening and Reading)					
Overall Score ^D (Listening, Speaking, Reading and Writing)					

Proficiency Level	Description of English Language Proficiency Levels
1 – Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Beginning	Knows and uses some social English and general academic language with visual support
3 – Developing	Knows and uses social English and some specific academic language with visual support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test
Other Information	Test Section Is Blank – If the student was absent for this Section of the test A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension Score = 70% Reading + 30% Listening - will be blank if student was absent for one or both of the Sections D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking - will be blank if student was absent for one or more of the Sections

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Date:

Dear Parents,

I want to begin by thanking you for your continued support and involvement in your child's education. Can you believe we are half-way through the school year? It has been a great year working with all of you. I appreciate all your support and hard work at home with your children.

Next week we will begin taking the ACCESS Test. This test will assess your child's English levels. All ESL students in our state take this test. There are four (4) parts to the test. Each student will be tested individually in how they speak English. The test will be based on your child's current speaking proficiency level in English. There are also tests in Reading, Writing, and Listening. These tests are also based on your child's current English proficiency levels. Your child should be able to explain the test to you, but if you have any additional questions about the tests, please call me.

Please continue to make sure your child gets enough rest the night before, arrives to school on time, and eats breakfast. Your child's test dates are listed on the next page.

Respectfully,

ESL Teacher

Parent's signature: _____ Phone Number: _____

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Fecha:

Estimados padres de familia ,

Quiero empezar dándole las gracias por su continuo apoyo y participación en la educación de su hijo. ¿Puede usted creer que estamos a mitad de camino a través del año escolar! Ha sido un gran año de trabajo con todos ustedes . Agradezco todo su apoyo y trabajo duro en casa con sus hijos.

La semana que viene vamos a empezar a tomar la prueba de acceso . Esta prueba evaluará los niveles de inglés de su hijo. Todos los estudiantes de ESL en nuestro estado toman este examen . Hay cuatro (4) partes de la prueba. Cada estudiante será puesto a prueba de forma individual en la forma en que hablan Inglés . La prueba se basa en el nivel de competencia de habla actual de su hijo en Inglés . También hay pruebas de lectura, escritura y comprensión auditiva. Estas pruebas también se basan en los niveles de competencia Inglés actuales de su hijo. Su hijo debe ser capaz de explicar la prueba a usted, pero si usted tiene alguna pregunta adicional sobre las pruebas, por favor llámeme .

Por favor, continúe para asegurarse de que su hijo se acuesta a dormir temprano la noche antes, llegue a la escuela a tiempo, y se come el desayuno. Fechas de los exámenes de su hijo se encuentran en la página siguiente .

Respetuosamente,

Maestra de Inglés Como Segundo Idioma

Firma del padre: _____ **Fecha:** _____
Spanish

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Dat:

Chè Paran,

Mwen vle kòmanse pa remèsye ou pou sipò kontinye ou ak patisipasyon w nan edikasyon pitit ou a. Ou ka kwè ke nou se mwatye chemen pou rive nan ane lekòl la ! Li te gen yon gwo ane k ap travay avèk nou tout. Mwen apresye tout sipò ou ak travay di nan kay la ak pitit ou.

Semèn pwochèn nou pral kòmanse pran tès la ACCESS . Tès sa a pral evalye nivo angle pitit ou a. Tout elèv ESL nan eta nou an pran egzamen sa a. Genyen kat (4) pati nan tès la . Pral Chak elèv dwe fè tès endividyèlman nan ki jan yo pale angle. Tès FCAT la ap ki baze sou nivo konpetans nan pale kounye a pitit ou a nan lang angle. Genyen tou tès yo nan lekti, redaksyon, ak tandè . Tès sa yo baze tou sou nivo konpetans nan lang angle pitit ou a ye kounye a. Pitit ou a ta dwe kapab eksplike tès la nou la a, men si ou gen nenpòt lòt kesyon sou tès yo , tanpri rele m '.

