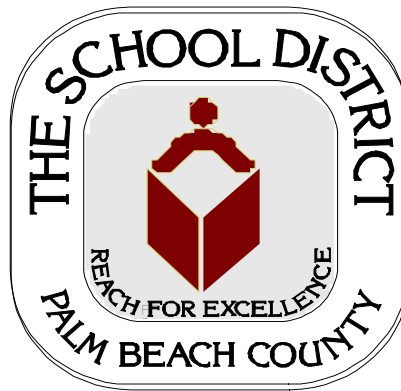


The English Language Development Continuum

**A Standards Based, Comprehensible, and Academically
Rigorous ESOL Program of Instruction for
English Language Learners**

Updated 2009



Developed by

**The
Department of Multicultural Education
Dr. Margarita Pinkos, Executive Director**

**Art Johnson, Ph.D.
Superintendent**

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Introduction

English Language Learners (ELLs, formerly known as Limited English Proficient, or LEP) register in Palm Beach County's schools each day of the academic year, at all grade levels, kindergarten through twelve. Their oral English skills range from none to proficient. In addition, while the majority of older ELL students arrive with extensive formal educational experiences and accompanying high levels of literacy, some entering students bring only limited experiences, and a few students bring no academic experience at all. An effective educational program model for ELLs must provide a multi-faceted continuum of instructional services directed simultaneously toward all of these variables.

Such a model must, first, provide academic expectations for students based on the Sunshine State Standards. The State of Florida requires that grade appropriate academic content form the core of instruction for all students, including ELL students. The scope of the curriculum for students, therefore, must never be limited or postponed due to a student's level of English proficiency.

The model must also provide a link between content related instruction and English language development instruction. The language of academic instruction must be modified to make its content comprehensible and to facilitate English language development. At the same time, instruction in English must purposefully focus on the pronunciation, vocabulary and syntax necessary to comprehend the academic content.

Additionally, such a model integrates literacy development into the program of instruction. It is a relatively easy process for students who can read in their heritage language to transfer that skill to English. Students with limited or no ability to read in any language, however, cannot be expected to master written English skills without explicit, systemic reading instruction.

Finally, reliable and valid assessment pieces are included to determine the appropriate placement for students into the model's continuum upon entry, and to monitor movement along the continuum over time. Monitoring allows for necessary adjustments in instructional services to individual students, determines whether students are making adequate academic and linguistic progress, and serves to evaluate the quality of the instructional program itself.

The English Language Development Continuum

The English Language Development Continuum (ELDC) prescribes instruction and determines adequate progress in English language development based upon grade level, oral proficiency in English, and written ability in either English or another language. The Continuum is designed for students from kindergarten through grade twelve. (*See Figure 1*)

The English Language Development Continuum

Oral Progress

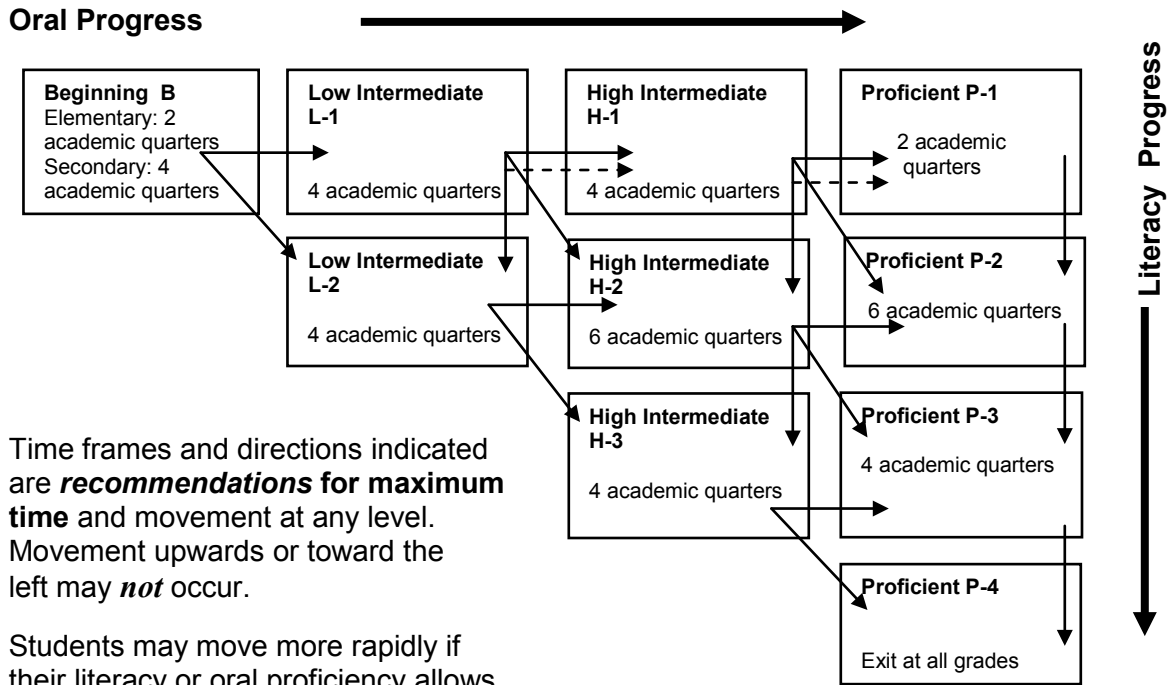


Figure 1

Determining Adequate Student Progress in English

The arrows indicate the direction in which students should progress along the Continuum once they are placed.

- The **solid line** arrows are applicable to all students making adequate progress except L-1 to H-1 and H-1 to P-1:
 - The solid line arrow from L-1 to H-1 is only applicable at kindergarten and any students who enter at L-1.
 - The solid line arrow from H-1 to P-1 is only applicable to students entering at H-1, or students in grades K-1
 - Kindergarteners who enter at H-1 may remain there until the end of grade 1.
- The **dotted line** arrows are applicable to students who are **not** making adequate progress and require a PMP. An ELL Committee should be initiated to determine interventions for students not making adequate academic progress at this level.

ORAL LANGUAGE

Oral English language development is represented on the Continuum by horizontal movement from left to right. There are four levels of development along this horizontal line:

Beginning Level indicates little or no oral proficiency in English (Pre-LAS or LAS-O Category A).

Low Intermediate Level indicates little to limited English speaking ability (Pre-LAS or LAS-O Category B).

High Intermediate Level indicates limited English speaking ability (Pre-LAS or LAS-O Category C).

Proficient Level indicates fluent or near fluent ability in oral English (Pre-LAS or LAS-O Categories D or E).

LITERACY DEVELOPMENT

The level of Reading and Writing language development (literacy) is represented on the Continuum by vertical movement from top to bottom. There are four levels of proficiency along this line of the Continuum:

Literacy level 1 represents *little to limited* ability to read and write in *English and/or Native* language. Students who enter the American educational system at this level may have had limited formal schooling. In English, a student at Literacy Level 1 usually reads below a grade equivalent of 1.5, and has a Lexile level below 200 (Emergent Reader status).

Literacy Level 2 represents *limited to moderate* ability to read and write in English. A High Intermediate or Proficient Level student at Literacy Level 2 usually reads English significantly below “*at grade level*” Lexiles and may write short paragraphs in English with errors in mechanics, agreement, usage, and spelling.

Literacy Level 3 represents an extensive ability to read and write in English. High Intermediate or Proficient Level ELL students at Literacy Level 3 may not be meeting minimal pupil progression requirements for “*at grade level*” reading Lexiles in English. These students are able to write complete and organized paragraphs, though their levels of development in oral English will influence accuracy in mechanics, agreement, usage, and spelling in written English.

Literacy Level 4 represents a reading and writing level in English that meets the appropriate grade-level student progression requirements for *all* pupils.

Determining Initial Student Placement

Determining Oral English Proficiency aligned with the Continuum:

The Language Assessment Scales–Oral (LAS-O) and the Pre-Language Assessment Scales–Oral (Pre-LAS) are used at entry to determine oral English proficiency. The Pre-LAS is used for students in kindergarten. The LAS-O is used for students in grades one and higher. The Pre-LAS and the LAS-O provide a score range from 0 to 100. Because scores vary slightly from one LAS test version to the next, it is necessary to refer to the appropriate scoring and interpretation manuals or to the *Initial Placement Chart* located in Appendix B of this document.

| Beginning: | Low Intermediate | High Intermediate | Proficient |
|--|---|-------------------------------------|---|
| Little or no oral proficiency in English | Little to Limited oral proficiency in English | Limited oral proficiency in English | Fluent or near fluent oral proficiency in English |
| Category A | Category B | Category C | Categories D or E |
| Pre-LAS or LAS-O Level 1 | Pre-LAS or LAS-O Level 2 | Pre-LAS or LAS-O Level 3 | Pre-Las or LAS-O Levels 4 or 5 |
| Placement: B | Placement: L-1 or L-2 | Placement: H-1, H-2, or H-3 | Placement: P-1, P-2 or P-3 |

Determining Literacy ability aligned with the Continuum:

The Written Language Development Indicator-Primary (WLDI-P) may be administered to students *at entry* as an indicator of a student's ability to read and write in their primary language. If a student cannot write a complete sentence in their primary language, s/he should be placed in Literacy Level 1. If a student demonstrates the ability to write connected sentences or paragraphs in the primary language with limited errors in mechanics, agreement, usage, and spelling, s/he should be placed in Literacy Level 2.

The Written Language Development Indicator-English (WLDI-E) may be administered to students *at entry* as an indicator of a student's ability to read and write in English. This should only be given to students with some oral English ability who score a category C or above on the LAS-O. If a student cannot write a complete sentence in English, s/he should be placed in Literacy Level 1. If a student demonstrates the ability to write connected sentences or paragraphs in English with limited errors in mechanics, agreement, usage, and spelling, s/he should be placed in Literacy Level 2. If a student demonstrates extensive experience with the written form of English, the student should be placed in Literacy Level 3.

The Language Assessment Scales–Reading/Writing (LAS-R/W) is used to assess the reading and writing ability in English of students in grades 3 and above who receive a score of Level D or E on the LAS-O. The LAS-R/W gives a score range of 1 to 200. Note that low scores on the LAS-R/W do not indicate a limited ability to decode text; rather they indicate a limited ability to *comprehend* written English. Students who score above 141 should not be placed in the ESOL program.

