Vilonia School District

ESOL Program
Handbook

English to Speakers of Other Languages

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Vilonia School District ESOL Program Handbook

Introduction

The purpose of the ESOL Handbook is to provide basic knowledge to teachers and administrators so they can better meet the needs of English Language Learner (ELL) students. The handbook will serve as a tool to ensure student success for students that English in not their first language.

Program Goals
The Vilonia School District will provide a research-based ESL program for students who are identified as English Learners. This program will enable:

1. Acquisition of English language proficiency.
2. Academic achievement in English.

Program Objectives
1. Students will attain full English proficiency, gaining one proficiency level each year, as measured by the English Language Development Assessment (ELPA21).
2. Students will achieve grade level academic performance as measured by the Arkansas mandated assessments.

I. Identification

> ***Title VI of the Office of Civil Rights requires*** *that all students with a primary home language other than English be identified in order to determine the need for assessment and* *possible* *placement in the ESL program.*

A. Home Language Survey

As part of the enrollment process, all NEW students (parents) complete a **Home Language Survey Form**. The Home Language Survey Form is used to identify potential English Language Learners. **If the parent gives any response other than English on ONE OR MORE of the questions, then the registrar needs to give the Home Language Survey to the ESOL Designee within two days.** When answers provided by the Home Language Survey vary, are unclear, indicate multiple languages, or are initially found to be possibly inaccurate, consideration of additional information and a final determination of the child's dominant language needs to be made. The ESOL designee will then follow the remaining steps for proper identification. The purpose of the questions is not to determine if the student is "dominant" in English, but if the student is "proficient" in English. Proficiency refers to how well the student can speak, read, write, and comprehend the language; referred to as the "four modalities". The ESOL designee will follow proper assessment procedures to determine the student's proficiency level.

Home Language Surveys that indicate <u>All English</u> should be stored in the student's permanent record and not given to the ESOL Designee.

The Home Language Survey should only be filled out by the parent upon **INITIAL** enrollment. It is not necessary to update the form annually.

B. Parent Interview

During enrollment an interview is held with the parents/student and the **Parent Interview Form** will be completed. The purpose of this interview is to help gather information regarding the educational background of both the parent and the student. Information gathered from this form includes: where the child went to school in each grade, how long the child has been in U.S. schools, the educational level of each parent, special education concerns, etc.. This information helps to avoid misidentifying students whose proficient language is in fact English.

C. Procedures for Re-Enrolling-(students that have moved and returned to Vilonia)

If in doubt whether the student has been identified as an ELL, contact the ESOL Designee to see whether the student needs to be retested or has current English proficiency test data. Test data cannot be more than one year old.

D. Transfer Students

If a student transfers from a district within the state of Arkansas, it is possible to pull their TRIAND report and see if that student has already been identified as an ELL (LEP).

E. Procedures for Identifying Students Not Identified During the Initial Enrollment Process

If a staff member is concerned with a student's performance and suspects that the student may have been missed during the initial enrollment process, the teacher should notify the ESOL Designee. The ESOL Designee will review documentation and contact the parents/guardians if further information is needed.

II. Initial Assessment

__Title VI of the Office of Civil Rights requires__ a district to objectively assess the English language proficiency of all students identified as a student whose primary home language is other than English. The purpose of the assessment is to determine if the student is limited English proficient (LEP). The assessment should evaluate all four areas of language development-listening, speaking, reading and writing. Furthermore, Title VI requires that all staff designated to administer the assessment instrument should be formally trained to ensure proper test administration and interpretation of test results.

A. LAS Links - Language Assessment System

LAS Links - Language Assessment System The LAS Links is a comprehensive assessment system designed to provide complete information about a student's language proficiency. LAS Links is an NCLB-compliant instrument that is used in Grades K-12 as a formal and standardized method of determining language proficiency. The assessment measures the competencies necessary for successful academic and social language usage in mainstream classrooms. This assessment scores all the modalities of language development: Speaking, Listening, Reading, Writing and Comprehension. By law, students identified as possible ELLs during the enrollment process, must be assessed and parents notified within 30 days of the beginning of the school year. For a student who enters after the beginning of the school year the district must assess and inform the parents within 2 weeks of their enrollment date.

III. Placement

> *__Title VI of the Office of Civil Rights requires__ the districts to develop, adopt and implement a program that will provide language services for all limited English proficient (LEP) students. Furthermore, the district is to ensure appropriate placement of all LEP students into the program. Specifically, the district will establish a language proficiency assessment committee (LPAC). The members of the LPAC will, at a minimum, be composed of an ESL teacher, a counselor, and a building administrator. The LPAC will review pertinent LEP student information and make placement determinations into the district's language program. Moreover, each school will adhere to the objective assessment criteria for determining a student's LEP status. In isolated cases where subjective criteria override objective criteria, the LPAC will develop a written explanation detailing reasons for deviating from the objective criteria. Furthermore, all LEP students shall receive appropriate services through the language program. Notifications of the placement and benefits from participation in the language program will be provided to each LEP students' parents.*

A. Language Proficiency Assessment Committee (LPAC)

All decisions regarding placement of students into the appropriate alternative language program are made by the Language Placement and Assessment Committee (LPAC). The LPAC consists of school and district representatives who are familiar with the student and can advocate for the best possible services. The LPAC ensures that students receive appropriate services based on objective data. The LPAC's decisions are essential to the proper placement of students into the alternative language program.

B. LPAC Members

Each building has a standing committee that meets to make placement decisions and to annually review student services. LPAC meetings should take place with at least 3 committee members present.

Members of the LPAC should, at the minimum, consist of:
- ESOL Designee (Sally Goff)
- Administrator
- A counselor
- Teacher

Other support personnel if needed:
- Special Education teacher
- Speech Pathologist
- Gifted and Talented teacher
- Participation of a parent/guardian is welcomed, but not required

C. Reasons for Holding a Meeting

Initial Placement
1. Evaluate concrete data and determine placement of new students
2. Create ELL student plan
3. Determine modifications
4. Determine standardized testing accommodations

Annual Review
1. Review Teacher Feedback Forms
2. Review data from ELPA21 and standardized testing
3. Make changes to ELL student plan if needed
4. Monitoring M1 and M2 students

As Needed
1. Make changes to ELL student plan during the middle of the year
2. Consideration for retention
3. Referral for Special Education
4. Exiting the ESOL program
5. Waiver Conferences

IV. Parent Notification

By law, parents of students who have been identified as English Language Learners and are placed in the district's ESOL program must be notified within 30 days of identification. Parent communication is provided in a language parents can understand when possible. **The Parent Notification Form** is sent home informing them of their child's assessment results, information about ESOL services available for their child and parental rights, including the right to waive services for their child.

In compliance with Title III requirements, parent notifications regarding services must include the following items:
● reasons for identification of the child as Limited English Proficient and in need of placement in a language instruction educational program
● student's level of English proficiency, how such level(s) were assessed
● method of instruction to be used
● how the program will help the student learn English and reach ageappropriate academic achievement standards for grade promotion and graduation
● specific exit requirements for the program
● information about parental rights, including written guidance detailing the parent's right to waive services for his/her child

A. Parental Rights

Parents will receive a copy of the **Parental Rights Form** which includes their right to be notified of their child's progress in acquiring English based on the annual ELPA21 test. In addition, they are informed of their right to waive services for their child, with the understanding that it does not exit them from the program.

B. Waive Services

If a parent chooses to waive services, an LPAC conference must be held. During the conference the LPAC committee will determine if there has been a misunderstanding regarding the information sent home. If they still want to waive services, a **Waiver Form** is completed and signed by the parent. If a parent chooses to waive services, the student is still considered ELL (LEP) and remains in the program, but they will not receive direct services. In addition, the student is still required to participate in the annual ELPA21 (English Language Proficiency Assessment) until they can develop full English proficiency and be exited from the program.

V. eSchool

The school registrar will place the student in eSchool upon registration. Once the LPAC committee determines the qualification of the student, the ESOL Designee will let the appropriate registrar at the appropriate campus know. The registrar will then identify them in eSchool. **It is very important that the appropriate boxes and dates are entered correctly.**

VI. Classroom Teacher Notification

By the end of September the ESOL Designee will hold a meeting with each classroom teacher. They must meet during the classroom teacher's planning period. At the meeting they will receive a copy of the LPAC Recommendations Form and the Accommodation Recommendation Form for each of their ELL students. They must sign a verification form with the ESOL Designee documenting they have received the information and they are aware of the needs of their students. If a classroom teacher has a concern about the LPAC Recommendation Form, then he/she must notify the ESOL Designee and request an LPAC meeting. The LPAC will meet with the teacher to discuss possible solutions.

VII. Blue Folder

The ESOL Designee will create a blue ESOL folder for each ELL student. The blue ESOL Folders will be housed with the building that student is assigned. The folder will hold the following:

- Home Language Survey
- Parent Interview
- pre-LAS or LAS Links assessment forms
- Parent Notification Form with date of when notification was sent home
- Waiver Form (if necessary)
- LPAC Recommendation Form
- Accommodation Recommendation Form
- Annual Review Form with date of when notification was sent home
- Exit Form with date of when notification was sent home
- ELPA21 scores
- Any other documented information regarding services provided by the ESOL program

VIII. Classroom Modifications

__Title VI of the Office of Civil Rights requires__ the district to implement an alternative language service model that is considered research based and recognized by experts to be sound as a second language acquisition theory. The alternative language service model should provide LEP students with equal educational opportunities. Facilities provided to LEP students must be comparable in size and quality to those provided to other students.

LPAC will be responsible for determining the modifications needed for the classroom. Classroom teachers will receive a LPAC Recommendation Form and Accommodation Form for each ELL student. The forms will suggest types of modifications to use depending on the student's proficiency level. Classroom instruction should be delivered using 'comprehensible input' or instruction that is meaningful to the English Language Learner. Classroom teachers will be provided with staff development training that will teach them valuable strategies and methods to use during instruction. Teachers are strongly encouraged to attend the ESL Academy in the summer and obtain their ESL endorsement. The training is invaluable and our growing population of ELL students indicates the need for more trained teachers. Additional training is available through Arch Ford Co-Op, ARKTESOL (Arkansas Teachers of English to Speakers of Other Languages), etc.

IX. Testing Accommodations

Accommodations are available on CRT and NRT tests. The LPAC decides which students receive accommodations. The classroom teacher must regularly use the accommodation throughout the school year in order for it to be a valid accommodation in the spring. If the student has not been receiving the accommodation throughout the year, he/she will not be allowed to use the accommodation on the test.