Tanpri kontinye fè w pitit ou a rive yo lekòl alè , ak manje manje maten yo. Dat egzamen pitit ou an yo ki nan lis nan pwochen paj la .

respè,

ESL Teacher

Siyati Paran: _____ Dat: _____

Haitian Creole

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ACCESS FOR ELLs PROCEDURES/SECURITY PLAN GUIDELINES

School Name: _____

School Testing Coordinator (STC) Name: _____

The ACCESS for ELLs test will be administered to all ESL and Bilingual students during the weeks of ____ through _____. The ACCESS for ELLs is a secured assessment and all security precautions will be in place during the testing. The assessments will be conducted every day from ____ A.M. – ____ P.M. If you are not an examiner or a monitor, **please do not walk through the testing area.**

The Lead ESL Teacher will be responsible for disseminating the ACCESS Parent Notification letters 1 week before the administration of the ACCESS Test. Please see attached.

Date ACCESS Pre-ID Labels were reviewed for accuracy: _____

Cross Reference the information on Pre-ID Label with the school's CENSUS information.
* Please note the "Enrl Date" listed on the actual Pre - ID Label refers to the **District** Enrollment Date.

Material Distribution

All of the materials that will be needed for testing will be picked up beginning at 8:30 a.m. each morning by the examiners. (The testing materials will be located in the school safe, located next to the principal's office on the first floor). No one is allowed into the testing area with a cellular phone or any other electronic or recording device.

Only the EXAMINERS are allowed to pick up the test and return the test at the end of the testing session. The materials will be available in the school safe directly after the opening of the school day. Each day the examiner will sign the tests out. **The tests will be arranged in numerical order. You will sign on the first line of the sheet where your numbers begin and on the last line where your numbers end.**

The proctors will receive the students in the assigned areas. The test should move from the safe to the testing site and signed back in upon completing the testing session and returned to the safe. **Do not travel outside of the designated testing areas with the test.**

The STC will monitor the administration of the ACCESS for ELLs. If you have any questions about the administration of the test on that day, please see contact the STC.

Testing Locations:

The Listening/Reading and Writing Tests will be administered in

The Speaking part of the test will be administered in

The students that are testing will report to their classrooms in the morning as usual. The Test Session Master Schedule is attached. Students should not bring anything into the testing site but themselves.

All coats, jackets, and book bags must be stored. Students will leave all book bags and other non-essential items in the closets in their classrooms.

**Group Testing (Listening/Reading/Writing)
Deployment of Staff**

Examiners Number	Proctors	Room
_____	_____	_____
_____	_____	_____

Oral Testing - Deployment of Staff

Week of: March 3rd – March 7th

Examiners	Room Number	Grade Level
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Week of: _____ through _____

Examiners	Room Number	Grade
_____	_____	_____
_____	_____	_____

Make-ups will tentatively be from week of ____ through ____.

Schedule

Please see Test Session Master Schedule attached.

Unpacking and Packing the test materials

*Keep boxes in which testing materials were shipped in as the testing materials will be returned to the district testing coordinators (Bilingual / ESL Supervisors) in these boxes.

Please limit breaks to no more than 10 minutes.

Make-ups will begin at ____ a.m.

Make up Administration Dates:_____

Test will be packed on: _____ and they will be picked up on _____.

Please note that these times include distribution, reading directions, test taking, and collection of the test.

On the first day of testing, students should check their names on the front cover of the test booklet assigned to them. The number and the form letter of that test booklet will be pre-recorded.

You will be given a roster of all your students. Please notify the school's testing coordinator if there are any changes that need to be made to the roster.

Test Security

* Test materials must also be kept secured at all times.

*No copies can be made or pictures can be taken of the ACCESS test materials.

Exceptions

Missing Test Booklet

If at any time it is discovered that a test booklet is missing, the following procedures must be followed:

- Halt Testing
- Notify School Testing Coordinator immediately: the STC will notify the principal and the district's testing coordinator
- No student is to leave the testing area

Fire/Bomb Threat

No fire drills will be scheduled during the testing.

In the event of a fire alarm, all occupants will need to evacuate the building using the existing evacuation procedure.

- Examiners will note the time remaining and direct students to close their test booklets immediately.
- As each child exits the room, they will hand the test booklet to the examiner. The examiners are to return the test to the Safe in the main office.
- Proctors will supervise student movement, making sure that the integrity of the test is maintained.

Tardy Students

Student arriving to school after 9:30 a.m. are considered too late to take the test.

All students who arrive after the tests have begun will report to their classroom until the testing is completed for the session. These students **MUST** make up the test during the assigned days.