The information concerning literacy assessments is summarized in the following chart:

Literacy Assessments

| | <u>WLDI-P</u> (Initial category B) | <u>WLDI-E</u> (Initial category C) | <u>LAS-R/W</u> (Initial category D or E – Grades 3-12) |
|------------------|--|---|--|
| Literacy Level 1 | Literacy Level 1 indicates <i>little-to-limited</i> experience with the written form of the primary language. | Literacy Level 1 indicates <i>little-to-limited</i> experience with the written form of English | A <u>LAS-R/W</u> score of 100 or less indicates little if any ability to comprehend English text or write in English. |
| Literacy Level 2 | Literacy Level 2 indicates <i>limited-to-extensive</i> experience with the written form of the primary language. | Literacy Level 2 indicates <i>limited-to-extensive</i> experience with the written form of English. | A <u>LAS-R/W</u> score between 101 and 129 indicates a limited ability to comprehend English text and write at best, short paragraphs in English with errors in mechanics, agreement, usage, and/or spelling. |
| Literacy Level 3 | n/a | Literacy Level 3 indicates <i>extensive</i> experience with the written form of English. | A <u>LAS-R/W</u> score between 130 and 141 indicates an extensive ability to comprehend English text and write complete, organized paragraphs in English that contain a minimal number of errors in mechanics, usage, and/or spelling. |

Determining Adequate Oral English Language Development

Given a nurturing, linguistically rich and interactive environment, it usually takes at least two years for a Beginning Level English speaker to become a Proficient Level English *speaker*. Note that students may advance along the English Language Development Continuum at a more rapid rate if their literacy or oral proficiency allows.

To monitor students' oral English language development on the Continuum, it is necessary to review placement at the beginning of the academic year (or at entrance), in January, and at the end of the school year. The Comprehensive English Language Learning Assessment (CELLA) oral language scores will be used in August, and the Oral Language Development Indicator (OLDI) will be used in January.

Determining Adequate Language Development in Literacy in English

To monitor students' English language development in **reading** on the Continuum, it is necessary to review placement at the beginning of the academic year (or at entrance), in January, and at the end of the school year. Schools may use the Comprehensive English Language Learning Assessment (CELLA) reading scores and the Florida Comprehensive Assessment Test (FCAT) reading score in August, and the Reading Running Records (RRR), or the Scholastic Reading Inventory (SRI) computerized reading assessment in January. These assessments indicate a student's ability to read and comprehend in English.

Just as one test cannot determine how well a student has mastered oral English language skills, no single assessment tool can accurately determine a student's level of written English language development. *Multiple indicators*, including teacher judgment, should be utilized.

CELLA scores are to be used to evaluate students' development in **writing** in English on the Continuum. The Comprehensive English Language Learning Assessment (CELLA) is administered every spring. FCAT Writing, school writes, or Palm Beach Writes that are scored on a 6-point scale should also be used to monitor the writing progress.

Report Card Grading for ELLs

English Language Learners should have the opportunity to earn marking codes that are equivalent to the marking codes earned by general education students. No student should be denied the opportunity to earn above-average marking codes because of placement in an ESOL program or due to accommodations as deemed appropriate for use within his or her instructional setting. English Language Learners **must** be graded on the basis of their academic performance, not on their lack of English language proficiency.

Retaining/Promoting ELLs

ELLs should not be retained in greater percentages than non-ELL students. Retention of ELLs on the basis of English language proficiency constitutes a violation of the Federal Consent Decree (META). The Department of Multicultural Education has prepared grade-specific Preretention Meeting forms for kindergarten through grade five to assist schools in preparation for end-of-year promotion or retention decisions. An ELL committee meeting must be conducted for each student being considered for retention. The forms can be found at PBSD 2182-2187.

Exiting ELLs

The goal of ESOL instruction must be to help ELLs match the achievement levels of native English speakers in all areas of the curriculum. The Continuum defines exit criteria for students in each language/literacy grouping. Students should be meeting district Student Progression guidelines for the grade level.

For exit criteria, the district ELL plan requires that students be proficient in English as measured by the LAS-O, LAS-R/W and/or CELLA Listening/Speaking, Reading, Writing and FCAT Reading. Please refer to the ESOL Procedures Manual for specific guidelines for each grade level's exit criteria. *Academic progress of ELL's exited from the ESOL program will be monitored for a two-year period.*

English Language Development Level: Beginning Speaker (B)

Key Results Indicators

Oral English Ability

Pre-LAS: Category A

LAS-O: Category A

OLDI: 1.0 – 1.4 Beginning

CELLA Oral: See the appropriate Student ELL Plan in Appendix B

Written Language Ability

WLDI-P: 1

CELLA Writing: See the appropriate Student ELL Plan in Appendix B

Reading Ability

Lexile Range: < 200

Programmatic Assessment
(PBSD 1764)

CELLA Reading: See the appropriate Student ELL Plan in Appendix B

ESOL Program Eligibility

All students at this level in kindergarten through twelfth grade are eligible for the ESOL program.

Description of Students

These students rarely use English for communication and generally respond non-verbally to commands and questions. While the students at this level say little in English, it should not be a cause for concern, as a “silent period” of several weeks to months is typical in the first phase of second language acquisition. During this time, students will process English communication continually as they build, test, and refine their own English grammar. Gradually, they will begin using simple words and phrases for survival needs. They may often omit important words, and they may include their home language (code-switching) to fill gaps in English fluency.

These students have had little-to-extensive formal education, and thus have varying literacy levels.

Instructional Setting

Elementary school students in grades 1 – 5 should receive 90 minutes of sheltered instruction from an ESOL teacher during the language arts portion of each day. Students may be sheltered for the other core subject areas of math, science and social studies as well. Sheltered class size should not exceed 15 students. It is recommended that students also receive an additional half-hour or more of tutoring in reading each day from a teacher or Community Language Facilitator (CLF). CLFs should spend as much time as possible with these students in homeroom classes.

Middle and high school students should be sheltered for the core subject areas of language arts, math, science, and social studies. Developmental Language Arts through ESOL (HS 1002380 or M/J 1002180) is necessary at this level. Community Language Facilitators should spend as much time as possible with these students in core classes other than Language Arts.

Instructional Focus

Exposure to the written form of English should not be postponed until some oral mastery of English is attained. On the contrary, oral mastery should be built around a balanced literacy approach that incorporates listening, speaking, reading, and writing such as the Balanced

Rotational Instruction Model (BRIM). Similarly, both oral and written English language development *must* be linked to academic development.

Develop English listening skills by conducting frequent comprehension checks, repeating key instructional points, and employing visuals and realia that build background knowledge and illustrate oral messages. Encourage students to use their home language.

To help students increase their oral English fluency, teachers should clarify and expand upon student statements, and have students interact frequently with other students in small groups. Create word lists and word walls of subject-related vocabulary and review the lists frequently. Teach students how to use root words and word stems in bilingual dictionaries, and regularly practice this skill.

Encourage students to speak in complete sentences. Repeat student statements, correcting the grammar and offering alternative vocabulary, but do not require that individual students repeat the corrected statements. Gradually, yet systematically, introduce new grammatical structures. Correct pronunciation only when it interferes with comprehension.

As students begin to understand the concepts of print, involve them in a balance of English phonological, syntactic and semantic development activities. When introducing a new text, semantic development activities should first focus on meaning. These should be followed by phonological development activities to bring attention to individual words, sounds, and letters, and then syntactic development activities to focus on the structure of language.

To promote reading development in English, semantic (meaning-based) activities should come first, followed by syntactic development activities that focus on language structures. Encourage students to read silently as well as orally. As reading skills increase, students should be urged to increase both their oral reading fluency rate and the time they spend reading silently. Also, they should be increasingly exposed to unfamiliar texts. Teachers may not need to employ phonologically based activities that focus on letter-sound relationships unless students have a background in a non-western alphabet. As students gain proficiency in letter-sound relationships, these activities may be phased out.

To promote writing development in English, teachers should focus on such conventions as directionality, correct letter formation, and letter-sound relationships. When students are able, they should experiment with simple descriptive sentences. Encourage inventive spelling. As students are able, help them move from writing simple descriptive sentences to extended narrative pieces. Provide them with suggestions and models, and continually add to a word list/word wall (at all grade levels) for student reference. Gradually introduce the use of adjectives, and then conjunctions. Gradually introduce the use of a variety of tenses and sentence structures. Model pre-writing and planning strategies, and encourage students to edit their work.

Determining Adequate Progress - Beginning Speaker (B)

1. Students beginning in this level who reach Low Intermediate/Literacy Levels 1 or 2 (L1 or L2) within two academic quarters (elementary) or within four academic quarters (secondary) are making adequate progress.
2. Students beginning in this level who do not progress to Low Intermediate Literacy Levels 1 or 2 (L1 or L2) within the proper time frame are not making adequate progress. Thus, the ELL Committee should be convened to determine appropriate remediation and develop a Progress Monitoring Plan (PMP) for these students. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

English Language Development Level: Low Intermediate Speaker /Literacy Level 1 (L 1)

Key Results Indicators

Oral English Ability

Pre-LAS: Category B

LAS-O: Category B

OLDI: Low Intermediate
1.5 – 2.4

CELLA Oral: See the
appropriate Student ELL Plan in
Appendix B

Written Language Ability

LAS-R/W: ≤ 100

FCAT Writing: ≤ 2

WLDI-P: 1

CELLA Writing: See the
appropriate Student ELL
Plan in Appendix B

Reading Ability

FCAT: ≤ L 2

CELLA Reading: See the
appropriate Student ELL Plan in
Appendix B

ESOL Program Eligibility

All students at this level in kindergarten through grade twelve are eligible for the ESOL program

Description of Students

These students have much difficulty understanding what is said in the classroom, especially if it is not said slowly or with repetition. Conversation with these students is often disrupted by searches for the correct word. Frequent errors in grammar and word order limit their speech and often obscure the meaning. They are able to ask for assistance to enhance their fluency.

It is not likely that these students have had formal education in their home language. They have only a very beginning concept of literacy. Their literacy ranges from no concepts of print to the ability to string some phrases or words.

Although these students may have had some experience with the culture of school, they may still perform below grade level in all subject areas.

Instructional Setting

Elementary school students in grades 1 – 5 should receive 90 minutes of sheltered instruction from an ESOL teacher during the language arts portion of each day. Students may be sheltered for the other core subject areas of math, science and social studies as well. Sheltered class size should not exceed 15 students. It is recommended that elementary students also receive an additional half-hour or more of tutoring in reading each day from a teacher or Community Language Facilitators (CLF). CLFs should support these students as much as possible in the homeroom.