X. Guidelines for Grading

When students are in the process of learning English, it is not appropriate to assign grades that indicate failure or needs improvement if language is the only reason. At the same time, it is not appropriate to assign grades that indicate they are doing grade level or satisfactory work if they are not meeting grade level standards. This sends mixed signals to parents and other staff making assessment and placement decisions. In addition, every effort must be made to teach the ELL students at grade level standards using appropriate modifications and sheltered English instruction. Below are the guidelines that should be used when assigning grades to ELLs.

Modified Work/Grades/Tests

When students receive a passing grade on modified assignments/tests, the teacher must indicate somewhere on the paper that it is modified. This lets the parents know that their child is receiving satisfactory grades on grade level standards, but with the use of modifications. In addition, when the teacher completes the teacher feedback form in the spring he/she must indicate the child received passing grades on modified work. This helps alleviate confusion when the LPAC reviews previous year's classroom grades.

If the student receives a failing grade, and proof of modification was provided (or proof that language was not the issue), then that grade is justifiable. Some examples might be: excessive absences, unruly behavior, poor time management, etc.

XI. Retention

It is against the law to retain a student solely because of their low English language proficiency. When making retention decisions the LPAC should consider the following:

● Retention is NOT a strategy to "catch up" academically

● Retention for kindergarten or grade 1 students should be based upon developmental issues

● Retention may be considered for students with excessive absences

● Retention may be considered if students have received appropriate modifications and accommodations in mainstream classes but have NOT shown progress in their language and content skills. Documentation of appropriate modifications and accommodations must be provided. In addition, documentation that the alternate program of instruction has proven to be effective.

At any time if a student begins to fail a class, the following should be followed:

Vilonia School District
ESL Program
Failure Conference Procedures

The following are the steps that must be completed before an English Language Learner (ELL) receives an "F" on a report card.

1. Classroom teacher(s) provide documentation of the instructional modifications and testing accommodations implemented in the specific regular education class (in which the "F" is occurring).

2. Failure Conference Committee meeting is held and attended by regular teacher(s), ESL Designee, parent, student, principal, and counselor (if possible). At this conference, discuss the student's language acquisition level and bring out any problems with attitude, motivation, or attendance. Make sure the student and parent understand what is causing the "F" to occur. (Incomplete assignments, missing assignments, tests, homework not turned in, etc.). Work out an agreement as to what the student must do in order to pass. Work on this in the regular class, ESL class, and at home.

3. In five (5) days, the regular education teacher(s) and the student should have a conference to discuss progress. *Document* on attached form.

4. In five (5) or more days, the teacher and the parent must have direct communication to discuss the progress made. Direct communication may be in the form of a telephone call or a letter with a parent signature. *Document* on attached form. Contact the ESL Designee for interpreting and translating services: 501-730-1285.

5. If the problem persists after modifications have been made in the materials, methods of instruction, in the curriculum, and in the grading system **– and are documented-** and the student continues to earn an "F", then proceed to 5a. If the problem does not persist and the student is making positive progress, then the parent needs to be made aware of the progress shown by the student (letter with parent signature, email, or phone call)

   5a. If an "F" at the nine (9) week grading period is considered, the teacher(s) and parent must have direct communication (letter with parent signature or phone call). This must be *documented* on the attached form.

   5b. If an "F" for the course(s) is to be given, the **Final Failure Conference Committee** meeting should be held. Again, the regular classroom teacher(s), counselor, ESL Designee, parent, and student should attend. Discuss changes in the accommodations or modifications and inform the parent the student is receiving an "F" in the class(es).

XII. District Programs

> ***Title VI of the Office of Civil Rights requires*** *the District to ensure that LEP students with disabilities (SPED LEP students) are appropriately placed and served with special education services.*
>
> ***Title VI*** *also requires the district to test or evaluate for special education in the language in which the students is objectively known to be proficient (whenever possible).*
>
> ***Title VI*** *also requires that LEP students with a disability will receive alternative language services by qualified staff, unless the LPAC determines and documents that such alternative language services are clearly inconsistent with the students identified needs to ensure that the student will have a meaningful education.*
>
> ***Title VI*** *requires the district to ensure that LEP students have equal access to the Gifted and Talented (G/T) programs as well as any other programs that are available throughout the district.*

A. Gifted and Talented
By law, ELL students have equal access to the Gifted and Talented programs, Pre-AP and AP courses at all levels throughout the district. In addition, the district is required to provide parents of ELL students the same information (in a language they can understand, when possible) about opportunities, requirements, selection criteria, and general information regarding the G/T or Pre AP/AP courses that is provided to the parents of native English speakers.

B. Extracurricular Activities
By law, ELL students are provided the same opportunities to participate in all special programs and activities as native English speakers. In addition, the district is required to provide the parents of ELL students with the same information (in a language they can understand, when possible) about special programs and activities.

C. Special Education
It is important to realize that learning impaired by limited proficiency in the English language is NOT the same thing as learning disabled. A student's intelligence is not reflected by their language level. It is also important to realize that a student may truly have a learning disability, regardless of their language proficiency. ELL students are eligible for dual services. Proper documentation must be made to prove that the student is being placed in the special education program based on a learning disability and not because of their language level.

The guidelines for referring and serving ELLs in Special Education are:

Preventing Inappropriate Placement of Language Minority Students in Special Education: A Pre-referral Process

Step 1: Is the student experiencing academic difficulty?

— NO → Process ends

Step 2: Is the curriculum known to be effective for language minority students?

— NO →
- Adapt
- Supplement
- Develop

YES ↓

Step 3: Has the student's problem been validated?

— NO →
- Inter- and intra-setting
- Intra- and intra-individual
- Inter-teacher perceptions
- Parental perceptions
- Analysis of work samples and behavior

YES ↓

Step 4: Is there evidence of systematic efforts to identify the source of difficulty and take

— No →

Teacher:	Exposure to Curriculum:
• Continuity of exposure	* Qualifications
• Domains	* Experience
• Scope and Sequence	* Track record
• Student's entry level	* Teaching style
• Basic Skills	* Expectations
• Higher cognitive skills	* Perceptions
• Mastery	* Instructional management
• Practice	* Behavioral management

Instruction:	Student:
• Motivate	* Experiential background
• Sequence Instruction	* Language Proficiency
- Teach	* Cultural Characteristics
- Re-teach using different	* Cognitive/Learning style
approach	* Socioeconomic status
- Teach prerequisite skills	* Modes of communication

YES ↓

Step 5: Do student difficulties persist?

— NO → Problem solving was successful. Process ends

YES ↓

Step 6: Have other programming alternatives been tried?

— NO → Determine program/placement

YES ↓

Step 7: Do difficulties continue in spite of alternatives?

— NO → Student remains in alternative program as appropriate.

Referral to Special Education

RESOURCES:
(at all stages)
*Administrators
*Planning time
*Mandates
*Colleagues
*Staff Development
*Parents/Guardians
*Consultants
*Related agencies
*Instructional resource
*Community resources

XIII. Assessments

> *__Federal Law__ states that states shall provide an annual assessment of English proficiency of all students with limited English proficiency.*
>
> *__Federal Law__ states that districts must meet annual measurable achievement objectives (AMAOs) for limited English proficient students through development and attainment of English proficiency while meeting challenging State academic content and student academic standards.*

A. Criterion Referenced Assessment

This form of assessment is required by Federal law and is given annually. Examples of Criterion Referenced Assessments are:

- Arkansas' CRT's
- ACTAspire Grades 3-10
- EOC – End of Course Exams Grades 9-12

The LPAC will determine which accommodations (if any) the ELL student may require.

- ELL students who have been in the United States less than one year from the previous year's test date may be exempt from Reading, English, and Writing portions of the test, but must take the Math and Science portions of the test.
- Students must be identified as ELL (LEP) to receive accommodations.
- Results are used to measure Annual Measurable Objectives (AMO).
- Students who have attended U.S. schools for less than one year may have their scores excluded from counting towards AMO.
- M1 and M2 students may be included in the LEP sub-population in making AMO determinations.

B. Norm Referenced Assessment

This form of assessment is also required by Federal law and is given annually. Examples of Norm Referenced Assessments are:

- The Iowa Test – Grades 1-2

The LPAC will determine which accommodations (if any) the ELL student may require.

- ELL Level 1 and ELL Level 2 students in Kindergarten and First grade can be exempt from the test. This is an LPAC decision, done on a case by case situation.
- ELL Level 1 students in Second grade can be exempt from the test. This is an LPAC decision, done on a case by case situation.

C. English Language Proficiency Assessement (ELPA21)

This form of assessment is also required by Federal Law and is given annually.

- Required of all ELL students regardless of ESOL service
- Administered with accommodations ONLY to students with an IEP
- Used to measure the language development progress of ELL students
- Used to help determine Annual Measurable Achievement Objectives (AMAOs) for the district
- This is an ACTAAP assessment which falls under the same security guidelines as other state mandated testing.
- This test measures the four domains of language development: listening, speaking, reading and writing.
- The ELPA21 score is used to determine the proficiency level of the English language for each ELL

IXV. Annual Reviews

> *__Title VI of the Office of Civil Rights requires__ requires the district to have a process for determining annually the effectiveness of its LEP plan and whether new documents, programs, services, and activities need to be made accessible for LEP persons.*

A. LPAC
Annual reviews are conducted by the LPAC to analyze the progress of ELL students.
- Annual Reviews should be held in the FALL – because scores and data from ELPA21, ACTAspire, IOWA and EOC will not be available until summer.
- The LPAC will examine the student's previous year's grades, academic achievement scores, ELPA21 scores, and teacher feedback, etc.
- The committee will put more emphasis on language development than academic achievement scores when making decisions.
- During this time changes may be made to the LPAC Recommendation Form.
- All information gathered during the LPAC meeting will be recorded on the student's LPAC Recommendation Form.
- All updated forms will be kept in the student's blue ESOL folder.

B. Parent Notification

By law, parents must receive notification of their child's progress in acquiring the English language through the ESOL program. A Parent Notification of Annual Review will be sent home following the LPAC meeting. In addition, the form should be sent home in a language the parent can understand, when possible. If the

parent has any questions or concerns about the progress of their child, or the services they are receiving, they may request a meeting with the LPAC.

XV. Exiting the ESOL Program

> *__Title VI of the Office of Civil Rights requires__ the district to identify, implement into its policy, and describe the criteria that it will use to determine when an ELL student has obtained sufficient proficiency in English to exit alternative language services.*
>
> *__Title VI also requires__ that language proficiency assessment committees review the academic progress of exited students at least once a year for a two year period and demonstrate that the students are "academically successful" in the regular classroom.*
>
> *__Title VI further requires__ the district to take appropriate steps to remediate academic deficiencies incurred by exited students who have fallen behind in the core academic subjects.*

The academic progress of ELL students is monitored yearly by the LPAC at each building. The progress is recorded on the LPAC Recommendation Form. When a student has met the required criteria then he/she may qualify to exit the ESOL program.