Sick Students

In the event that a student becomes sick during the testing:

- The examiner will take all testing materials from the student.
- The student will be sent to the nurse with a proctor or hall monitor and will not return to the testing room that day.
- The examiner will complete the Irregularity Report noting the situation and which section the child became ill in. This report will be turned into the STC when testing materials are returned that day
- If a child is not exposed to a part of that day's test, he/she will make-up those parts during the make-up week.

Disruptive Student

In the event that a student becomes disruptive during the testing;

- The examiner will take all testing materials from the student
- The proctor will escort the student to the building principal.
- The student will not return to the testing room during that day's testing.

Staff Emergency

In the event that you become sick or have an emergency during the testing:

- Please alert the proctor prior to leaving the classroom.
- Report your absence and the nature of your emergency to the ACCESS testing coordinators – Mrs. Guarrieri and Mrs. Cisneros-Leber.

IMPORTANT INFORMATION

- There is to be no photocopying of any part of the test.
- Examiners, proctors and other school personnel are not to read, discuss or disclose any test items before, during, or after test administration.

- There are financial, professional and disciplinary consequences for school districts that fail to maintain test security.
- Only full-time certified school personnel that are employed by the district are permitted to handle testing materials.
- Unauthorized individuals are not permitted to observe or participate in the administration of the test under any circumstances.
- Examiners and proctors **MUST BE ALERT** at ALL TIMES.
- Examiners may **NOT** provide extra sheets of paper unless in IEP or 504 plan.
- **NEVER** permit students to pass test booklets up an aisle or row. Collect a test booklet from each student.
- Proctors have to stay until test is completed and the examiners have returned from turning in the tests.
- Teachers are to have planned activities for the time after the test each day.
- Students cannot underline in booklets.
- There are to be no cell phones in the classroom during testing – **STUDENT or TEACHER**
- There are to be no instructional displays in the testing site.
- There is to be no food or drink for students or teachers during the test.
- Coats and backpacks are to be away from the desks.
- Students are to be seated with ample space between them.

Special Education Notes

- Directions and the items can be read aloud however you may **NOT** read aloud the reading passages.
- Only the teacher who must read the items aloud is permitted to have a test booklet.
- Modifications for testing must be written in the IEP/504 Plan.

Signature of all Test Administrators & STC

Date:

Trenton Public Schools – Middle School ESL Leveling Criteria for Grades 6-8

Student: _____ ESL Teacher: _____ Middle School: _____

Previous Year: NJ ASK Score _____ ACCESS: Tier _____ Overall Score _____ Writing Score _____ Current DRA Level : _____

* Check off the highest level of skills the student has mastered. Place student in the ESL Course Level that has the most mastery of skills represented.

Circle Recommended ESL Level: NC 1 2 3 4

Domain	ESL Level 1 Class - Entering		ESL Level 2 Class - Developing		ESL Level 3 - Expanding	
	Can Do Skills	Check off if these represent the highest level of skill mastery.	Can Do Skills	Check off if these represent the highest level of skill mastery.	Can Do Skills	Check off if these represent the highest level of skill mastery.
Listening	<ul style="list-style-type: none"> Follow one-step oral commands/instructions Match social language to visual/graphic displays Identify objects, people, or places from oral statements/questions using gestures Match instructional language with visual representation 		<ul style="list-style-type: none"> Categorize content based examples from oral directions Match main ideas of familiar text read aloud to visuals Use learning strategies described orally Identify everyday examples of content-based concepts described orally Associate oral language with different time frames 		<ul style="list-style-type: none"> Identify main ideas and details of oral discourse Complete content-related tasks or assignments based on oral discourse Apply learning strategies to new situations Role play, dramatize, or re-enact scenarios from oral reading 	
Speaking	<ul style="list-style-type: none"> Answer yes/no and choice questions Begin to use general and high frequency vocabulary Repeat words, short phrases, memorized chunks Answer select WH – questions within context of lessons or personal experiences 		<ul style="list-style-type: none"> Begin to express time through multiple tenses Retell/rephrase ideas from speech Give brief oral content based presentations State opinions Connect ideas in discourse using transitions Use different registers inside and outside class State big/main ideas with some supporting details Ask for clarification 		<ul style="list-style-type: none"> Paraphrase and summarize ideas presented orally Defend a point of view Explain outcomes Explain and compare content-based concepts Connect ideas with Supporting details /evidence Substantiate opinions with reasons and evidence 	
Reading	<ul style="list-style-type: none"> Associate letters with sounds and objects Match content-related objects/pictures to words Identify common symbols, signs, and words Recognize concepts of print Find single word responses to WH questions related to illustrated text Use picture dictionaries 		<ul style="list-style-type: none"> Identify topic sentences, main ideas, and details in paragraphs Identify multiple meanings of words in context Use context clues Make predictions based on illustrated text Identify frequently used affixes and root words to make/extract meaning initiate between fact and opinion 		<ul style="list-style-type: none"> Order paragraphs Identify summaries of passages Identify figurative language Interpret adapted classics or modified text Match cause to effect Identify specific language of different genres and formational texts Use an array of strategies 	
Writing	<ul style="list-style-type: none"> Draw content-related pictures Produce high frequency words Label pictures and graphs Create vocabulary /concept cards Generate lists from pretaught words 		<ul style="list-style-type: none"> Produce short paragraphs with main ideas and some details Create compound sentences Explain steps in problem solving Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons 		<ul style="list-style-type: none"> Create multiple-paragraph essays Justify ideas Produce content-related reports Use details, examples to support ideas Use transition words to create cohesive passages Compose intro/body/conclusion Paraphrase/summarize text Take notes 	