Middle and high school students should be sheltered for the core subject areas of Language Arts through ESOL, English through ESOL, math, science, and social studies. Developmental Language Arts through ESOL (HS 1002380 or M/J 1002180) is also appropriate at this level. While teachers must provide primary instruction, Community Language Facilitators should support these students as much as possible in the core subjects of math, science and social studies.

Instructional Focus

Classroom instruction should follow a balanced literacy approach (BRIM) by incorporating listening, speaking, reading, and writing. Both oral and written English language development *must* be linked to academic development.

Teachers should frequently check for comprehension, repeat key instructional points, and employ visuals and semantic maps to support abstract concepts and promote English listening skill development. Students should also be allowed to use their home language.

In order to help students increase their oral English fluency, teachers must structure situations that allow students to speak for a variety of purposes. Encourage students to participate in both formal and informal conversations. Create situations that will give them the opportunity to practice their oral English. Teachers should clarify and expand upon student statements, and have students interact frequently in small groups. Assist by providing new vocabulary as appropriate to their needs. Create word lists/walls of subject-related vocabulary and review the lists frequently. Teach students how to use bilingual dictionaries and practice these skills often.

Encourage students to speak in English. Repeat student statements, correcting the grammar and offering alternative vocabulary, but do not require that individual students repeat the corrected statements.

Note inconsistencies in student grammar and make use of these “teachable moments.” Compare and contrast informal and formal grammatical structures. Always relate grammar lessons to appropriate academic subject matter and/or socio/cultural concerns.

To promote development in reading in English, teachers should focus first on the concept and characteristics of print. Help students learn letter-sound relationships, and break up spoken words into individual phonemes.

As students begin to understand the concepts of print, involve them in a balance of English phonological, syntactic and semantic development activities. When introducing a new text, semantic (meaning-making) development activities should come first. These should be followed by phonological activities that bring attention to individual words, sounds, and letters. Finally, teachers should involve students in syntactic development activities that bring those strings of words together and show the structure of English.

To promote writing development in English, teachers should focus on such conventions as directionality, correct letter formation, and letter-sound relationships. When students are able, they should experiment with simple descriptive sentences. Encourage inventive spelling. Provide students with suggestions and models, and continually add to a word list or word wall for students of all ages to reference. Gradually introduce the use of adjectives, and then conjunctions.

Determining Adequate Progress - Low Intermediate Speaker/Literacy Level 1 (L 1)

1. Students beginning this level in grades 1-12 who reach the level of Low Intermediate/Literacy Level 2 (L2) or High Intermediate/Literacy Level 2 (H2) within four academic quarters following placement at this level are making adequate progress.
2. Kindergarteners who entered at Beginning Speaker Level (B) and move to Low Intermediate/Literacy Level 1 (L1) mid-year have until the end of first grade to move to Low Intermediate/Literacy Level 2 (L2) or High Intermediate/Literacy Level 2 (H2).
3. Students beginning in Low Intermediate/Literacy Level 1 (L1) in *kindergarten* are making adequate progress if:
 - a. they reach the level of Low Intermediate/Literacy Level 2 (L2) or High Intermediate Literacy Level 2 (H2) within four academic quarters following placement at this level; or
 - b. they may stay in Low Intermediate Literacy/Level 1 (L1) until the end of first grade, then move to High Intermediate Literacy/Level 2 (H2).
4. Students in grades other than kindergarten may only move from Low Intermediate/Literacy Level 1 (L1) to High Intermediate/Literacy Level 1 (H1) with an ELL Committee meeting.
5. Students in grades 1-12 who do not leave this level within four academic quarters following placement are not making adequate progress. Thus, the ELL Committee should be convened to determine appropriate remediation and develop a Progress Monitoring Plan (PMP) for these students. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

English Language Development Level: Low Intermediate Speaker/Literacy Level 2 (L2)

Key Results Indicators

Oral English Ability

LAS-O: Category B

OLDI: 1.5 – 2.4 Low

Intermediate

CELLA Oral: See the appropriate Student ELL Plan in Appendix B

Written Language Ability

LAS-R/W: 101-129

FCAT Writing: ≤ 2

WLDI-P: 2

CELLA Writing: See the appropriate Student ELL Plan in Appendix B

Reading Ability

FCAT: $\leq L2$

CELLA Reading: See the appropriate Student ELL Plan in Appendix B

ESOL Program Eligibility

All students at this level in kindergarten through twelfth grade are eligible for the ESOL program.

Description of Students

These students have much difficulty understanding what is said in the classroom, especially if it is not said slowly or with repetition. Conversation with these students is often disrupted by searches for the correct word. Frequent errors in grammar and word order limit their speech and often obscure the meaning. They are able to ask for assistance to enhance their fluency.

Few of these students are able to read and write at basic levels in English. Accordingly, they can read simple stories and informational books that are not dependent upon the repetition of language patterns and vocabulary, but not necessarily with comprehension. They have begun to integrate their background knowledge with the reading topic. They are able to write simple sentences in English with some errors in mechanics, agreement, spelling, and usage.

Instructional Setting

Elementary school students in grades 1 – 5 should receive 90 minutes of sheltered instruction from an ESOL teacher during the language arts portion of each day. Students may be sheltered for the other core subject areas of math, science and social studies as well. Sheltered class size should not exceed 15 students. It is recommended that elementary students also receive an additional half-hour or more of tutoring in reading each day from a teacher or Community Language Facilitator (CLF). CLFs should support these students as much as possible in the homeroom.

Middle and high school students should be sheltered for the core subject areas of Language Arts through ESOL, English through ESOL, math, science, and social studies. Developmental Language Arts through ESOL (HS 1002380 or M/J 1002180) is also appropriate at this level. While teachers must provide primary instruction, Community Language Facilitators should support these students as much as possible in the core academic subjects.

Instructional Focus

Classroom instruction should follow a balanced literacy approach (BRIM) by incorporating listening, speaking, reading, and writing. Both oral and written English language development *must* be linked to academic development.

Teachers should frequently check for comprehension, repeat key instructional points, and employ visuals and semantic maps to support abstract concepts and promote English listening skill development. Students should also be encouraged to use their home language.

In order to help students increase their oral English fluency, teachers must structure situations that allow students to speak for a variety of purposes. Encourage students to participate in both formal and informal conversations. Create situations that will give them the opportunity to practice their oral English. Teachers should clarify and expand upon student statements, and have students interact frequently in small groups. Assist by providing new vocabulary as appropriate to their needs. Create word lists/walls of subject-related vocabulary and review the lists frequently. Teach students how to use root words and word stems in bilingual dictionaries and practice this skill often.

Encourage students to speak in English. Repeat student statements, correcting the grammar and offering alternative vocabulary, but do not require that individual students repeat the corrected statements.

To promote English reading development, teachers should focus on semantic (meaning) and syntactic (language structure) development activities. Encourage students to increase both their oral reading fluency and rate, and the time they spend reading silently. Students should be increasingly exposed to unfamiliar texts.

Writing development in English can be promoted when teachers focus on such conventions as spelling, capitalization and punctuation. Introduce students to a variety of tenses. Provide them with suggestions to vary sentence length, to link ideas using conjunctions, and to use transition words accurately.

Determining Adequate Progress- Low Intermediate/Literacy Level 2 (L2)

1. Students who move from Beginning (B) into Low Intermediate/Literacy Level 2 (L2) should move into High Intermediate/Literacy Level 2 or 3 (H2 or H3) within four 9-week periods.
2. Students whose initial placement was Low Intermediate/Literacy Level 2 (L2), have the option of moving to High/Literacy Level 2 (H2) or High Intermediate/Literacy Level 3 (H3) within four 9-week periods
3. Students in grades 1-12 who do not leave this level within four 9-week periods following placement are not making adequate progress. Thus, the ELL Committee should be convened to determine appropriate remediation and develop a Progress Monitoring Plan (PMP) for these students. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

English Language Development Level: High Intermediate Speaker/Literacy Level (H1)

Key Results Indicators

Oral English Ability

Pre-LAS: Category C

LAS-O: Category C

OLDI: 2.5 – 3.4 High
Intermediate

CELLA Oral: See the
appropriate Student ELL Plan in
Appendix B

Written Language Ability

LAS-R/W: ≤ 100

FCAT Writing: ≤ 1

WLDI-E: 1

CELLA Writing: See the
appropriate Student ELL
Plan in Appendix B

Reading Ability

FCAT: ≤ L 2

CELLA Reading: See the
appropriate Student ELL Plan in
Appendix B

ESOL Program Eligibility

All students at this level in kindergarten through grade twelve are eligible for the ESOL program.

Description of Students

These students understand some to most conversation at slow to normal speed. Occasional errors in grammar and word order are common but don't interfere with meaning. Conversation is generally fluent with occasional searches for the correct word.

It is not likely that these students have had formal education. They have only a very beginning concept of literacy. Their literacy ranges from no concepts of print to the ability to string some phrases or words.

Although these students may have had some experience with the culture of school, they may still perform below grade level in all subject areas.

Instructional Setting

Elementary school students in grades 2 – 5 should receive 90 minutes of sheltered instruction from an ESOL teacher during the language arts portion of each day. Students may be sheltered for the other core subject areas of math, science and social studies as well. Sheltered class size should not exceed 15 students. It is recommended that elementary students also receive an additional half-hour or more of tutoring in reading each day from a teacher or Community Language Facilitator. (CLF) CLFs should support these students as much as possible in the homeroom.

Middle and high school students should be sheltered for the core subject areas of Language Arts through ESOL, English through ESOL, math, science, and social studies. Developmental Language Arts through ESOL (HS 1002380 or M/J 1002180) is also appropriate at this level. While teachers must provide primary instruction, Community Language Facilitators should support these students in core academic classrooms as much as possible.

Instructional Focus

Classroom instruction should follow a balanced literacy approach (BRIM) by incorporating listening, speaking, reading, and writing. Both oral and written English language development *must* be linked to academic development.

Teachers should frequently check for comprehension, repeat key instructional points, and employ visuals and semantic maps to support abstract concepts and promote English listening skill development. Students should also be encouraged to use their home language.

In order to help students increase their oral English fluency, teachers must structure situations that allow students to speak for a variety of purposes. Encourage students to participate in both formal and informal conversations. Ask them to expand on their ideas, and assist by providing new vocabulary as appropriate to their needs. Create word lists/walls of subject-related vocabulary and review the lists frequently. Teach students how to use bilingual dictionaries, focus on root words and stems, and practice these skills often.