A. Criteria to Exit
In order for an ELL to be exited from the ESOL program and be reclassified as Monitored (M1) student, the student must meet the following criteria:
- Scores of Level 5 in all domains of the ELPA21
- Grades C or above in core content areas without modifications
- A score of proficient in Literacy on the ACTAspire or 40th percentile on the IOWA in Total Reading without accommodations.
- Recommendation of two classroom teachers
- Consent of the LPAC committee
- ***If it can be proven that a student will never be able to meet the criteria for exiting because of a learning disability, it is possible to exit them from the program, but only if that student's needs are being met through an Individualized Education Plan (IEP).***

B. Procedures to Exit
- LPAC determines that the student meets the exit criteria
- LPAC exits the student and completes the Exit Form
- LPAC designates the student as M1 (monitored year 1)
- Parents will receive Parent Notification of EXIT
- eSchool personnel is notified and the student is coded as M1
- Classroom teachers are notified

C. Monitoring Academic Success of Exited Students

● During Annual Reviews the LPAC will monitor the progress of exited students using a LPAC Recommendation Form

● The LPAC will review the following factors: student has continued to maintain C or better in core content classes, student has continued to maintain Proficient in Literacy on ACTAspire, student has continued to score 40th percentile or better in Total Reading on Iowa.

● If a student meets the above factors, the student is considered M2 and will be monitored for an additional year.

● If a student does not meet the above factors, the LPAC will gather information from the student's teachers. If the LPAC determines that a monitored student should be reclassified as an ELL, they will be reentered into the ESOL program and the parent will be notified.

XVI. Maintenance of Records

> ***Title VI of the Office of Civil Rights requires*** *the district to ensure that it will maintain reasonably accurate and complete records regarding the implementation of the alternative language program and the progress of the ELL students who participate and exit the program.*

A. Blue Folders

Each ELL student will have a blue ESOL folder that houses all documentation of their participation in the ESOL program. This folder contains all the compliance documents recommended by the Office of Civil Rights. It must be diligently and consistently maintained throughout the year. This folder holds copies of all testing and records pertaining to a student being identified, assessed, placed, evaluated, exited, etc. The blue ESOL folders will be housed with the building registrar.

B. ESOL Database

Each ELL student will be placed in a district database that will track placement and progress of all students.

C. ESOL Staff

The ESOL coordinator and designee keep copies of all relevant material for each ELL student. They are also responsible for maintaining the student's blue folders and maintaining files at the building level.

APPENDICIES

ESOL Acronyms

Acronym	Meaning
AMAO	Annual Measurable Achievement Objectives
AMO	Annual Measurable Objectives
BICS	Basic Interpersonal Cognitive Skills
CALP	Cognitive Academic Language Proficiency
CRT	Criterion Referenced Test
ELDA	English Language Development Assessment
ELL	English Language Learner
EOC	End of Course
ESL	English as a Second Language
ESOL	English to Speakers of Other Languages
FEP	Fluent English proficient
HLS	Home Language Survey
LAS Links	Language Assessment System
L1/L2	L1=primary or first language L2=second language
LEP	Limited English proficient- synonym of ELL but has a more negative connotation
LMS	Language Minority Student
LPAC	Language Proficiency and Assessment Committee
NRT	Norm Referenced Test
OCR	Office of Civil Rights
TESOL	Teaching English to Speakers of Other Languages

Vilonia School District
ESL Program
Checklist for Identification, Assessment, and Placement of an English Language Learner

Office Staff:

- ☐ 1. Student enrolls in Vilonia School District
    - o a. Home Language Survey (HLS) is completed
        - ▪ Language other than English stated on HLS – Continue to step 2
        - ▪ Language ALL English on HLS – Skip to step 3. No further action required.
- ☐ 2. A copy of the Home Language Survey given to building ESL designee
- ☐ 3. Request cumulative records from previous school.

ESL Designee: Student Name: _____   Grade: _____

- ☐ 1. Copy of HLS to ESL Coordinator   Date sent: _____
- ☐ 2. Check on cumulative records status
    - o a. Requested date _____
- ☐ 3. Look in cumulative records from previous school for language proficiency assessment information
    - o a. Results < 1 year old : Date of assessment _____
    - o b. None found
    - o c. Results > 1 yr old
- ☐ 4. If > than 1 year – assess with state approved assessment
    - o a. Assessment date: _____
- ☐ 5. If results < 1 year old – apply to LPAC form
- ☐ 6. Set up Language Proficiency Assessment Committee to decide placement
    - o a. LPAC meeting date: _____
        - ▪ Committee members notified:_____

        _____

        _____
- ☐ 7. Copy of LPAC sent to:
    - o a. ESL Office   Date sent: _____
- ☐ 8. ESL file started
    - o a. HLS
    - o b. LPAC
    - o c. Assessment scores
- ☐ 9. Teacher Accommodations   Date sent _____

Vilonia School District
ESL Program
Checklist for Identification, Assessment, and Placement of an English Language Learner

Counselor Staff:

- ☐ 1. Student enrolls in Vilonia School District
  - ○ a. Home Language Survey (HLS) is completed
    - ▪ Language other than English stated on HLS – Continue to step 2
    - ▪ Language ALL English on HLS – Skip to step 3. No further action required.
- ☐ 2. A copy of the Home Language Survey given to building ESL designee
- ☐ 3. Request cumulative records from previous school.

ESL Designee: Student Name: _____ Grade: _____

- ☐ 1. Copy of HLS to ESL Coordinator   Date sent: _____
- ☐ 2. Check on cumulative records status
  - ○ a. Requested date _____
- ☐ 3. Look in cumulative records from previous school for language proficiency   assessment information
  - ○ a. Results < 1 year old : Date of assessment _____
  - ○ b. None found
  - ○ c. Results > 1 yr old
- ☐ 4. If > than 1 year – assess with state approved assessment
  - ○ a. Assessment date: _____
- ☐ 5. If results < 1 year old – apply to LPAC form
- ☐ 6. Set up Language Proficiency Assessment Committee to decide placement
  - ○ a. LPAC meeting date: _____
    - ▪ Committee members notified:_____
    _____
    _____
- ☐ 7. Copy of LPAC sent to:
  - ○ a. ESL Coordinator   Date sent: _____
- ☐ 8. ESL file started
  - ○ a. HLS
  - ○ b. LPAC
  - ○ c. Assessment scores
- ☐ 9. Teacher Accommodations   Date sent _____

Vilonia School District
ESL File Checklist
School Year:_____

Date:	Action/Description
	Home Language Survey – initial HLS upon enrollment
	Parent-Student Interview
	ACTAspire
	ELDA/ELPA21 results – from previous spring
	LPAC Recommendation Form – current year
	Accommodation Form
	Parent Notification Letter
	Waiver(if needed)
	Failure Forms(if needed)

ELL File Left Flap:
Checklist
Home Language Survey

ELL File Right Flap:
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Vilonia School District
Home Language Survey
(Encuesta de Lenguaje en Casa)

Student's Name_____ **School**_____
(Nombre de estudiante)   (Escuela)

Date of Birth_____ **Gender**_____ **Age**_____
(Fecha de Nacimiento)   (Genero)   (Edad)

Teacher_____ **Grade**_____
(Maestra/maestro)   (Grado)

What date did the student first enroll in school in the United States? _____
(¿En cuál fecha se inscribe el estudiante por primera vez en la escuela en los Estados Unidos?)

	English (Inglés)	Spanish (Español)	Other (Otro)
What language is spoken in your home most of the time? (¿Cuál es el idioma que habla más en su casa?)			
What language does the student speak most of the time? (¿Cuál es el idioma que habla más el estudiante?)			
What language do parents/guardians speak to the student most of the time?(¿Cuál es el idioma que le hablan más los padres al estudiante?)			

What services has your child received in previous schools?
(¿Qué servicios ha recibido su hijo/a en su escuela anterior?)
_____**ESL** _____**Gifted & Talented** ____**Special Education** ____**Speech** _____**Other**
     (ELL)   (G.T.)   (Educación Especial)   (Discurso)   (Otro)

What grade did your child first enroll in Arkansas schools? _____
(¿En qué grado se inscribió su hijo cuando llegó a una de la escuela de Arkansas por primera vez?)

What grade did your child first enroll in any U.S. school? _____
(¿En qué grado se inscribió su hijo por primera vez en los estados unidos?)

What language did the student speak first? _____
(¿Qué idioma habló primero?)

What written language would you prefer to receive school communications (such as attendance letters, etc.)?
(¿En qué idioma prefiere recibir información escrita por parte de la escuela (tal como cartas de asistencia, etc.)?

_____**English** _____**Spanish** _____**Other**
         (Inglés)   (Español)   (Otro)

_____   _____
        Parent/Guardian's Signature   **Date**
        (Firma de padre/guardián)   **(Fecha)**

PARENT-STUDENT INTERVIEW
Vilonia Public School

*****Note to interviewer: To be completed with student and family present.*
*After asking each question, fill in the response in the space provided.*******

STUDENT'S NAME: _____ _____ _____ _____

ADDRESS: _____ CELL/PHONE: _____ _____

PLACE OF BIRTH: _____ NATIVE LANGUAGE: _____

DATE ARRIVED TO USA: _____ TO ARKANSAS: _____ _____

1. Has your child ever been in school? _____ **If so, which grades and where?**

Grade	**(city, state)**		**Grade**	**(city, state)**
Kinder	_____	6	_____	
1	_____	7	_____	
2	_____	8	_____	
3	_____	9	_____	
4	_____	10	_____	
5	_____	11	_____	

2. How does your child speak **well/average/poor**   read **well/average/poor**   write **well/average/poor** in his/her native **language?**

3. Has your child ever studied English?_____ **For how long?** _____

4. Has your child ever had an English language assessment?_____**If so, when [year or grade] and where**
_____

5. Has your child ever received Special Education Services? _____**Explain:**_____
_____

6. In what language is your child most proficient?_____ **Why?**_____

7. Does the parent ever have trouble understanding the student's speech in his/her native language?_____   **If yes, How does your child speak compared with siblings?** _____

8. Has your child ever had language assessment?_____**In what language?**_____

9. Does the student have any disabilities? _____ **If yes, explain** _____
_____

10. Does your child have special needs? ____ **Explain**_____

11. Are you concerned about any health or mental conditions with any of your children?_____   **Explain** _____
_____

12. What is the highest level of education for each parent? [Circle number and/or fill in the blanks.]

Mother/Guardian	**Father/Guardian**
K 1 2 3 4 5 6 7 8 9 10 11 12 HS Diploma/GED	K 1 2 3 4 5 6 7 8 9 10 11 12 HS Diploma/GED
University or technical school-# of years _____	University or technical school-# of years_____
Holds degree/title/certification-list type_____	Holds degree/title/certification-list type_____

_____   _____
Parent/Guardian signature   **Interviewer signature**

Extended Parent-Student Interview
for Grades 8 – 12

Note: Secondary students will receive a "plan for graduation" and schedule of classes from their school counselor. Students in grades <u>8-12</u> attend 7 classes each semester. Beginning in grade 9, students earn credits toward graduation. They receive ½ credit in each class if they successfully complete course requirements, receive a passing grade of 60% and have not been absent more than 10 days. Students may graduate from high school and receive a diploma after earning 22 credits.