Trenton Public Schools – High School ESL Leveling Criteria for Grades 9 – 12

Student: _____ ESL Teacher: _____ Middle School: _____

Previous Year: NJ ASK Score _____ ACCESS: Tier _____ Overall Score _____ Writing Score _____ Current DRA Level : _____

* Check off the highest level of skills the student has mastered. Place student in the ESL Course Level that has the most mastery of skills represented.

Circle Recommended ESL Level: NC 1 2 3 4

Domain	New Comer / NC Entering (Possible SIFE Student)		ESL Level 1 - Beginning		ESL Level 2 - Developing		ESL Level 3 - Expanding		ESL Level 4 - Bridging	
	Can Do Skills	Check off if highest level of skill mastery.	Can Do Skills	Check off if highest level of skill mastery.	Can Do Skills	Check off if highest level of skill mastery.	Can Do Skills	Check off if highest level of skill mastery.	Can Do Skills	Check off if highest level of skill mastery.
Listening	<ul style="list-style-type: none"> Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally Match everyday oral information to pictures, diagrams, or photograph. Group visuals by common traits named orally Identify resources, places, products, figures from oral statements, and visuals 		<ul style="list-style-type: none"> Match or classify oral descriptions to real-life experiences or visually represented, content-related examples Sort oral language statements according to time frames Sequence visuals according to oral directions 		<ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 		<ul style="list-style-type: none"> Distinguish between multiple meanings of oral words or phrases in social and academic contexts Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on Visuals/ oral descriptions using specific and some technical language 		<ul style="list-style-type: none"> Interpret cause and effect scenarios from oral discourse Make inferences from oral discourse containing satire, sarcasm, or humor Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) Evaluate intent of speech and act accordingly 	
Speaking	<ul style="list-style-type: none"> Answer yes/no or choice questions within context of lessons or personal experiences Provide identifying information about self Name everyday objects and pre-taught vocabulary Repeat words, short phrases memorized chunks of language 		<ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH- questions to clarify meaning Give features of content based material Characterize issues, situations, regions shown in illustrations 		<ul style="list-style-type: none"> Suggest ways to resolve issues or pose solutions Compare/contrast features, traits, characteristics using general and some specific language Sequence processes, cycles, procedures, events Conduct interviews or gather information through oral interaction Estimate, make predictions or pose hypotheses from models 		<ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain content-related issues and concepts Compare and contrast points of view Analyze and share pros and cons of choices Use and respond to gossip, slang, and idiomatic expressions Use speaking strategies 		<ul style="list-style-type: none"> Give multimedia oral presentations on grade-level material Engage in debates on content-related issues using technical language Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") Negotiate meaning in pairs or group discussions 	
Reading	<ul style="list-style-type: none"> Match visual representations to words/phrases Read everyday signs, symbols, schedules, and school-related words/phrases Respond to WH- questions related to illustrated text Use references (e.g., picture dictionaries, bilingual glossaries, technology) 		<ul style="list-style-type: none"> Match data or information with its source or genre Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals/graphics Locate main ideas 		<ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic contexts Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in texts Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 		<ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause to effect Evaluate usefulness of data or information supported visually or graphically 		<ul style="list-style-type: none"> Interpret grade-level literature Synthesize grade-level expository text Draw conclusions from different sources of informational text Infer significance of data or information in grade-level material Identify evidence of bias and credibility of source 	
Writing	<ul style="list-style-type: none"> Label content-related diagrams, pictures from word/phrase banks Provide personal information on forms read orally Produce short answer responses to oral questions with visual support Supply missing words in short sentences 		<ul style="list-style-type: none"> Make content-related lists of words, phrases, or expressions Take notes using graphic organizers or models Formulate yes/no, choice and WH- questions from models Correspond for social purposes 		<ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria 		<ul style="list-style-type: none"> Summarize content-related notes from lectures or text Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes Justify or defend ideas and opinions Produce content-related reports 		<ul style="list-style-type: none"> Produce research reports from multiple sources Create original pieces that represent the use of a variety of genres and discourses Critique, peer-edit and make recommendations on others' writing from rubrics Explain, with details, phenomena, processes, procedures 	