Encourage students to speak in complete sentences. Repeat student statements, correcting the grammar and offering alternative vocabulary, but do not require that individual students repeat the corrected statements.

Note inconsistencies in student grammar and make use of these “teachable moments.” Compare and contrast informal and formal grammatical structures. Always relate grammar lessons to appropriate academic subject matter and/or socio/cultural concerns.

To promote development in reading in English, teachers should focus first on the concept and characteristics of print. Help students learn letter-sound relationships, and break up spoken words into individual phonemes.

As students begin to understand the characteristics of print, involve them in a balance of English phonological, syntactic and semantic development activities. When introducing a new text, semantic (meaning-making) development activities should come first. These should be followed by phonological activities that bring attention to individual words, sounds, and letters. Finally, teachers should involve students in syntactic development activities that bring those strings of words together and show the structure of English.

To promote writing development in English, teachers should focus on such conventions as directionality, correct letter formation, and letter-sound relationships. When students are able, they should experiment with simple descriptive sentences. Encourage inventive spelling. Provide students with suggestions and models, and continually add to a word list or word wall for students of all ages to reference. Gradually introduce the use of adjectives, and then conjunctions.

Determining Adequate Progress – High Intermediate/Literacy Level 1 (H1)

1. Students beginning this level in grades 1-12 who reach the level of High Intermediate/Literacy Level 2 (H2) or Proficient/Literacy Level 2 (P2) within four 9-week periods following placement at this level are making adequate progress.
2. Kindergarteners who began in Low Intermediate/Literacy Level 1 (L1) and move to High Intermediate/Literacy Level 1 (H1) mid-year have until the end of first grade to move to High Intermediate/Literacy Level 2 (H2).
3. Students beginning this level in *kindergarten* are making adequate progress if:
 - a. they reach the level of Proficient/Literacy Level 1 (P1) or High Intermediate/Literacy Level 2 (H2) within four grading periods following placement at this level; or
 - b. they may stay in High Intermediate Literacy/Level 1 (H1) until the end of first grade, then move to High Intermediate/
 - c. Literacy/Level 2 (H2).
4. Students in grades other than kindergarten may only move from High Intermediate/Literacy Level 1 (H1) to Proficient/Literacy Level 1 (P1) with an ELL Committee referral.
5. Students in grades 1-12 who do not leave this level within four 9-week periods following placement are not making adequate progress. Thus, the ELL Committee should be convened to determine appropriate remediation and develop a Progress Monitoring Plan (PMP) for these students. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

English Language Development Level: High Intermediate Speaker/Literacy Level 2 (H 2)

Key Results Indicators

Oral English Ability

LAS-O: Category C

OLDI: 2.5 – 3.4

High Intermediate

CELLA Oral: See the appropriate Student ELL Plan in Appendix B

Written Language Ability

LAS-R/W: 101-129

FCAT Writing: ≤ 2

WLDI-E: 2

CELLA Writing: See the appropriate Student ELL Plan in Appendix B

Reading Ability:

FCAT: \leq L 2

CELLA Reading: See the appropriate Student ELL Plan in Appendix B

ESOL Program Eligibility

All students at this level in kindergarten through grade twelve are eligible for the ESOL program.

Description of Students

These students understand some to most conversation at slow to normal speed. Occasional errors in grammar and word order are common but don't interfere with meaning. Conversation is generally fluent with occasional searches for the correct word.

Encourage students to speak in complete sentences. Repeat student statements, correcting the grammar and offering alternative vocabulary, but do not require that individual students repeat the corrected statements. Make note of inconsistencies in student grammar and make the most of these "teachable moments." Compare and contrast informal and formal grammatical structures. Always relate grammar lessons to appropriate academic subject matter and/or socio-cultural concerns.

Encourage students to experiment with idioms, similes, and metaphors. Model pre-writing planning strategies and conventions pertaining to narrative, expository, and persuasive writing.

It is expected that these students will perform below grade level in all subject areas.

Instructional Setting

Elementary school students in grades 3 – 5 should receive 90 minutes of sheltered instruction from an ESOL teacher during the language arts portion of each day. Students may be sheltered for the other core subject areas of math, science and social studies as well. Sheltered class size should not exceed 15 students. It is recommended that elementary students also receive an additional half-hour or more of tutoring in reading each day from a teacher or Community Language Facilitator.

Middle and high school students should be sheltered for the core subject areas of Language Arts through ESOL, English through ESOL, math, science, and social studies. Developmental Language Arts through ESOL (HS 1002380 or M/J 1002180) is also appropriate at this level. While teachers must provide primary instruction, Community Language Facilitators should support these students in core classrooms as much as possible.

Instructional Focus

Continued oral English mastery should be built around a balanced English Literacy approach (BRIM) by incorporating listening, speaking, reading, and writing. Both oral and written English language development *must* be linked to academic development. Teachers should frequently check for comprehension, repeat key instructional points, and employ visuals and semantic maps to support abstract concepts and promote English listening skill development. Students should be allowed to use their home language.

In order to help students increase their oral English fluency, teachers must structure situations that allow students to speak for a variety of purposes. Encourage students to participate in both formal and informal conversations. Ask them to expand on their ideas, and assist by providing new vocabulary as appropriate to their needs. Create word lists/walls of subject-related vocabulary and review the lists frequently. Teach students how to use bilingual dictionaries, focus on root words and stems, and practice these skills often.

Encourage students to speak in complete sentences. Repeat student statements, correcting the grammar and offering alternative vocabulary, but do not require that individual students repeat the corrected statements.

Note inconsistencies in student grammar and make use of these “teachable moments.” Compare and contrast informal and formal grammatical structures. Always relate grammar lessons to appropriate academic subject matter and/or socio/cultural concerns.

To promote development in reading in English, teachers should focus first on the concept and characteristics of print. Help students learn letter-sound relationships, and break up spoken words into individual phonemes.

As students begin to understand the characteristics of print, involve them in a balance of English phonics, structure and meaning-development activities. When introducing a new text, meaning-making activities should come first. These should be followed by phonological activities that bring attention to individual words, sounds, and letters. Finally, teachers should involve students in activities that bring those strings of words together and show the structure of English.

To promote writing development in English, teachers should focus on such conventions as directionality, correct letter formation, and letter-sound relationships. When students are able, they should experiment with simple descriptive sentences. Encourage inventive spelling. Provide students with suggestions and models, and continually add to a word list or word wall for students of all ages to reference. Gradually introduce the use of adjectives, and then conjunctions.

Determining Adequate Progress - High Intermediate/Literacy Level 2 (H2)

1. Students in grades 1-5 who reach the level of High Intermediate/Literacy Level 3 (H3), Proficient/Literacy Level 2 (P2) or Proficient/ Literacy Level 3 (P3) within six 9-week periods following placement at this level are making adequate progress and should be mainstreamed.
2. Students beginning this level in grades 6-12 who reach the level of High Intermediate/Literacy Level 3 (H3) or Proficient/Literacy Level 2 (P2) or Proficient/ Literacy Level 3 (P3) within six 9-week periods following placement at this level are making adequate progress.
3. Students in grades 1-12 who do not leave this level within six 9-week periods following placement are not making adequate progress. Thus, the ELL Committee should be convened to determine appropriate remediation and develop a Progress Monitoring Plan (PMP) for these students. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

English Language Development Level: High Intermediate Speaker/Literacy Level 3 (H3)

Key Results Indicators

Oral English Ability

LAS-O: Category C

OLDI: High Intermediate

2.5 – 3.4

CELLA Oral: See the appropriate Student ELL Plan in Appendix B

Written Language Ability

LAS-R/W: 130-141

FCAT Writing: ≥ 3

WLDI- E: 3

CELLA Writing: See the appropriate Student ELL Plan in Appendix B

Reading Ability:

FCAT: $\leq L 3$

CELLA Reading: See the appropriate Student ELL Plan in Appendix B

ESOL Program Eligibility

All students at this level in kindergarten through twelfth grade are eligible for the ESOL program.

Description of Students

These students have some difficulty understanding what is said in the classroom, especially if it is not said slowly or with repetition. Students can express their survival needs through learned phrases, but often fall silent as they search for correct English vocabulary in more complex interaction. They are able to ask for assistance to enhance their fluency. Their basic grammatical structure is restricted.

These students have had extensive formal education and may be able to read and write at or near grade level in their home language. They are able to read and write, but not at the appropriate grade level minimal standard. These students can bring meaning to texts by integrating reading process strategies, and can independently use reading as a tool for learning. They can read in English with greater proficiency than they are able to demonstrate orally in English. They are able to write complete, organized paragraphs in English with some errors in mechanics, agreement, usage, and/or spelling.

Instructional Setting

Elementary school students will be mainstreamed for the entire day with appropriate ESOL related support.

Middle and high school students may be sheltered for language arts, but may be mainstreamed for the other core subject areas of math, science, and/or social studies. Developmental Language Arts through ESOL (HS 1002380 or M/J 1002180) may be appropriate. Students may be considered for honors classes.

Instructional Focus

Continued oral English mastery should be built around a balanced English literacy approach that incorporates reading, writing, listening, and speaking (BRIM). Similarly, both oral and written English language development must be linked to academic development.

Teachers can promote English listening skill development by frequently checking for comprehension, repeating key instructional points, and employing visuals and semantic maps to support abstract concepts. Students should be allowed to use their home language.

Students will increase their oral English fluency when teachers place them into situations that require them to speak for a variety of purposes, and encourage them to participate in both formal and informal conversations. Teachers should ask students to expand upon their ideas, and help them to do so by providing new vocabulary that is appropriate to their needs. Word lists/word walls of subject related vocabulary should be created and reviewed frequently. Students should be taught how to use root words and word stems in bilingual dictionaries, and be provided with many opportunities to practice in this skill.

Encourage students to speak in complete sentences. Repeat student statements, correcting the grammar and offering alternative vocabulary, but do not require that individual students repeat the corrected statements.

Note inconsistencies in student grammar and make use of these “teachable moments.” Compare and contrast informal and formal grammatical structures. Always relate grammar lessons to appropriate academic subject matter and/or socio/cultural concerns.

To promote English reading development, teachers should focus on syntactic (language structure) and semantic (meaning) development activities. Students should be encouraged to increase the time they spend reading silently. Help students improve their comprehension skills by requiring them to draw conclusions and make inferences. Teach them to use structural analysis, context, and dictionary skills to determine word meaning. Increase student exposure to informational books and reference materials.