If students have completed grade 9 or the 3rd year of secondary, this coursework will count toward graduation requirements; however, the school counselor must obtain the official grade report or transcript which shows the classes taken and the grades earned.

Please respond to the following questions to assist your school counselor with your "plan for graduation" and schedule of classes.

1. **Clubs/Organizations/Extracurricular activities/Hobbies in previous school:**

   _____

2. **Favorite classes:**

   _____

3. **GPA/Grades:**_____

4. **Is there anything special that you would like your teachers to know about you?**

   _____

5. **Please enroll in:** _____

6. **Would like to continue:**

   _____

7. **Is interested in:**

   _____

8. **Career Interest(s):**

   _____

9. **Bilingual: Yes_____ No_____ Languages spoken:**

   _____

10. **Are you interested in becoming an ESL tutor or bilingual interpreter?**
    Yes_____No_____

11. **Other:**_____

ESL Department
LPAC Meeting Procedure

- ESL Designee must be present
- Discuss student and test scores
- Make Placement in ESL Program
  - Mark on form
- Discuss Accommodations/Modifications
  - Mark on form
    - If accommodations/modifications, add to Accommodations/Modification form
- All committee signs LPAC form (3 certified-Administrator, Teacher, and Counselor)
- Fill out parent letter at LPAC meeting
- Separate LPAC
  - **White**   Yellow   Pink

    Building   ESOL Coordinator   Parent

    ESL file(Blue Folder)
- Attach ELDA/ELPA21 score and parent letter with *white* form
- Attach ELDA/ELPA21 score with *pink* form
- Teacher will need copy of accommodation/modification form(LPAC)

Language Proficiency Assessment Committee Recommendation

Student's Name:_____ **School:**_____

Current Grade Level: _____ **Date:** _____

Reason for Review: ☐ Initial   ☐ Annual   ☐ Revision   (Revision Date: _____)

ELPA21: English Language Proficiency Assessment 21			Standardized Achievement Scores		Grades from Previous Year	
Test Section	**Score**	**Proficiency Level**	**Test**	**Score**	**Class**	**Grade**
Listening			1-2: ITBS	<u>L</u> <u>M</u> Reading	English Language Arts/ (DRA)	
Speaking			ACT Aspire Math: 3-10		Math	
Reading			ACT Aspire Reading: 3-10		Social Studies	
Writing			ACT Aspire English: 3-10		Science	
Comprehension			ACT Aspire Writing: 3-10			
Composite					☐ Rosetta Stone needed	
Focus areas for language acquisition:					SOLOM: _____	
					Country of Origin:	

Students must score a "5" in all five sections of the ELDA/ELPA 21,
earn a "C" or above (B, P, A/ 2, 3, 4 in elementary), and make at least 40 percentile on NPR to be considered for exit eligibility.

LPAC Committee Recommendation and Comments:Section A. (Initial Placement Recommendation)

Recommendation for placement in the ESL Program (check one):   ☐ Yes   ☐ No

- **Student in the United States for less than a year.**   ☐ Yes   ☐ No
  (If yes, student is exempt from the literacy portion of state exam, but will participate in math and science portion of state exam.)

☐LPAC Committee recommends _____   minutes of direct services per week

☐LPAC Committee recommends ___   periods of services a week.

Section B. (Recommendation for students currently in the ESOL Program): Check one

☐ Continue direct services for _____minutes per week   ☐ Inclusion   ☐ pull out

☐ Continue direct services for ____   periods per week.

Transition to full participation in the regular education program (Progress will be monitored through the ESL Program.)

- ☐ T-1 First Year ☐ T-2 Second Year ☐Transition with Exceptions: _____

Exit the program (MFLEP)

☐ Year 1 (M1) - review for exit (MFLEP1)   ☐ Year 2 (M2) - review for exit (MFLEP2)

☐Completed ESL Program – Student is Fully English Proficient = FEP

Section C. (Recommendation for additional services for students currently in the ESL Program):

☐ ET ☐WTWD ☐T2S/RT ☐PREF ☐SMGT ☐INT **Open Access Tools:** ☐Ans.Mask. ☐Line Reader ☐Magnifier

Additional Help: ☐CLOZE outline ☐Highlighted Text ☐Repeat Directions ☐ET on Assign. ☐Visuals with Vocab**.**

☐Retention   ☐ Evaluation for Special Education Services (see pre-referral chart)   ☐ Speech

Principal		Teacher	
Counselor		ESL Aide/ Teacher	
Counselor		ESL Coord.	

Vilonia School District
Accommodation Recommendation Form
Circle the accommodation below that should apply to the student for
the 2016-2017 school year.

Student Name:		School: VES VPS FMIS VMS VFA VHS
Grade:	Teacher:	Date:

	ACCOMMODATIONS		
	Accommodation *	**Explanation**	**Check appropriate**
1	Extended Time (**ET**) – (*Any State Assessment*)	*The student uses "extended time" to complete testing. Maximum time is determined by LPAC decision. Students who use this accommodation must be given a quiet location in which to complete the test. Please refer to the Test Administration Manual for additional information.*	
2	Word-to-Word Dictionary (**WTWD**) – (*All State Assessments, excluding ELPA21*)	*Student uses bilingual, word-to-word dictionary. Dictionaries that include definitions or pictures are not allowed. The student should be familiar with the dictionary they will use on the test. Students may require extended time to complete the test using this accommodation. Refer to list of prohibited dictionaries for ACT Aspire. Student cannot use dictionary on Reading or English tests on state assessments.*	
3	Preferential Seating (**PREF**) – (*Any State Assessment*)	*Preferential seating is allowed for students who may need to sit in a different location from the majority of the students in order to reduce distractions to themselves or others.*	
4	Small Group Testing/Individual Testing (**SMGT/INT**) – (*Any State Assessment*)	*Testing in a small group is permitted when students need a smaller or private space. Small group settings are required for students who are taking the exam with a human reader. The size of the small group can vary; however, it should be smaller than the student's regular class, not to exceed 15 students. This can also include individual testing.*	**SMGT** **INT**
5	***Read to Test*** (**T2S**) **"Text to Speech"**	*If the student has this accommodation, a teacher reads the directions only on Reading and English tests. Teachers read all tests of math, science, writing, and other subjects.* **On standardized tests, TEXT TO SPEECH is through the computer; no human reader.*	

The following is for informational purposes. These are Open Access Tools but do not have to be documented in an LPAC.

	Open Access Tools for ACT Aspire	**Explanation**	**Check appropriate**
1	Answer Masking	*The student electronically "covers" answer options, as needed. When enabled, answers will be masked. The student will uncover answer options when ready.*	
2	Line Reader	*The Line Reader hides all text but the current line that the students is reading.*	
3	Magnifier Tool	*This tool allows the student to zoom in to the information in the text.*	

_____

Teacher Signature/Position/Date

*IMPORTANT: Please, write any comment or concerns about the student on the back of this form.

Classroom Modifications

ELL Level 1 & 2	ELL Level 3 & 4
Slow speech and simplify language	**Slow speech and simplify language**
Shortened assignments	**Directions given orally**
Extended time on assignments	**Extended time on assignments**
Small group work	**Small group work**
Preferential seating	**Preferential Seating**
Use audio-visuals (charts, pictures, models, diagrams, graphic organizers, overhead projector, realia, drawings, demonstrations, Smart board)	**Use audio-visuals (charts, pictures, models, diagrams, graphic organizers, overhead projector, realia, drawings, demonstrations, Smart board)**
Cooperative Learning	**Cooperative Learning**
Use manipulatives, lab activities, models, flash cards, sequencing events, props	**Use manipulatives, lab activities, models, flash cards, sequencing events, props**
Native language resources, bilingual dictionary, WTWD	**Native language resources, bilingual dictionary, WTWD**
Reference materials	**Reference materials**
Culturally relevant examples	**Culturally relevant examples**
Student centered curriculum and assessment choices	**Student centered curriculum and assessment choices**
Bilingual Buddy (ELL level of buddy = ELL 4 or FEP)	
Total Physical Response (TPR)	
Student illustrates comprehension through media other than pencil and paper	

Testing Accommodations

	Accommodation	Explanation
1	Extended Time (**ET**) – (*Any State Assessment*)	*The student uses "extended time" to complete testing. Maximum time is determined by LPAC decision. Students who use this accommodation must be given a quiet location in which to complete the test. Please refer to the Test Administration Manual for additional information.*
2	Word-to-Word Dictionary (**WTWD**) – (*All State Assessments, excluding ELPA21*)	*Student uses bilingual, word-to-word dictionary. Dictionaries that include definitions or pictures are not allowed. The student should be familiar with the dictionary they will use on the test. Students may require extended time to complete the test using this accommodation. Refer to list of prohibited dictionaries for ACT Aspire. Student cannot use dictionary on Reading or English tests on state assessments.*
3	Preferential Seating (**PREF**) – (*Any State Assessment*)	*Preferential seating is allowed for students who may need to sit in a different location from the majority of the students in order to reduce distractions to themselves or others.*
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5	*Read to Test* (**T2S**) **"Text to Speech"**	*If the student has this accommodation, a teacher reads the directions only on Reading and English tests. Teachers read all tests of math, science, writing, and other subjects.* **On standardized tests, TEXT TO SPEECH is through the computer; no human reader.*

Parent Notification
Notificación para los padres

Name of Student: _____   **Grade:**_____
Nombre del estudiante: *Grado*

School: _____   **Classroom Teacher:** _____
Escuela   *Maestro(a)*

Date: _____
Fecha de inscripción:

         <u>**ELPA21**</u>**:**

Tests (*Exámenes*)	**Levels(***Niveles***)**
Listening(escuchar)	1 2 3 4 5
Speaking (hablar)	1 2 3 4 5
Reading (lectura)	1 2 3 4 5
Writing (escritura)	1 2 3 4 5
Comprehension (comprensión)	1 2 3 4 5
Composite (compuesto)	1 2 3 4 5

This student will receive ELL instruction as checked below.
Este estudiante va a recibir instrucciones de ELL marcado abajo.