Bilingual/ESL Parental Waiver Request Form

***Please note this form is only available for distribution via the Office of Bilingual / ESL Education. All parents seeking a program waiver request must be referred to the office located on 108 N. Clinton Ave., Trenton NJ 08609 (3rd Floor) to have a consultation with the Bilingual or ESL Supervisor.**

In an effort to ensure the supervisors are available please contact them in advance if you are aware of a parent's intention to decline services for their child. In general, the Bilingual/ESL supervisors will be available to consult with the parents on Mondays and Fridays but will accommodate parent individual schedules and needs.

**TRENTON PUBLIC SCHOOLS
OFFICE OF BILINGUAL/ESL EDUCATION
SIMPLIFIED DANIELSON FRAMEWORK**

**ESL Friendly, Sheltered Classroom and
ESL Classroom “Look Fors”**

Name of School: _____

Teacher/room number/time: _____

Date: _____ Observer: _____

Domain 1: Lesson Planning and Preparation

1. Grade(s) _____

ESL Course: _____

Sheltered Course: _____

Non-Sheltered Course: _____

2. Posted Academic Content Objective(s) evident to students: Evident Not evident

Posted Academic Content Objective: _____

3. Posted Language Objective(s) evident to students: Evident Not evident

Posted Language Objective: _____

Materials appropriate for lesson objective? Yes No

Materials utilized for instruction:

Visions, Level ___ Step-Up to Writing, Level ___ Other _____

Adapted Content Material Non-Adapted Content Material

Academic Language Strategy Utilized:

- Visuals Academic Language Sentence Frames
 Student Conversation None Other

Differentiates instruction to make content comprehensible by providing:

- Supplemental materials to reinforce concepts (graphic organizers, maps, videos)
 Supplemental teacher made supports (frames, glossaries, etc)
 Student Grouping
 Learning Strategies (QAR, SQ2PRS, Mnemonic Devices, etc.)

Domain 2: Classroom Environment

- | | | |
|--|---|--|
| 1. Classroom is reflective of student cultures.
As evidenced by: _____ | <input type="checkbox"/> <input type="checkbox"/> Yes | <input type="checkbox"/> <input type="checkbox"/> No |
| 2. Environment is risk free and student attempts are valued.
As evidenced by: _____ | <input type="checkbox"/> <input type="checkbox"/> Yes | <input type="checkbox"/> <input type="checkbox"/> No |
| 3. Positive interactions are evident between student and teacher. | <input type="checkbox"/> <input type="checkbox"/> Yes | <input type="checkbox"/> <input type="checkbox"/> No |
| 4. Current student work is displayed. | <input type="checkbox"/> <input type="checkbox"/> Yes | <input type="checkbox"/> <input type="checkbox"/> No |
| 5. Visual learning aids are displayed throughout the classroom. | <input type="checkbox"/> <input type="checkbox"/> Yes | <input type="checkbox"/> <input type="checkbox"/> No |
| 6. All students have opportunities for oral language use and development. | <input type="checkbox"/> <input type="checkbox"/> Yes | <input type="checkbox"/> <input type="checkbox"/> No |
| 7. ELLs are integrated with other students in the classroom. | <input type="checkbox"/> <input type="checkbox"/> Yes | <input type="checkbox"/> <input type="checkbox"/> No |