Writing development in English can be developed when teachers ask students to write for a variety of purposes, encourage them to plan before writing and to edit their work, and help students develop clear and comprehensible writing fluency. When writing narrative pieces, students should organize their writing with a beginning, middle, and end. When writing expository and persuasive pieces, help students to organize their writing with an introduction, supporting details for each idea, and a conclusion.

Determining Adequate Progress – High Intermediate/Literacy Level 3 (H3)

1. Students who reach the level of Proficient/Literacy Level 3 or 4 (P3 or P4) within four 9-week periods following placement are making adequate progress.
2. Students in grades 1-12 who do not move to Proficient/Literacy Level 3 or 4 (P3 or P4) within four 9-week periods following placement are not making adequate progress. Thus, the ELL Committee should be convened to determine appropriate remediation and develop a Progress Monitoring Plan (PMP) for these students. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

English Language Development Level: Proficient/Literacy Level 1 (P1)

Key Results Indicators

Oral English Ability

LAS-O: Category D or E

OLDI: Proficient 3.5 – 4.0

CELLA Oral: See the appropriate Student ELL Plan in Appendix B

Written Language Ability

LAS-R/W: ≤ 100

FCAT Writing: ≤ 2

CELLA Writing: See the appropriate Student ELL Plan in Appendix B

Reading Ability

FCAT: $\leq L 2$

CELLA Reading: See the appropriate Student ELL Plan in Appendix B

ESOL Program Eligibility

Students at this level who are registering for kindergarten through grade 2 should *not* be placed in the ESOL program unless recommended by an ELL Committee. Students in grades three through twelve who score a D or E on the LAS-O and a 100 or below on the LRW *should* be placed in the ESOL program unless an ELL committee determines that placement in ESOL is not appropriate.

Description of Students

These students generally understand everything said to them in English in a variety of social settings. Their speech (Basic Interpersonal Communicative Skills, BICS) is fluent and effortless and their grammatical usage approximates that of a native speaker. In fact, English might be their dominant language. However, while their ability to communicate orally in social settings is high, their ability to express themselves concerning academically complex ideas (Cognitive Academic Language Proficiency, CALP) may be limited.

This is a developmentally appropriate level for kindergarten and first grade students. Some students in second grade or higher may have had formal education in their home language. In any case, they have only a very beginning concept of literacy, though older students will understand the concept of writing. They may also have some mastery of letter-sound relationships and may be able to decode some written words.

It is expected that Proficient/Literacy Level 1 (P1) students in second grade or higher may perform below grade level in academic subject areas. They will, however, bring with them some experience with the culture of school.

Instructional Setting

Elementary school students in kindergarten through grade 2 must be mainstreamed for the entire day with appropriate ESOL related support. Students in grades 3-5 should receive 90 minutes of sheltered instruction from an ESOL teacher during the language arts portion of each day. Students may be sheltered for the other core subject areas of math, science and social studies as well. Sheltered class size should not exceed 15 students. It is recommended that elementary students also receive an additional half-hour or more of tutoring in reading each day from a teacher or Community Language Facilitator (CLF). An ELL Committee should be initiated to determine interventions for students in grades 2-5 who are not making adequate academic progress at this level.

Middle and high school students may be sheltered for the core subject areas of language arts, math, science, and social studies. Intensive reading or intensive language arts classes are

appropriate at this level. Students may benefit from an intensive math class as well. Community Language Facilitators should spend as much time as possible with these students. An ELL Committee should be initiated to determine interventions for students not making adequate academic progress at this level.

Instructional Focus

Classroom instruction at all levels should follow a balanced literacy approach by incorporating listening, speaking, reading, and writing. Both oral and written English language development *must* be linked to academic development.

To help students increase their oral English fluency, teachers should structure situations that allow students to speak for a variety of purposes. Persuade them to participate in both formal and informal conversations; encourage them to expand on their ideas, and assist them by providing new academically related vocabulary as appropriate. Create word lists and word walls of subject-related vocabulary, and review the lists frequently.

Compare and contrast informal and formal grammatical structures. Always relate grammar lessons to appropriate academic subject matter and/or socio-cultural concerns.

Reading development in English can be promoted by focusing first on the concepts and characteristics of print. Teachers should help students to learn letter-sound relationships and to break up spoken words into individual phonemes. Students must be taught to use root words and word stems in bilingual dictionaries, and to practice this skill often.

As students begin to understand the characteristics of print, teachers should involve them in a balance of English phonological, syntactic and semantic development activities. When introducing new text, semantic development (meaning-making) activities should come first. These should be followed by phonological development activities that bring attention to individual words, sounds, and letters. Finally, teachers should involve students in syntactic development activities that bring those strings of words together and show the structure of English.

To promote writing development in English, teachers should focus on such conventions as directionality, correct letter formation, and letter-sound relationships. When students are able, they should experiment with simple descriptive sentences. Encourage inventive spelling. Provide students with suggestions and models, and continually add to a word list or word wall for students of all ages to reference. Gradually introduce the use of adjectives, and then conjunctions.

Determining Adequate Progress – Proficient/Literacy Level 2 (P2)

1. Students in kindergarten and grade 1 who reach the level of Proficient/Literacy Level 2 (P2) within four 9-week periods following placement are making adequate progress. Students in grades 2-12 who reach the level of Proficient/Literacy Level 2 (P2) within two-nine week periods following placement are making adequate progress.
2. Students who do not leave this level within the time periods above are not making adequate progress. An ELL Committee should be convened to determine appropriate remediation and develop a Progress Monitoring Plan (PMP) for these students. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

English Language Development Level: Proficient/Literacy Level 2 (P2)

Key Results Indicators

Oral English Ability

LAS-O: Category D or E

OLDI: Proficient 3.5 - 4.0

CELLA Oral: See the appropriate Student ELL Plan in Appendix B

Written Language Ability

LAS-R/W Score: 101-129

FCAT Writing: ≤ 2

CELLA Writing: See the appropriate Student ELL Plan in Appendix B

Reading Ability

FCAT: $\leq L 2$

CELLA Reading: See the appropriate Student ELL Plan in Appendix B

ESOL Program Eligibility

Students at this level who are registering for kindergarten through grade 2 should *not* be placed in the ESOL program unless recommended by an ELL Committee. Students in grades three through twelve who score a D or E on the LAS-O and 101-129 on the LRW *should* be placed in the ESOL program unless an ELL committee determines that placement in ESOL is not appropriate.

Description of Students

These students understand everything said to them in English in a variety of social settings. Their speech is fluent and effortless and their grammatical usage approximates that of a native speaker. In fact, English might be their dominant language. However, while their ability to communicate orally in social settings is high, their ability to express themselves concerning academically complex ideas may be limited.

These students are able to read and write in English, but are still below grade level. Accordingly, they can read simple stories and informational books that are not dependent on the repetition of language patterns and vocabulary, and they have begun to integrate their background knowledge with the reading topic. They are able to write short paragraphs with few errors in mechanics, agreement, usage, and spelling.

Instructional Setting

Elementary school students must be mainstreamed for the entire day with appropriate ESOL related support. Students in grades 3-5 would benefit from a daily half-hour of tutoring in reading and writing from a teacher or Community Language Facilitator.

Middle and high school students may be sheltered for the core subject areas of language arts, math, science, and social studies. Community Language Facilitators should spend as much time as possible in core classrooms with these students. An ELL Committee should be initiated to determine interventions for students not making adequate academic progress at this level. Students may be considered for honors classes.

Instructional Focus

All activities should be built around a balanced English literacy approach that incorporates reading, writing, listening, and speaking (BRIM). Similarly, both oral and written English language development *must* be linked to academic development.

To help students increase their cognitive/academic oral English fluency, structure situations that require them to speak for a variety of purposes. Ask them to expand on their ideas and help them to do so by providing them with new academically related vocabulary as appropriate. Create word lists/word walls of subject related vocabulary and review the lists frequently.

Compare and contrast informal and formal grammatical structures. Always relate grammar lessons to appropriate academic subject matter and/or socio-cultural concerns.

Promote English reading abilities by integrating syntactic and semantic development activities. When introducing a new text, semantic development (meaning) activities should come first. These should be followed by syntactic development activities that focus on the structure of language. Teach students how to use root words and word stems in bilingual dictionaries, and regularly practice this skill. Students should be encouraged to read silently as well as orally.

Writing in English can be promoted when teachers focus on such conventions as spelling, capitalization and punctuation. As students are able, help them move from writing simple descriptive sentences to extended narrative pieces. Provide them with suggestions and models, and continually add to a word list/word wall for student reference. Gradually introduce the use of a variety of tenses.

Determining Adequate Progress – Proficient/Literacy Level 2 (P2)

1. Students who reach the level of Proficient/Literacy Level 3 (P3) within six 9-week periods following placement are making adequate progress.
2. Students who do not leave this level within six 9-week periods are not making adequate progress. An ELL Committee should be convened to determine appropriate remediation and develop a Progress Monitoring Plan (PMP) for these students. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

EXIT CRITERIA FOR STUDENTS IN GRADES K and 1

Students in grades kindergarten and 1 may exit ESOL at this level when they meet the criteria listed below.

Key Results Indicators

Oral English Ability

Pre-LAS: Levels 4 or 5

LAS-O: Levels 4 or 5

OLDI: Proficient

CELLA Oral: See the appropriate Student ELL Plan in Appendix B

Written Language Ability

FCAT Writing: N/A

CELLA Writing: See the appropriate Student ELL Plan in Appendix B

Reading Ability

FCAT Reading: N/A

CELLA Reading: See the appropriate Student ELL Plan in Appendix B

English Language Development Level: Proficient Speaker/Literacy Level 3 (P3)

Key Results Indicators

Oral English Ability

LAS-O: Category D or E

OLDI: Proficient 3.5 - 4.0

CELLA Oral: See the appropriate Student ELL Plan in Appendix B

Written Language Ability

FCAT Writes: ≤ 3

LAS-R/W: 130-141

CELLA Writing: See the appropriate Student ELL Plan in Appendix B

Reading Ability

FCAT Reading: $\leq L 3$

CELLA Reading: See the appropriate Student ELL Plan in Appendix B

The student must attain the minimum CELLA composite score via on-grade-level testing and score Proficient in reading (*plus 2 on-grade-level indicators*) for exit.

ESOL Program Eligibility

Students at this level who are registering for kindergarten through grade 2 should *not* be placed in the ESOL program unless recommended by an ELL Committee. Students in grades three through twelve who score a D or E on the LAS-O and 130-141 on the LRW *should* be placed in the ESOL program unless an ELL committee determines that placement in ESOL is not appropriate.