☐ **Pulled for ESL instruction** (*agarrado para instrucciones de ELL*)

☐ **Inclusion** (*inclusión*)   ☐ **Completion of the ESL Program**

☐ **ESL class period** (*clase de ELL*)

☐ **Transition** (*transición*)

☐ **Exit** (*salida*)   ☐ **Review year 1** (*Renovación de año 1*)

☐ **Review year 2** (*Renovación de año 2*)

It is your right as a parent to decline the enrollment of your child in an ESL program; furthermore, it is your parental right to withdraw your child from an ESL program at any point during the school year. Please contact <u>**Celia Goff**</u> **at** <u>**501-730-1285**</u> **if you would like to schedule a conference to discuss your child's program placement, test results, or non-participation in an ESL program.**

Es su derecho como padre rehusarse a inscribir a su hijo/a en el programa de ELL; es más, es su derecho como padre sacar a su hijo/a del programa de ELL durante cualquier punto en el año de escuela. Por favor contacte a <u>***Celia Goff***</u> *en*<u>***501-730-1285***</u> *si le gustaría planear una conferencia para discutir la colocación de programa de su hijo/a, resultados de exámenes, o no-participación en el programa ELL.*

Signature of Committee Members:
Firmas de los miembros del comite:

_____   _____

_____   _____

ESL Program
Waiver of ESL Services

Student's Name_____

School _____ **Grade** _____

I do not wish for my child to receive English as a Second Language (ESL) services. I have discussed this decision with school personnel and understand specifically, that the student named above may not have the English language skills to fully participate in all aspects of the school's curriculum. I understand that these services remain available to my child as long as he/she meets the criteria of the Vilonia School District ESL Program.

_____   _____

Parent/Guardian Signature   Date

Waiver of Services from the ESL Program
Rechazo de Servicios del Programa ESL

Nombre del Estudiante_____

Escuela_____ Grado _____

Yo no deseo que mi hijo/a reciba los servicios del programa inglés como segundo idioma del Distrito Escolar de Vilonia. Ya hablé sobre esta decisión con el personal de la escuela y entiendo específicamente, que el alumno arriba mencionado tal vez no cuente con el dominio suficiente del idioma inglés para participar en todos los aspectos del currículo escolar. Entiendo que estos servicios permanecerán disponibles a pesar de mi decisión, hasta que mi hijo/a reuna la criteria del Program ESL del Distrito Escolar de Vilonia.

_____   _____
Firma del Padre/Tutor   Fecha

ESL Failure conference timeline

	SUN	MON	TUES	WED	THURS	FRI	SAT
WEEK 1							
WEEK 2							
WEEK 3							
WEEK 4							
WEEK 5							
WEEK 6							
WEEK 7							
WEEK 8							
WEEK 9							

If a student is failing or in danger of failing, be sure to keep a folder showing implementation of modifications in student's IEP or on LPAC. (Keep copies of work the student performed poorly on) Keep in touch with parents to discuss student progress. **Document** contacts.

Begin failure process within this time period. Give your best effort to get parents in for failure conference. Provide names of failing students to principal/ESL Designee. Get failure conf. paperwork from ESL Designee or ESL Department.

Student failure conference should be held 5 days *after* initial conference.

Final failure conference (10 days after initial conf.) must be completed ***before*** nine weeks grading period is over. Provide copy of conf. paperwork and modified work samples to ESL teacher and ESL Designee.

ESL Failure Review Conference

Student _____**Grade** _____

Date _____

Teacher requesting the conference _____

_____

Persons Attending:

_____   _____

_____   _____

_____   _____

Reason for failing grade:

_____

_____

_____

_____

_____

_____

_____

_____

Conference Decision/Goals:

_____

_____

_____

_____

_____

_____

Teacher/Student Conference (to be held 5 days after first conference)

Conference/Progress/Decision   **Date** _____

_____

_____

_____

_____

_____

_____

Teacher/Parent Communication (10 days after the first conference date)

Communication/Progress/Decision   **Date** _____

_____

_____

_____

_____

_____

_____

Teacher/Parent Communication (If an "F" will be given at nine (9) week grading period)

Communication/Decision   **Date** _____

_____

_____

_____

_____

_____

Final Failure Review Conference

(To be held if student will receive a failing grade)

Date: _____

Persons Attending:

_____   _____

_____   _____

_____   _____

_____   _____

Final Conference Decision:

_____

_____

_____

_____

_____

_____

_____

_____

_____

TURN IN PAPERWORK TO THE ESL DEPARTMENT BEFORE GRADES ARE DUE. IF NOT, STUDENT CANNOT BE FAILED.

NO CHILD LEFT BEHIND PARENT'S BILL OF RIGHTS
FOR AMERICA'S
ENGLISH LANGUAGE LEARNERS

President George W. Bush had a vision that all children could achieve academic success by receiving the same high quality education; he knew that something had to be done to close the enormous achievement gap that exists between minority children and their peers. No Child Left Behind provides you, the parents of English language learners, with the following rights…

1.   <u>The right to a quality education and a quality teacher for the child.</u>

2.   The right for the child to learn English and subjects such as reading/language arts and math at the same academic level as all children.

3.   The right to know if the child has been identified and recommended for placement in an English language acquisition program, and to accept or refuse such placement.

4.   The right to choose a different English language instruction program for the child.

5.   The right to have the child tested annually to assess his or her progress in English language acquisition.

6.   The right to receive information regarding the child's performance on academic tests.

7.   The right for the child to be taught with programs that are scientifically proven to work.

8.   The right for the child to aspire to a college education.

No Child Left Behind – a new era in public education.
www.ed.gov/nclb/landing.jhtml - 1-800-USA-LEARN
Office of English Language Acquisition – Oct. 23, 2003

LEY QUE ESTABLECE QUE NINGÚN NIÑO SE QUEDE ATRÁS
PARA ESTUDIANTES DEL IDIOMA INGLES
EN AMERICA

El presidente George W. Bush tuvo la visión de que todos los niños pueden obtener éxito académico recibiendo la misma calidad de educación; el sabía que debía hacerse algo para cerrar la enorme brecha existente en el aprovechamiento entre los niños minoritarios y sus compañeros. Que ningún niño se quede atrás aporta a los padres de estudiantes que están aprendiendo el idioma inglés los siguientes derechos…

1. Su hijo/a recibirá una educación de calidad y será enseñado por maestros altamente capacitados.

2. Su hijo/a aprenderá el inglés y las materias tales como la lectura, la expresión oral y escrita, y las matemáticas, al mismo nivel académico que todos los demás alumnos.

3. Sabrá si se ha determinado y recomendado que su hijo sea colocado en un programa de aprendizaje del idioma inglés y poder aceptar o rechazar tal colocación.

4. Podrá elegir otro programa educativo de aprendizaje del inglés para su hjo/a.

5. Recibirá información sobre el rendimiento de su hijo/a en los exámenes académicos.

6. Su hijo/a tomará un exámen cada año para evaluar su progreso en el aprendizaje del idioma inglés.

7. Su hijo será enseñado con métodos cuya eficacia ha sido comprobada científicamente.

8. Su hijo/a tendrá la oportunidad de alcanzar su máximo potencial académico.

Que ningún niño se quede atrás – una nueva era en la educación pública
www.ed.gov/nclb/landing.jhtml - 1-800-USA-LEARN
Oficina de Adquisición de Idioma Inglés – Oct. 23, 2003

DISTRICT TRANSLATOR/INTERPRETER PROCEDURES

VERBAL TRANSLATIONS (Spanish):

In order to book/schedule a verbal translation or interpretation, the person needing the translation needs to contact:

Sally.goff@viloniaschools.org

Sally will schedule an appointment for the conference, message, etc. to take place. Please, do not book an appointment with the translator of Vilonia School District on your own. Everyone must schedule the translator through the ESL Department. The ESL Department needs everyone to follow this procedure so that they translator can be paid accordingly.

Try to schedule all meetings and appointments during 12:00-4:00 PM time frame. If there is not a possibility of this time, ESL can schedule an alternate time if necessary.

WRITTEN TRANLSATIONS (Spanish):

In order to get a document, message, etc. translated, please email Sally.

PLAN AHEAD. Please, do not send at the last moment if at all possible.

Please, expect a two-three day return time.

Large documents, handbooks, etc. will need to be sent at the end of the school year for the upcoming school year if possible. Please, expect a longer return time for larger documents.

ADDITIONAL TRANSLATION INFROMATION:

While the ESL Department would like to provide translations for every document and every conference, please keep in mind, logistically, we cannot provide all services all of the time. If there is a scheduling conflict, the ESL office will do its best to provide alternatives.

The ESL Department contracts out translators for after school conferences. Therefore, occasionally, there will be a lack of resources. The ESL Department will provide the absolute best alternatives if this rarity should occur.

**ELL Student Progress Reports—To Be Used With
Report Cards**

<u>INFORMATION ABOUT USING SUPPLEMENTAL PROGRESS REPORTS FOR ELLS</u>

Schools can use a progress report system in order to let parents know how much progress their child is making in English.

This method should reflect the English Language Proficiency Frameworks and the progress ELLs are making in their progress towards acquiring English.

Schools may choose to use this progress report alongside the standard report card as a supplemental resource. It should never be used alone.

Often times students are farther advanced in oral language than in literacy. In this case, you may need to use more than one level of the progress report.

Level 1 ELL Progress Report

Student's Name _____

LISTENING	SPEAKING	READING	WRITING

L.PP.1. Student points to familiar objects as they are named or described. __
 	
L.PP.2. Responds to simple action words. (i.e. jump, walk, sit, stand up, etc.) __
 	
L.PP.3. Responds to directions and questions. __
(ex. raise your hand, open the door, What is your name? etc.)
 	
L.PP.4. Understands oral instructions. __
(ex. Draw a picture. Write your name. etc.)
 	
L.PP.5. Understands time, money, colors, calendar, weather and holidays. __
 	
L.PP.6. Letter/sound associations (circle)
 	
a b c d e f
 	
g h i j k l
 	
m n o p q
 	
r s t u v w
 	
x y z
	S.PP.1. Uses simple phrases. __
	__ Go to bathroom
	__ Sharpen pencil
	__ Sick
	Other phrases used:
	_____
	_____
	
	S.PP.2. Responds to simple questions with gestures/short responses.
	__ What color is this?
	__ What is this
	   number?
	__ Do you need...?
	
	S.PP.3. Name objects. (e.g. classroom objects) __
	
	S.PP.4. Answers basic questions about self.
	
	What is your name?
	Student responds:
	_____
	
	How old are you?
	Student responds:
	_____
	
	Hello. How are you?
	Student responds:
	_____
	
	What is your teacher's name?
	Student responds:
	_____
	
	S.PP.5. Uses greetings
	__ Hello
	__ Bye
	__ Good-bye
	__ Good morning
	Other: _____
		R.PP.1. Demonstrates:
		__ correct book
		   position
		__ tracks left to right
		__ tracks top to
		   bottom
		
		R.PP.2. Sequences pictures after listening to a story. __
		
		R.PP.3. Follows taped story. __
		
		R.PP.4. Matches pictures to simple words. __
		
		R.PP.5. Uses illustrations to predict & bring meaning to text. __
		
		R.PP.6 Decodes with phonics. __
		
		R.PP.7 Matches simple words to their spellings. ___
		
		R.PP.8. Reads short sentences and/or paragraphs. __
		
		R.PP.9. Identifies both case letter names (circle)
		
		Aa Bb Cc Dd Ee Ff Gg Hh Ii
		
		Jj Kk Ll Mm Nn Oo Pp Qq Rr
		
		Ss Tt Uu Vv Ww Xx Yy Zz
			W.PP.1. Copies and writes:
			__ letters
			__ syllables
			__ words
			__ sentences
			__ paragraphs
			
			W.PP.2. When writing student demonstrates:
			__ left to right
			__ top to bottom
			
			W.PP.3. Labels classroom objects. __
			
			W.PP.4. Writes basic personal information
			__ name
			__ date
			__ headings
			__ parent names
			__ address
			
			W.PP.5. Develops personal vocabulary dictionary. __
			
			W.PP.6. Exhibits phonetic spelling. __
			
			W.PP.7. Composes simple sentences. __

Level 2 ELL Progress Report

Student's Name _____

LISTENING	SPEAKING	READING	WRITING
L.EP.1. Categorizes objects by listening to oral directions. __	**S.EP.1. Expresses basic desires and preferences.** __	**R.EP.1. Reads a group generated language experience story.** __	**W.EP.1. Exhibits phonetic spelling.** __
L.EP.2. Draws a developmentally appropriate picture following oral directions. __		**R.EP.2. Reads known and predictable text to partner.** __	**W.EP.2. Takes simple dictation.** __
	S.EP.2. Describes objects. __	**R.EP.3. Sequences sentence strips of a poem, rhyme or song.** __	**W.EP.3. Uses basic conventions of writing (e.g., period, question mark, capital letters.)** __
L.EP.3. Listens/attends to stories from a variety of genres/authors. __		**R.EP.4. Identifies high frequency words and phrases in predictable texts such as songs, stories and chants.** __	**W.EP.4. Compose simple paragraphs based on teacher created structures. (e.g., frames)** __
L.EP.4. Demonstrates phonemic awareness (e.g., letter/sound association.) __	**S.EP.3. Participates in familiar rhymes, songs, choral reading.** __	**R.EP.5. Uses letter-sound correspondence to identify sounds and words.** __	**W.EP.5. Completes basic informational forms.** __
L.EP.5. Participates in conversations with peers. __	**S.EP.4. Answers who, what, when, where questions.** __	**R.EP.6 Reads aloud a passage from a text.** __	
		R.EP.7 Begins to use word structures, semantics and phonics to construct meaning from text. ___	
L.EP.6. Retells or dramatizes simple stories. __			
L.EP.7. Adjusts to different speakers (e.g. media, teacher) __	**S.EP.5. Practices simple conversations with peers or adults about topics of shared interest.** __	**R.EP.8. Identifies elements of literature (e.g. plot, setting, main idea, characters, conflict or problem.)** __	
		R.EP.9. Summarizes simple reading material. __	

Level 2/3 ELL Progress Report

Student's Name _____

LISTENING	SPEAKING	READING	WRITING
L.P.1. Follows multiple-step directions. __	**S.P.1. Participates in oral group performances, class discussions, and sharing. __**	**R.P.1. Identifies main ideas. __**	**W.P.1. Writes instructions for how to complete a task. __**
L.P.2. Makes visual representation from oral information. __		**R.P.2. Recognizes familiar words and patterns. __**	**W.P.2. Composes journals, letters, poems, etc. __**
	S.P.2. Answers questions in short complete sentences. __	**R.P.3. Answers a "Who", "What", "When", "Where" and "Which" question after reading a text.__**	**W.P.3. Applies a variety of prewriting activities (e.g., clustering, brainstorming, dialoguing, drawing, role playing and using learning logs. __**
L.P.3. Identifies the main topic and some details from stories. __	**S.P.3. Expresses simple point of view or opinion. __**	**R.P.4. Uses phonics, grammar, and context to recognize meaning. __**	
			W.P.4. Develops a first draft that focuses on a central idea. __
		R.P.5. Sequences words in a sentence.__	**W.P.5. Revises writing based on student-teacher collaboration. __**
L.P.4. Identifies common elements and/or themes from oral stories and/or poems. __	**S.P.4. Gives a short informal oral presentation. __**	**R.P.6 Sequences parts of a story (beginning, middle, end.) __**	
		R.P.7 Uses decoding strategies (sounding out words, comparing similar words, breaking words into smaller words, looking for word parts. ___	**W.P.6. Edits using resources to correct mechanics. __**
	S.P.5. Gives simple directions to complete a task. __		**W.P.7 Produces a variety of types of writing for different purposes. __**
L.P.5. Takes simple dictation. __		**R.P.8 Engages in silent reading. __**	
			W.P.8. Demonstrates a limited use of academic vocabulary. __
L.P.6. Recognizes common homonyms. ___	**S.P.6. Retells a simple story that has been real aloud. __**	**R.P.9 Demonstrates interest and comprehension of a variety of reading materials. __**	
	S.P.7. Recounts an activity or event details. __	**R.P.10 Demonstrates independent reading for pleasure. __**	
		R.P.11 Uses reference sources (e.g., dictionary, encyclopedia, computer, etc.) __	
		R.P.12 Reads maps, charts, legends, graphs and diagrams. _	

Reporte de progreso de los estudiantes de ELL—Para ser usados juntos a los boletines de calificación

INFORMACIÓN SOBRE EL USO DE LOS INFORMES ALTERNATIVOS PARA LOS ESTUDIANTES DE ELL

Nivel 1 Reporte de progreso para estudiantes de ELL

Nombre del estudiante_____

ESCUCHANDO	HABLANDO	LECTURA	ESCRITURA
L.PP.1. Estudiante señala objetos familiares a medida que son nombrados o descritos. _____ **L.PP.2. Responde a palabras de acción simple. (Es decir, saltar, caminar, sentarse, pararse, etc.)** __ **L.PP.3. Responde a preguntas e instrucciones.** __ **(ej.: Levanta la mano y abre la puerta, ¿Cuál es tu nombre? etc.)** **L.PP.4. Entiende instrucciones orales.** __ **(ej. Haz un dibujo. Escribe tu nombre. etc.).** **L.PP.5. Entiende el concepto de tiempo, dinero, colores, calendario, la hora y fiestas.** __ **L.PP.6. Asocia letra y sonido (círcula)** a b c d e f g h i j k l m n o p q r s t u v w xy z	**S.PP.1. Utiliza frases sencillas.** __ __ **Ir al baño.** __ **Sacar punta al lápiz** __ **Estar enfermo** **Otras frases utilizadas:** _____ _____ **S.PP.2. Responde a preguntas simples con respuestas cortas y gestuales.** __ **¿De qué color es?** __ **¿Qué número es?** __ **¿Necesitas...?** **S.PP.3. Nombra objetos. (por ejemplo, objetos del aula)** __ **S.PP.4. Responde a preguntas básicas acerca de sí mismo.** *¿Cómo te llamas?* **Estudiante responde:** _____ *¿Cuántos años tienes?* **Estudiante responde:** _____ *Hola. ¿Cómo estás?* **Estudiante responde:** _____ *¿Cuál es el nombre de tu maestra/o?* **Estudiante responde:** _____ **S.PP.5. Usa saludos** ___ **Hola** __ **Bye** __ **Adiós** __ **Buenos días** **Otros:** ___	**R.PP.1. Muestra:** __ **posición correcta del libro** __ **sigue de izquierda a derecha** __ **sigue de arriba a abajo** **R.PP.2. Forma secuencias de fotos después de escuchar un cuento.** __ **R.PP.3. Sigue una historia grabada.** __ **R.PP.4. Machea fotos con palabras simples.** __ **R.PP.5. Utiliza ilustraciones para predecir y darle significado al texto.** __ **R.PP.6 Decodifica con fonemas.** __ **R.PP.7 Machea palabras simples a su deletreo.** ___ **R.PP.8. Lee frases cortas y/o párrafos.** __ **R.PP.9. Identifica los dos tipos de letras (circula)** AA Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz	**W.PP.1. Copia y escribe:** __ **Letras** __ **sílabas** __ **palabras** __ **frases** __ **párrafos** **W.PP.2. Cuando escribe el estudiante demuestra hacerlo:** __ **de izquierda a derecha** __ **de arriba a abajo** **W.PP.3. Etiqueta objetos del salón de clases.** __ **W.PP.4. Escribe información personal básica** __ **nombre** __ **fecha** __ **títulos** __ **los nombres de los padres** ___ **dirección** **W.PP.5. Desarrolla un diccionario de vocabulario personal.** __ **W.PP.6. Exhibe ortografía fonética.** __ **W.PP.7. Compone oraciones simples.** __