Description of Students

These students generally understand everything said to them in English in both social and academic settings. Their speech is fluent and effortless, and their grammatical usage approximates that of a native speaker. In fact, English might be their dominant language.

These students are able to read and write, but not at the appropriate grade level minimal standard. They may also be able to read and write at or near grade level in their home language. These students can bring meaning to texts by integrating reading process strategies, and can independently use reading as a tool for learning. They can write complete, organized paragraphs in English that contain a minimal number of errors in mechanics, usage, and spelling.

Instructional Setting

Elementary school students must be mainstreamed for the entire day with appropriate ESOL related support.

Middle and high school students must be mainstreamed for the core subject areas of language arts, math, science, and/or social studies, *and monitored closely*. ELL committees should be convened for students experiencing difficulty, and placement into a sheltered Language Arts through ESOL or English through ESOL class may be considered. Students may be recommended for honors classes.

Instructional Focus

Written English language development must be linked to academic development. To promote English reading development, teachers should focus on syntactic (grammar) and semantic (meaning) development activities. Students should be encouraged to increase their time spent reading silently. Help students improve comprehension skills, such as drawing conclusions and making inferences. Teach them to use structural analysis, context, and dictionary skills to determine word meaning. These students should be increasingly exposed to informational books and reference materials.

Teachers can promote fluent, comprehensible writing in English by having students write for a variety of purposes, by encouraging them to plan before writing, and by reminding students to edit their work. When writing narrative pieces, teachers should help students to organize their writing with a beginning, middle, and end. When writing expository and persuasive pieces, help students organize their writing with an introduction, supporting details for each idea, and a conclusion.

Determining Adequate Progress – Proficient/Literacy Level 3 (P3)

1. Students who reach the level of Proficient/Literacy Level 4 (P4) within four 9-week periods following placement are making adequate progress.
2. Students who do not move to Proficient/Literacy Level 4 (P4) within four 9-week periods are not making adequate progress. An ELL Committee should be convened to determine appropriate remediation and develop a Progress Monitoring Plan (PMP) for these students. If more than an occasional student fails to make adequate progress, the ESOL program design should be formally reviewed.

EXIT CRITERIA FOR GRADE 2 STUDENTS

Students in grade 2 may exit ESOL at this level when they meet the criteria listed below.

Key Results Indicators

Oral English Ability

LAS-O: Category D or E

OLDI: Proficient 3.5-4.0

CELLA Oral: See the appropriate Student ELL Plan in Appendix B

Written Language Ability

LAS-R/W: ≥ 142

FCAT Writing: N/A

CELLA Writing: See the appropriate Student ELL Plan in Appendix B

Reading Ability

FCAT Reading: N/A

CELLA Reading: See the appropriate Student ELL Plan in Appendix B

English Language Development Level: Proficient Speaker/Literacy Level 4 (P4)

EXIT CRITERIA*

*These numbers may be adjusted due to requirements of state or district initiatives

Key Results Indicators

Oral English Ability

LAS-O: Category D or E

OLDI: Proficient 3.5 - 4.0

CELLA Oral: See chart

Written Language Ability

LAS-R/W: ≥ 142

CELLA Writing: See chart

Reading Ability

FCAT Reading: $\geq L\ 3$

CELLA Reading: See chart

| CELLA Scores | Level A -- Grades K-2 Composite Score 2050 | | | Level B -- Grades 3-5 Composite Score 2150 | | | Level C -- Grades 6-8 Composite Score 2200 | | | Level D -- Grades 9-12 Composite Score 2250 | | |
|--------------|---|------------|------------|---|------------|------------|---|------------|------------|--|------------|------------|
| | Oral | Reading | Writing | Oral | Reading | Writing | Oral | Reading | Writing | Oral | Reading | Writing |
| Proficient | ≥ 673 | ≥ 690 | ≥ 690 | ≥ 720 | ≥ 734 | ≥ 727 | ≥ 733 | ≥ 759 | ≥ 746 | ≥ 739 | ≥ 778 | ≥ 746 |

The student must attain the minimum CELLA composite score via on-grade-level testing and score Proficient in reading (*plus 2 on-grade-level indicators*) for exit.

Description of Students

These students understand everything said to them in English in both social and academic settings. Their speech is fluent and effortless, and their grammatical usage approximates that of a native speaker. In fact, English might now be their dominant language.

These students read and write at or near grade level in English. They can bring meaning to texts by integrating reading process strategies, and can independently use reading as a tool for learning. They can write complete and organized paragraphs that contain few errors in mechanics, usage, and spelling.

Students may be considered for honors classes.

NOTE:

It is crucial to monitor ELL's progress once they are in the mainstream and move into cognitively more demanding and complex work in middle school and high school.

APPENDIX A

Student Progression Tables: Factors to Consider When Decision Making

*To see the Student Progression Tables,
click the link below:*

<http://www.palmbeach.k12.fl.us/curriculumlearningsupport/>

APPENDIX B

Assessment Tools

The Written Language Development Indicator- Primary Language (WLDI-P)

Directions

The WLDI-P is useful when seeking a primary language literacy level of students who have little or no oral proficiency in English. Use this assessment tool only upon a student's initial entry into the program. It is not to be used as a high stakes assessment.

Place a pencil, an answer sheet with accompanying illustration, and the appropriate language prompts in front of the student. Point to the first prompt (Write a story about the picture.). Read the prompt in English while pointing to the primary language translation. You may read the primary language translation as well. You may also gesture to help the student understand that s/he is to write a story about the picture in his/her primary language.

If the student demonstrates a lack of understanding or ability to write or draw anything on the answer sheet, end the session and give the student a score of 1. After the student finishes writing, point to the second prompt (Read the story to me). Read the prompt in English while pointing to its primary language translation. You may read the primary language translation as well. You may also gesture to help the student understand that s/he is to read the story about the picture to you in the primary language.

Use the scoring indicators to give the student a score of 1 (almost no literacy) or 2 (limited-to-extensive literacy), on the rubric on page appendix 5. The resulting literacy level will be used to assist with initial placement on the ELDC.

The Written Language Development Indicator – English Language (WLDI-E)

The WLDI-E is to be used when seeking the literacy level of a student who has some English ability. Students who enter the ESOL program with a LAS-O category of C or above may be given the WLDI-E to determine their literacy level in English.

Place a pencil, and answer sheet with accompanying illustration in front of the student. Point to and read the first prompt – (use only the English version of the prompt). After the student finishes writing, point to the second prompt and have the student read their story.

Use the scoring indicators on the rubric on page appendix 6. The resulting literacy level will be used to assist with initial placement on the ELDC.

WRITTEN LANGUAGE DEVELOPMENT INDICATOR – PRIMARY LANGUAGE

School District of Palm Beach County, Florida

Department of Multicultural Education

Student's Name: _____ Grade: _____ School: _____

Student #: _____ Date: _____ Evaluator: _____

Score: _____

| Score | Indicator |
|--------------------------------|---|
| 1 (Literacy Level 1) | <p>Ranges from:</p> <p>No indication of the written form of the primary language is present</p> <p>To:</p> <p>Student produces isolated letters and/or apparent words, demonstrating a concept of symbols of the print language. A degree of inventive language may be present, including pictures, invented letters, or other writing conventions. A directional pattern inherent to the primary language may be present. Student seems to have a concept that a message is being conveyed. Some strings of phrases or words may appear to form simple sentences. Repetitions may occur, and some writing conventions may be evident.</p> <p>Oral Reading:</p> <p>Reading of printed text is limited, nonexistent, or invented. If any reading ability is demonstrated, there may be pauses or hesitations.</p> |
| 2 (Literacy Level 2) | <p>Ranges from:</p> <p>Story consists of two or more apparent sentences which may be punctuated</p> <p>To:</p> <p>More extensive text is evident, and the story contains paragraphs and a pattern of writing conventions inherent to the primary language (punctuation, directional patterns, etc.)</p> <p>Oral Reading:</p> <p>Reading of the story indicates the oral production of actual text, with evidence of language inflections and intonations.</p> |



WRITTEN LANGUAGE DEVELOPMENT INDICATOR – ENGLISH (WLDI-E)

School District of Palm Beach County
Department of Multicultural Education

Student Name _____ Grade _____ School Year _____
Student # _____ School _____
Evaluator _____

| | English Proficiency Level 1 (1 point) | English Proficiency Level 2 (2 points) | English Proficiency Level 3 (3 points) | Score 1-3 for each indicator for each assessment | | | |
|--|--|--|--|--|-------|-------|-------|
| Conventions | <ul style="list-style-type: none">▪ There are frequent errors in spelling.▪ Capitalization and punctuation are generally not evident.▪ Little, if any, sentence structure is evident | <ul style="list-style-type: none">▪ Common words are generally spelled correctly.▪ Generally uses correct capitalization and punctuation.▪ Sentence structure is limited to simple constructions.▪ Subject-very agreement and noun forms are often incorrect. | <ul style="list-style-type: none">▪ Uses correct capitalization and punctuation.▪ Spells a variety of words correctly.▪ Various sentence structures are employed.▪ Subject-verb agreement and noun forms are generally correct. | Date | Date | Date | Date |
| | | | | Score | Score | Score | Score |
| Focus | <ul style="list-style-type: none">▪ Writing minimally addresses the topic, if at all.▪ Unrelated information is included. | <ul style="list-style-type: none">▪ Writing is somewhat related to the topic.▪ There are few supporting ideas. | <ul style="list-style-type: none">▪ Writing is focused on the topic.▪ All information is related to the topic. | Score | Score | Score | Score |
| | | | | | | | |
| Organization | <ul style="list-style-type: none">▪ Organizational patterns are not evident.▪ Few, if any, transitional signals are used.▪ May draw pictures of topic. | <ul style="list-style-type: none">▪ Organizational patterns are evident.▪ Some transitional signals are used.▪ Writing may lack completeness or wholeness. | <ul style="list-style-type: none">▪ Logical organizational patterns are evident.▪ Transitional signals are used.▪ There is a sense of completeness or wholeness. | Score | Score | Score | Score |
| | | | | | | | |
| Support | <ul style="list-style-type: none">▪ Few supporting ideas, if any, are used.▪ Word choice is limited, often to teacher suggestions or word lists | <ul style="list-style-type: none">▪ Some supporting ideas are used.▪ Word choice is limited, predictable, and occasionally vague. | <ul style="list-style-type: none">▪ Ample supporting ideas are evident.▪ Word choice is precise. | Score | Score | Score | Score |
| | | | | | | | |
| Total WLDI score equals total of all 4 indicators of an assessment divided by four | | | | | | | |

The Written Language Development Indicator-English (WLDI-E) may be administered to students *at entry* as an indicator of a student's ability to read and write **in English**.

| | WLDI-E To be administered if student's initial category is C |
|----------------------------------|---|
| Literacy Level 1 (1.0 - 1.5) | Literacy Level 1 indicates <i>little-to-limited</i> experience with the written form of English |
| Literacy Level 2 (1.75 - 2.5) | Literacy Level 2 indicates <i>limited-to-extensive</i> experience with the written form of English. |
| Literacy Level 3 (2.75 - 3) | Literacy Level 3 indicates <i>extensive</i> experience with the written form of English. |

Available Translations of Instructions

for the

Written Language Development Indicator-
Primary Language
and

Written Language Development Indicator - English

English – to be used with WLDI-E only

1. Write a story about the picture.

2. Read the story to me.

Afrikaans

1. Skryf 'n storie oor die prentjie.

Write a story about the picture.