Nivel 2 Reporte de progreso para estudiantes de ELL

Nombre del estudiante_____

ESCUCHANDO	HABLANDO	LECTURA	ESCRITURA
L.EP.1. Clasifica objetos escuchando instrucciones orales. __ **L.EP.2. Hace un dibujo apropiado al desarrollo siguiendo instrucciones orales. __** **L.EP.3. Escucha/atiende a historias de una variedad de géneros/autores. __** **L.EP.4. Demuestra concientización de los fonemas (por ejemplo, la asociación de letra y sonido).___** **L.EP.5. Participa en conversaciones con sus pares. __** **L.EP.6. Vuelve a contar o dramatiza historias sencillas. __** **L.EP.7. se adapta a distintos hablantes (por ejemplo: diferentes medios de comunicación, maestros)__**	**S.EP.1. Expresa preferencias y deseos básicos. __** **S.EP.2. Describe objetos. __** **S.EP.3. Participa en rimas familiares, canciones, lectura en coro. __** **S.EP.4. Responde a preguntas de quién, qué, cuándo y dónde __** **S.EP.5. Práctica conversaciones simples con sus compañeros o adultos sobre temas de interés común. __**	R.EP.1. Lee una historia generada en el grupo respecto a una experiencia relacionada con la lengua. __ R.EP.2. Lee textos conocidos y predecibles al compañero. __ R.EP.3. Hace unas secuencias de oraciones en tiras de un poema, rima o canción. __ R.EP.4. Identifica palabras de alta frecuencia y frases en textos predecibles tales como canciones, historias y cantos. __ R.EP.5. Utiliza la correspondencia letra y sonido para identificar sonidos y palabras. __ R.EP.6 Lee en voz alta un pasaje de un texto. __ R.EP.7 Comienza a utilizar las estructuras, la semántica y la fonética de las palabras para construir el significado del texto. __ R.EP.8.Identifica elementos de literatura (trama, lugar, idea principal, personajes, conflicto o problema) __ R.EP.9. Resume el material de lecturas simples. __	**W.EP.1. Exhibe deletreo fonético. __** **W.EP.2. Toma dictados simples. __** **W.EP.3. Utiliza convenciones básicas de escritura (por ejemplo, punto, signo de interrogación, mayúsculas) __** **W.EP.4. Compone párrafos simples basados en estructuras creadas por el maestro. (por ejemplo: marcos) __** **W.EP.5. Completa formularios con información básica. __**

Nivel 2/3 Reporte de progreso para estudiantes de ELL

Nombre del estudiante_____

ESCUCHANDO	HABLANDO	LECTURA	ESCRITURA
L.P.1. Sigue instrucciones de varios pasos. __	**S.P.1. Participa en espectáculos orales en grupo, discusiones en clase y compartiendo.** __	**R.P.1. Identifica ideas principales.** __ **R.P.2. Reconoce patrones y palabras familiares.** __ **R.P.3. Responde a preguntas "Quién", "Qué", "Cuándo", "Dónde" y "Cuál" después de leer un texto.** __	**W.P.1. Escribe instrucciones de cómo completar una tarea.** __ **W.P.2. Compone diarios, cartas, poemas, etc.** __
L.P.2. Hace una representación visual de información oral. __	**S.P.2. Responde preguntas en oraciones completas y breves.** __	**R.P.4. Utiliza fonemas, gramática y contexto para reconocer su significado.** __ **R.P.5. Secuencia palabras en una oración.** __	**W.P.3. Aplica una variedad de actividades de pre-escritura (por ejemplo, agrupa, lluvia de ideas, dialogando, dibujando, jugando y usando los registros de aprendizaje.** __
L.P.3. Identifica el tema principal y algunos detalles de las historias. __	**S.P.3. Expresa su opinión o punto de vista simple.** __	**R.P.6 Secuencia las partes de una historia (principio, medio, final).** __ **R.P.7 Utiliza estrategias de decodificación (sonando palabras comparando palabras similares, cortando palabras en pequeñas palabras, buscando partes de palabras.** ___	
L.P.4. Identifica los elementos comunes y/o temas de historias orales y/o poemas. __	**S.P.4. Da una breve presentación oral informal.** __		**W.P.4. Desarrolla un primer borrador que se enfoca en una idea central.** __
	S.P.5. Da instrucciones simples para completar una tarea. __	**R.P.8 Participa en la lectura silenciosa.** __ **R.P.9 Demuestra interés y comprensión de una variedad de materiales de lectura.** __	**W.P.5. Revisa la escritura basada en la colaboración de estudiantes y maestros.** __
L.P.5. Hace dictados simples. __		**R.P.10 demuestra lectura independiente por placer.** __	**W.P.6. Edita utilizando recursos para corregir la mecánica.** __
L.P.6. Reconoce homónimos comunes. __	**S.P.6. Vuelve a contar una historia sencilla que ha sido leída en voz alta.** __	**R.P.11 Usa fuentes de referencia (por ejemplo, diccionario, enciclopedia, computadora, etc.).** ___	**W.P.7 produce una variedad de tipos de escritura para distintos propósitos.** __
	S.P.7. Relata los detalles de una actividad o evento. __	**R.P.12 Lee mapas, gráficos, leyendas, gráficos y diagramas.** __	**W.P.8. Demuestra un uso limitado de vocabulario académico.** __

ENTRY ASSESSMENT MATHEMATICS EVALUATION (EAMES)

NAME: _____   RAW SCORE: _____

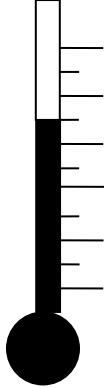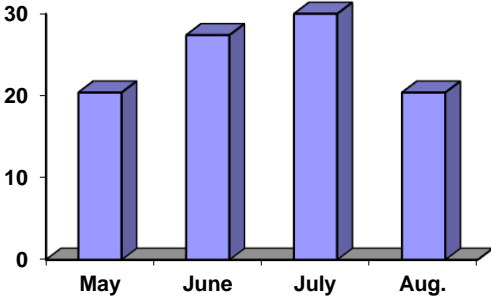SCHOOL: _____ GRADE: _____   GRADE LEVEL:_____

DATE: _____ STUDENT ID: _____

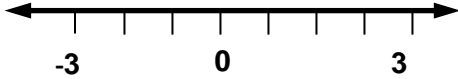|	
1. 2 +6	**9.** 3 -3
2. John has 31 fish. He sells 24. How many does he have now? _____	**10.** * * **+** * **=** * * * * ____
3. Continue. What comes next? △ ☐ ☐ △ ☐ ☐ ____	**11.** ____ + 9 = 18
4. Continue, What comes next? 10, 20, 30, _____	**12.** 53 -18
5. 66 + 4 + 11 = ____	**13.** How long is this page? Estimate. _____ Inches
6. 3 + 2 = ____	**14.** 60, 61, 62,____ , 64
7. 8 - 3 = ____	**15.** Write these numbers in order From smallest to largest. <u>405</u> 418, 504, 405, 480 _____ _____ _____ _____
8. 90 -56	

GRADE LEVEL   1 - 2
SCORE   / 15

1.

$$166$$
$$\underline{+254}$$

2.

Complete

112, 109, 106,____, ____, ____, 94

3.

$$601$$
$$\underline{- 415}$$

4.

4 X 2 X 5 = ____

5.

1 year = ____ months

6.

5$\overline{)\,50\,}$ = ____

7. What is the temperature?

____

8. Write >, <, or = in the circle.

5,614 ◯ **5,461**

9. There are 32 girls and 84 boys in the cafeteria. How many more are boys?

____

10. Fishing

How many fish did we catch in June?

1. How many thousands in **42,416** ? _____	**6.** **1.9 + 2.47 =** _____
2. 6 ⟌ 86 _____	**7.** What is the perimeter of this figure? 10 5 [rectangle] 5 10 _____
3. **46** **X39**	**8.** **A** [number line] -3 0 3 A = _____
4. One kilogram of candy costs $1.25. Maria buys 5 kilograms. How much money does she spend? _____	**9.** Round **346** to the nearest hundred. _____
5. In meters, estimate the height of the ceiling in this room. _____	

1.   **8.06**
 	
          X 0.6
	6. How many millions are in
	
	 16,435,417 ?
	
	            _____

2.
 	
    $\dfrac{11}{5}$ =   _____
	7. Write >, < , or = in the circle.
	
	       $\dfrac{3}{8}$ ◯ $\dfrac{6}{16}$

3. Nadia puts some bread in the oven at 10:20 am. It needs to bake 75 minutes. What time will the bread be ready? _____	**8.** 3 hours = _____ minutes
4. **Draw 2 lines that are parallel**.	**9.** Robert has 10 meters of rope. He cuts a piece 2.5 meters long. How much rope is left? _____
5. 8 ⟌ 6.48 =	

GRADE LEVEL 4 – 5

SCORE   **/9**

1.

40% of 200 = _____

2.

5 + 4 x 7 = _____

3.

$$2 \times 3^2 = \underline{\qquad}$$

4.

0.06 = _____ %

5.

$$0.8\overline{)96} = \underline{\qquad}$$

7. $4 \times \dfrac{3}{5} = \underline{\qquad}$

9.

Other 10%
Food 25%
Car 10%
Clothes 5%
Rent 50%
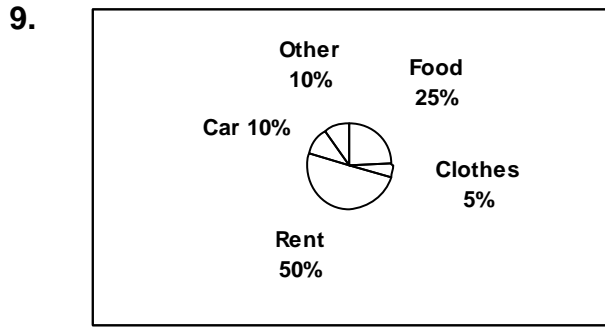
If Carlos' family makes $1200 each month, how much do they spend on food? _____

10. Which line shows the diameter?

_____

11. What is the area of this rectangle?

11
6   6
11

_____

12.

$$3\frac{3}{4}$$
$$-\ 2\frac{1}{3}$$
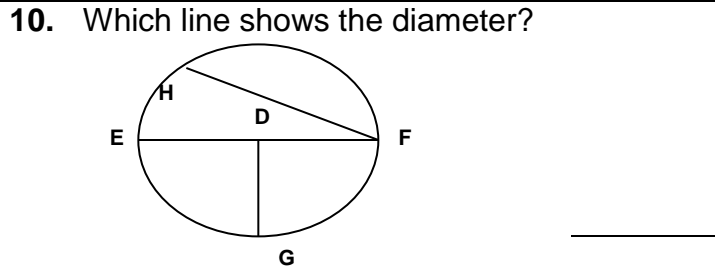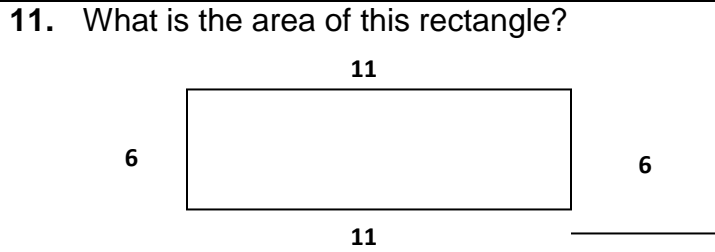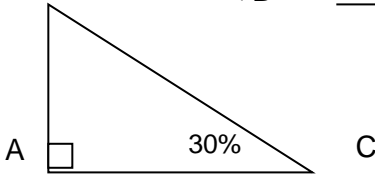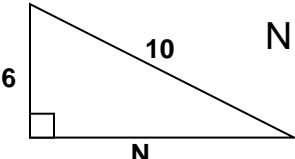
6. $\dfrac{2}{3} + \dfrac{2}{9} = \underline{\qquad}$