2. Lees die storie.

Read the story to me.

French

1. Écrivez une histoire au sujet de ce tableau.

Write a story about the picture.

2. Lisez-moi la histoire.

Read the story to me.

German

1. Schreib eine geschichte zu dem bild.

Write a story about the picture.

2. Lies die geschichte vor.

Read the story to me.

Gujurati

1. Aa chitra nu kahani lakho.

Write a story about the picture.

2. Aa kahani vacho.

Read the story to me.

Haitian Creole

1. Ekri yon istwa de foto sa a.

Write a story about the picture.

2. Li istwa a ban mwen.

Read the story to me.

Portuguese

1. Escreva uma estória sobre a figura.

Write a story about the picture.

2. Leia a estória.

Read the story to me.

Romanian

1. Scrie o poveste despre desen.

Write a story about the picture.

2. Citește povestea.

Read the story to me.

Russian

1. Напиши рассказ об этой картинке.

Write a story about the picture.

2. Прочитай мне свой рассказ.

Read the story to me.

Spanish

1. Escribe un cuento acerca del dibujo.

Write a story about the picture.

-
2. Léeme el cuento.

Read the story to me.

Tagalog

1. Sumulat ang istorya tungkol.

Write a story about the picture.

2. Basahin ang istorya.

Read the story to me.

Turkish

3. Resim hakkında bir hikaye yaz.

Write a story about the picture.

4. Hikayeyi bana oku.

Read the story to me.

Ukrainian

1. Напиши оповідання про малюнок.

Write a story about the picture.

5. Прочитай мені своє оповідання.

Read the story to me.

| ORAL ABILITY | | | | |
|---|---|---|---|---|
| L I T E R A C Y L E V E L | Beginning – Oral BEGINNING ORAL 1 (B) Initial placement criteria Cat A – LASO and pre-LAS WLDI-P – Grades 4-12 Grades 2 & 3 - optional <i>Instructional mode:</i> Elementary - Sheltered Secondary - Sheltered | Low Intermediate – Oral LOW INTERMEDIATE 1 (L 1) Initial placement criteria: Cat B – LASO and pre-LAS WLDI-P – Score of 1 <i>Instructional mode:</i> Elementary - Sheltered Secondary – Sheltered | High Intermediate – Oral HIGH INTERMEDIATE 1 (H 1) Initial placement criteria: Cat C – LASO and pre-LAS WLDI-E – Score of 1 <i>Instructional mode:</i> Elementary – K mainstreamed, 1-5 sheltered Secondary – Fully sheltered, Developmental Language Arts | Proficient - Oral PROFICIENT 1 (P 1) Initial placement criteria Cat D or E – LASO LRW range 0 - 116 <i>Instructional mode:</i> Elementary – K – 2 mainstreamed, 3 – 5 sheltered Secondary – Sheltered in language arts. May be mainstreamed in math, science and social studies, Intensive Reading. |
| | | LOW INTERMEDIATE 2 (L 2) Initial placement criteria: Cat B – LASO WLDI-P – Score of 2 <i>Instructional mode:</i> Elementary - Sheltered Secondary – Sheltered | HIGH INTERMEDIATE 2 (H 2) Initial placement criteria: Cat C – LASO WLDI-E – Score of 2 <i>Instructional mode:</i> Elementary - Sheltered Secondary: Sheltered in language arts, Developmental Language Arts. May be mainstreamed in math, science and social studies. | PROFICIENT 2 (P 2) Initial placement criteria Cat D or E – LASO LRW range 117 - 141 <i>Instructional mode:</i> Elementary – Mainstreamed Secondary – May be sheltered in language arts. Mainstreamed in math, science and social studies, Intensive Reading. |
| | <p>Initial Placement Chart for English Language Learners</p> | | HIGH INTERMEDIATE 3 (H 3) Initial placement criteria: Cat C – LASO WLDI-E – Score of 3 <i>Instructional mode:</i> Elementary – Mainstreamed Secondary - Sheltered in language arts, Developmental Language Arts or Intensive Reading. May be mainstreamed in math, science and social studies. | PROFICIENT 3 (P 3) Initial placement criteria May not have initial entry into ESOL at this level without ELL committee. |
| | | | Administer WLDI-P if IAS-O is Category A or B | WLDI-E if IAS-O is Category C |
| | | | IRW if IAS-O is Category D or E | |

| ORAL ENGLISH PROFICIENCY | | | | |
|---|--|--|--|--|
| L I T E R A C Y L E V E L | Beginning | Low Intermediate | High Intermediate | Proficient |
| | B Entry date into level _____ Pre-LAS or LAS-O – Category A WLDI-P – 1 or 2 OLDI 1 – 1.4 <input type="checkbox"/> Literate <input type="checkbox"/> Non-Literate Due for movement: 2 nine weeks | L -1 Entry date into level _____ L/S - CELLA 633-649 OLDI 1.5 – 2.4 R - CELLA ≤545 LRW ≤100 SRI – Substantially below W - CELLA ≤636 Writing sample ≤ 1 Due for movement: 4 nine weeks | H – 1 Entry date into level _____ L/S - CELLA 650-672 OLDI 2.5 – 3.4 R - CELLA ≤545 LRW ≤100 SRI – Substantially below W - CELLA ≤636 Writing sample ≤ 1 Due for movement: 4 nine weeks | P – 1 Entry date into level _____ L/S - CELLA ≥673 OLDI 3.5 – 4.0 R - CELLA ≤545 LRW ≤100 SRI – Substantially below W - CELLA ≤636 Writing sample ≤ 1 Due for movement: 2 nine weeks (4 nine weeks K and 1 only) |
| | | L – 2 Entry date into level _____ L/S - CELLA 633-649 OLDI 1.5 – 2.4 R - CELLA 546-628 LRW 101-129 SRI – Considerably below W - CELLA 637-657 Writing sample ≤ 2 Due for movement: 4 nine weeks | H – 2 Entry date into level _____ L/S - CELLA 650-672 OLDI 2.5 – 3.4 R - CELLA 546-628 LRW 101-129 SRI – Considerably below W - CELLA 637-657 Writing sample ≤ 2 Due for movement: 6 nine weeks | P – 2 Entry date into level _____ L/S - CELLA ≥673 OLDI 3.5 – 4.0 R - CELLA 546-628 LRW 101-129 SRI – Considerably below W - CELLA 637-657 Writing sample ≤ 2 Due for movement: 6 nine weeks |
| | Student ELL Plan Name _____ Student Number _____ Entry Date _____ | | H – 3 Entry date into level _____ L/S - CELLA 650-672 OLDI 2.5 – 3.4 R - CELLA 629-689 LRW 130-141 SRI – Minimally below W - CELLA 658-689 Writing sample ≥2 Due for movement: 6 nine weeks | P – 3 Entry date into level _____ L/S - CELLA ≥673 OLDI 3.5 – 4.0 R - CELLA 629-689 LRW 130-141 SRI – Minimally below W - CELLA 658-689 Writing sample ≥2 Due for exit: 4 nine weeks |
| | Grades K – 3 <i>Refer to ELL Student Progression Literacy Alignment Table for appropriate movement.</i> | | | P - 4 – Exit from ESOL L/S - CELLA ≥673 LASO – D or E OLDI 3.5 – 4.0 R - CELLA ≥690 LRW ≥ 142 RRR – on grade level SRI – on grade level W - CELLA ≥690 Writing sample ≥ 3 |

ORAL ENGLISH PROFICIENCY

| L I T E R A C Y L E V E L | Beginning | Low Intermediate | High Intermediate | Proficient |
|---|--|---|--|---|
| | B Entry date into level _____ LASO – Category A WLDI-P – 1 or 2 OLDI 1 – 1.4 <input type="checkbox"/> Literate <input type="checkbox"/> Non-Literate Due for movement: • 2 nine weeks - Elementary • 4 nine weeks - Secondary | L -1 Entry date into Level _____ L/S - CELLA 676-697 OLDI 1.5 – 2.4 R - CELLA ≤689 LRW ≤100 FCAT Level 1 SRI – Substantially below W - CELLA ≤674 Writing sample $W \leq 1$ Due for movement: 4 nine weeks | H - 1 Entry date into level _____ L/S - CELLA 698-719 OLDI 2.5 – 3.4 R - CELLA ≤689 LRW ≤100 FCAT Level 1 SRI – Substantially below W - CELLA ≤674 Writing sample ≤ 1 Due for movement: 4 nine weeks | P - 1 Entry date into level _____ L/S - CELLA ≥720 OLDI 3.5 – 4.0 R - CELLA ≤689 LRW ≤100 FCAT Level 1 SRI – Substantially below W - CELLA ≤674 Writing sample ≤ 1 Due for movement: 2 nine weeks |
| | | L -2 Entry date into level _____ L/S - CELLA 676-697 OLDI 1.5 – 2.4 R - CELLA 690-714 LRW 101-129 FCAT Level 1 or 2 SRI – Considerably below W - CELLA 675-702 Writing sample ≤ 2 Due for movement: 4 nine weeks | H - 2 Entry date into level _____ L/S - CELLA 698-719 OLDI 2.5 – 3.4 R - CELLA 690-714 LRW 101-129 FCAT Level 1 or 2 SRI – Considerably below W - CELLA 675-702 Writing sample ≤ 2 Due for movement: 6 nine weeks | P - 2 Entry date into level _____ L/S - CELLA ≥720 OLDI 3.5 – 4.0 R - CELLA 690-714 LRW 101-129 FCAT Level 1 or 2 SRI – Considerably below W - CELLA 675-702 Writing sample ≤ 2 Due for movement: 6 nine weeks |
| | Student ELL Plan Name _____ Student Number _____ Entry Date _____ | | H - 3 Entry date into level _____ L/S - CELLA 698-719 OLDI 2.5 – 3.4 R - CELLA 715-733 LRW 130-141 FCAT Level 2 or 3 SRI – Minimally below W - CELLA 703-726 Writing sample ≤ 3 Due for movement: 6 nine weeks | P - 3 Entry date into level _____ L/S - CELLA ≥720 OLDI 3.5 – 4.0 R - CELLA 715-733 LRW 130-141 FCAT Level 2 or 3 SRI – Minimally below W - CELLA 703-726 Writing sample ≤ 3 Due for movement: 4 nine weeks |
| | Grades 3(R) – 6 <i>Refer to ELL Student Progression Literacy Alignment Table for appropriate placement.</i> | | | P - 4 Exit from ESOL L/S - CELLA ≥720 LASO – D or E OLDI 3.5 – 4.0 R - CELLA ≥734 FCAT Level 3 LRW ≥ 142 SRI/RRR – on grade level W - CELLA ≥727 Writing sample/FCAT $W \geq 4$ |

ORAL ENGLISH PROFICIENCY

| L I T E R A C Y L E V E L | Beginning | Low Intermediate | High Intermediate | Proficient |
|---|--|---|--|---|
| | B Entry date into level _____ LASO – Category A WLDI-P – 1 or 2 OLDI 1 – 1.4 <input type="checkbox"/> Literate <input type="checkbox"/> Non-Literate Due for movement: 4 nine weeks | L -1 Entry date into level _____ L/S - CELLA 681-712 OLDI 1.5 – 2.4 R - CELLA ≤713 LRW ≤100 FCAT Level 1 SRI – Substantially below W - CELLA ≤687 Writing sample $W \leq 1$ Due for movement: 4 nine weeks | H - 1 Entry date into level _____ L/S - CELLA 713-732 OLDI 2.5 – 3.4 R - CELLA ≤713 LRW ≤100 FCAT Level 1 SRI – Substantially below W - CELLA ≤687 Writing sample ≤ 1 Due for movement: 4 nine weeks | P - 1 Entry date into level _____ L/S - CELLA >733 OLDI 3.5 – 4.0 R - CELLA ≤713 LRW ≤100 FCAT Level 1 SRI – Substantially below W - CELLA ≤687 Writing sample ≤ 1 Due for movement: 2 nine weeks |
| | | L -2 Entry date into level _____ L/S - CELLA 681-712 OLDI 1.5 – 2.4 R - CELLA 714-742 LRW 101-129 FCAT Level 1 or 2 SRI – Considerably below W - CELLA 688-719 Writing sample ≤ 2 Due for movement: 4 nine weeks | H - 2 Entry date into level _____ L/S - CELLA 713-732 OLDI 2.5 – 3.4 R - CELLA 714-742 LRW 101-129 FCAT Level 1 or 2 SRI – Considerably below W - CELLA 688-719 Writing sample ≤ 2 Due for movement: 6 nine weeks | P - 2 Entry date into level _____ L/S - CELLA >733 OLDI 3.5 – 4.0 R - CELLA 714-742 LRW 101-129 FCAT Level 1 or 2 SRI – Considerably below W - CELLA 688-719 Writing sample ≤ 2 Due for movement: 6 nine weeks |
| | Student ELL Plan Name _____ Student Number _____ Entry Date _____ | | H - 3 Entry date into level _____ L/S - CELLA 713-732 OLDI 2.5 – 3.4 R - CELLA 743-758 LRW 130-141 FCAT Level 2 or 3 SRI – Minimally below W - CELLA 720-745 Writing sample ≤ 3 Due for movement: 6 nine weeks | P - 3 Entry date into level _____ L/S - CELLA >733 OLDI 3.5 – 4.0 R - CELLA 743-758 LRW 130-141 FCAT Level 2 or 3 SRI – Minimally below W - CELLA 720-745 Writing sample ≤ 3 Due for movement: 4 nine weeks |
| | Grades 7 – 9 <i>Refer to ELL Student Progression Literacy Alignment Table for appropriate placement.</i> | | | P - 4 – Exit from ESOL L/S - CELLA >733 LASO – D or E OLDI 3.5 – 4.0 R - CELLA ≥759 FCAT Level ≥3 LRW ≥ 142 SRI – on grade level W - CELLA ≥746 Writing sample/FCAT $W \geq 4$ |

| ORAL ENGLISH PROFICIENCY | | | | |
|---|--|---|---|--|
| L I T E R A C Y L E V E L | Beginning | Low Intermediate | High Intermediate | Proficient |
| | B Entry date into level _____ LASO – Category A WLDI-P – 1 or 2 OLDI – 1 – 1.4 <input type="checkbox"/> Literate <input type="checkbox"/> Non-Literate Due for movement: 4 nine weeks | L - 1 Entry date into level _____ L/S - CELLA 682-713 OLDI 1.5 – 2.4 R - CELLA ≤743 LRW ≤100 FCAT Level 1 SRI – Substantially below W - CELLA ≤689 Writing sample W ≤ 1 Due for movement: 4 nine weeks | H - 1 Entry date into level _____ L/S - CELLA 714-738 OLDI 2.5 – 3.4 R - CELLA ≤743 LRW ≤100 FCAT Level 1 SRI – Substantially below W - CELLA ≤689 Writing sample ≤ 1 Due for movement: 4 nine weeks | P - 1 Entry date into level _____ L/S - CELLA ≥739 OLDI 3.5 – 4.0 R - CELLA ≤743 LRW ≤100 FCAT Level 1 SRI – Substantially below W - CELLA ≤689 Writing sample ≤ 1 Due for movement: 2 nine weeks |
| | | L - 2 Entry date into level _____ L/S - CELLA 682-713 OLDI 1.5 – 2.4 R - CELLA 744-761 LRW 101-129 FCAT Level 1 or 2 SRI – Considerably below W - CELLA 690-720 Writing sample ≤ 2 Due for movement: 4 nine weeks | H - 2 Entry date into level _____ L/S - CELLA 714-738 OLDI 2.5 – 3.4 R - CELLA 744-761 LRW 101-129 FCAT Level 1 or 2 SRI – Considerably below W - CELLA 690-720 Writing sample ≤ 2 Due for movement: 6 nine weeks | P - 2 Entry date into level _____ L/S - CELLA ≥739 OLDI 3.5 – 4.0 R - CELLA 744-761 LRW 101-129 FCAT Level 1 or 2 SRI – Considerably below W - CELLA 690-720 Writing sample ≤ 2 Due for movement: 6 nine weeks |
| | Student ELL Plan Name _____ Student Number _____ Entry Date _____ | | H - 3 Entry date into level _____ L/S - CELLA 714-738 OLDI 2.5 – 3.4 R - CELLA 762-777 LRW 130-141 FCAT Level 2 or 3 SRI – Minimally below W - CELLA 721-745 Writing sample ≤ 3 Due for movement: 6 nine weeks | P - 3 Entry date into level _____ L/S - CELLA ≥739 OLDI 3.5 – 4.0 R - CELLA 762-777 LRW 130-141 FCAT Level 2 or 3 SRI – Minimally below W - CELLA 721-745 Writing sample ≤ 3 Due for movement: 4 nine weeks |
| | Grades 10 – 12 <i>Refer to ELL Student Progression Literacy Alignment Table for appropriate placement.</i> | | | P - 4 – Exit from ESOL L/S - CELLA ≥739 LASO – D or E OLDI 3.5 – 4.0 R - CELLA ≥778 FCAT Level ≥3 LRW ≥ 142 SRI – on grade level W - CELLA ≥746 Writing sample/FCAT W ≥ 4 |

The Oral Language Development Indicator (OLDI)

Directions

The OLDI is useful when seeking a current oral proficiency level that is in line with The English Language Development Continuum, International TESOL Standards, or for portfolios to determine the language proficiency level of students who have received instruction for several weeks. Do not use this assessment with new students.

For each of the five areas of oral language proficiency (comprehension, fluency, vocabulary, pronunciation, grammar), choose the most appropriate level and assign an area score from 1 to 4. Add the five area scores and divide the sum by 5 to obtain the overall score.

| Number Score | Continuum Score |
|---------------------|------------------------|
| 1.0 – 1.4 | Beginning |
| 1.5 – 2.4 | Low Intermediate |
| 2.5 – 3.4 | High Intermediate |
| 3.5 – 4.0 | Proficient |

A copy of the Oral Language Development Indicator can be found at the end of this document.



ORAL LANGUAGE DEVELOPMENT INDICATOR

School District of Palm Beach County
Department of Multicultural Education

Student's Name _____ Grade _____ School _____

Student # _____ School Year _____ Evaluator _____

| | Beginning 1 point | Low Intermediate 2 points | High Intermediate 3 points | Proficient 4 points | Score Score 1-4 for each Testing Dates | | |
|---|--|--|---|---|---|--|--|
| Comprehension | Does not understand simple conversation; may understand isolated words | Can understand some conversation if spoken to at slower than normal rate; speaker may need to repeat | Understands some to most conversation at slow-to-normal speed; occasional repetitions may be necessary; participates in class discussions | Understands & participates in everyday conversation and classroom discussion without difficulty | | | |
| Fluency | Conversation not possible—speech is halting and fragmented; uses home language and gestures to communicate | Conversation often disrupted by search for right word; uses short phrases or sentences; can request assistance | Conversation is generally fluent with occasional searches for the correct word | Speaks effectively, shares ideas, may self-correct, approximates the rate of speech of a native English speaker | | | |
| Vocabulary | Conversation not possible due to lack of vocabulary; may respond to simple phrases | Speech is limited by inadequate or misused vocabulary; difficulty expressing ideas | Occasionally uses inappropriate word or phrase due to limited vocabulary | Uses vocabulary and idioms accurately; may re-word to clarify meaning | | | |
| Pronunciation | Conversation not possible due to severe mis-pronunciation | Mis-pronunciation errors result in misunderstandings; must frequently repeat in order to be understood | Definite accent, some improper intonation; can usually be understood | Pronunciation and intonation approximate that of native English speakers | | | |
| Grammar | Severe errors in grammar and word order | Frequent errors in grammar and word order limits speech and obscures meaning | Occasional errors in grammar and word order do not interfere with meaning | Grammar and word order approximate that of native English speakers | | | |
| Total score equals the sum of all 5 indicators divided by 5 | | | | | | | |