8. Thomas buys 5 pieces of candy for $0.45 each. How much change does he get from $3.00?
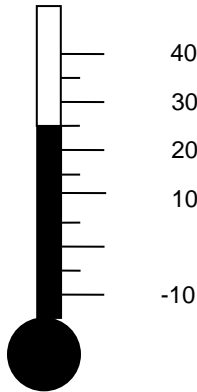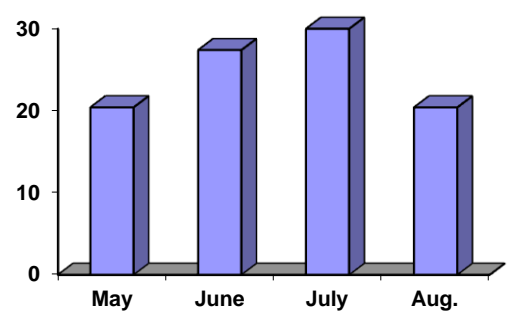
GRADE   4 – 6

SCORE   /12

1. **(-6) + (-4) + 8 =** _____	**7.** If A = 3, then 5A - 6 = _____
2. $4\frac{1}{2} \div 3 =$ _____	**8.** **20 - (-6) =** _____
3. **5N + 4 - 2N =** _____	**9.** < B = _____
4. $\frac{X}{4} = 3$ X = _____	
5. **(-2) X (-4) =** _____	**10.** **X + 6 = 9** **X =** _____
6. $\frac{X}{6} = \frac{16}{24}$ **X =** _____	

1. $\frac{2x}{3} + 6 = 12$ X = _____	**4.** **6H - 5 = H + 10** H = _____
2. N = _____	**5.** Solve for X 3X > 9
3. $\frac{C^{10}}{C^{5}} =$ _____	**GRADE LEVEL 7 - 12** **SCORE** **/ 15**

ENTRY ASSESSMENT MATHEMATICS EVALUATION (EAMES)
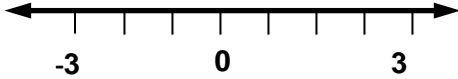
1.
$$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$$

2. Juan tiene 31 pescados, vende 24.
¿Cuántos le quedan?

_____

3. △ ☐ ☐ △ ☐ ☐ ____

4. ¿Que número sigue?

10, 20, 30, _____

5. 66 + 4 + 11 = ____

6. 3 + 2 = ____

7.

8 - 3 = ____

8.
$$\begin{array}{r} 90 \\ -56 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 3 \\ -3 \\ \hline \end{array}$$

10. * * **+** * **=**
* *   * *   ____

11.

____ **+ 9 = 18**

12.
$$\begin{array}{r} 53 \\ -18 \\ \hline \end{array}$$

13. Calcúla el largo de ésta página.

_____

14. **60, 61, 62,____ , 64**

15. Escribe los números en orden, del más
pequeño al más grande

405 418, 504, 405, 480

_____

_____

_____

_____

GRADE LEVEL 1 -2
SCORE   /15
Page 1

1.

$$166$$
$$+254$$

2.

Escribe los números qu fallan

112, 109, 106,____, ____, ____, 94

3.

$$601$$
$$- 415$$

4.

4 X 2 X 5 = ____

5.

1 año = ____ meses

6.

5 ⟌ 50 = ____

7. Escribe la temperatura

____

40
30
20
10

-10

8. Escribe >, <, o = en el circulo.

5,614 ◯ **5,461**

9. En la cafeteria hay 32 niñas y 84 niños.

¿Cuántos niños más hay?

____

10. PESCA

30

20

10

0

May   June   July   Aug.

¿Cuántos peces pescamos en junio?

GRADE LEVEL 2 - 3

SCORE   /10

Page 2

1. ¿Cuántos miles hay **42,416** ? _____	**6.** **1.9 + 2.47 =** _____
2. **6** ⎰ **86** _____	**7.** ¿Cuál es el perímetro del dibujo? **10** **5** ▭ **5** **10** _____
3. **46** **X39**	**8.** **A** ←—┬——┬——┬——┬——┬——┬——┬——→ **-3** **0** **3** **A =** _____
4. Un kilo de dulces cuesta 125 pesos. Si María compra 5 kilos de dulces ¿cuánto pagará? _____	**9.** Redondea (aproxima) **346** al cien más cercano.. _____
5. Calcula la altura de éste cuarto, Desde el piso hasta el techo. _____ Metros.	

1. **8.06** **X 0.6**	**6.** ¿Cuántos millones hay en **16,435,417** ? _____
2. **11** **5** **=** _____	**7.** Escribe >, < , = en el círculo. **3** ◯ **6** **8** **16**
3. Nadia empieza a cocinar un pan a las 10:20. Necesita cocinarlo 75 minutos. ¿A qué hóra estará listo? _____	**8.** 3 hours = _____ minutes
4. Dibuja dos líneas paralelas.	**9.** Roberto tiene una cuerda de 10 metros. Si corta un pedazo de 2.5 metros, ¿Cuántos metros le quedan? _____
5. **8** ⌐ **6.48** **=**	

1.

40% of 200 = _____

2.

5 + 4 x 7 = _____

3.

2 x 3^2 = _____

4.

0.06 = _____ %

5.

0.8$\overline{)96}$ = _____

7. **4 X $\underline{3}$ =**

 5 _____

9.

Piros 10%
Cornida 25%
Auto 10%
Ropa 5%
Renta 50%

Se ésta familia gana $1,200 por Mes, ¿Cuánto dinero gasta en comida cada mes? _____

10. ¿Cuál es la línea que indica el diámetro?

_____

11. Escribe el área de éste rectángulo.

11

6 $\qquad$ 6

11 _____

12.

$3\frac{3}{4}$

$- 2\frac{1}{3}$

6. $\underline{2} + \underline{2} =$
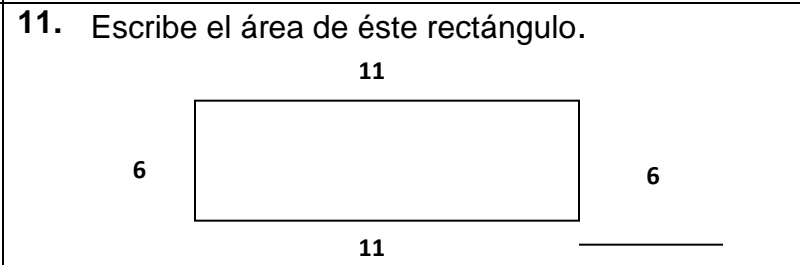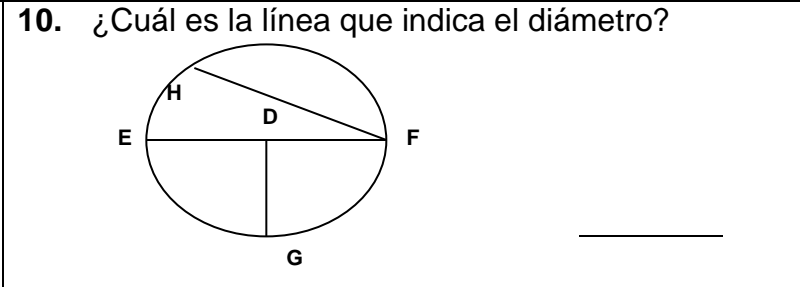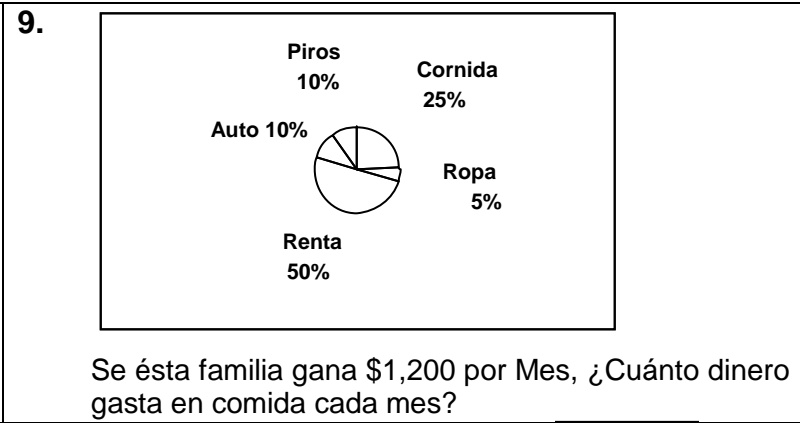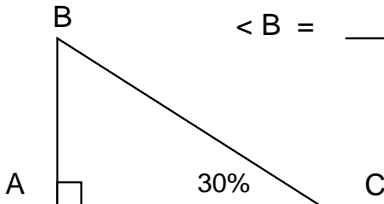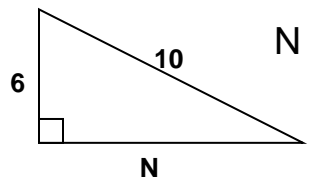
$3 \qquad 9$ _____

8. Tomás compra 5 dulces que cuestan 45 pesos cada uno. ¿Cuánto le darán de cambio, si tiene un billete de 300 pesos?

GRADE LEVEL 4 - 6

SCORE /12

1. $(-6) + (-4) + 8 = $ _____	**7.** Si $A = 3$, entonces $5A - 6 = $ _____
2. $4 \frac{1}{2} \div 3 = $ _____	**8.** $20 - (-6) = $ _____
3. $5N + 4 - 2N = $ _____	**9.** B < B = _____ A ⌐ 30% C
4. $\frac{X}{4} = 3 \qquad X = $ _____	
5. $(-2) \times (-4) = $ _____	**10.** $X + 6 = 9$ $X = $ _____
6. $\frac{X}{6} = \frac{16}{24} \qquad X = $ _____	**SCORE / 10**

1. $\frac{2x}{3} + 6 = 12$ $X = $ _____	**4.** $6H - 5 = H + 10$ $H = $ _____
2. 10 $N = $ _____ 6 N	**5.** Soluciona la ecuación $3X > 9$
3. $\frac{C}{C^{\$0}} = $ _____	**GRADE LEVEL 7 - 12** **SCORE /15**

Scoring the EAMES

Each page has the total number of problems in the bottom right hand corner. Raw score is the total of all correct answers. Mastery of skills is accomplished when the student has answered at least half of the problems given for each grade level.

Page Number:

1 – 1st and 2nd grade

2 – 3rd grade

3 – 4th grade

4 – 5th grade

5 – 6th grade

6 – is divided into two sections top is 7th and bottom is 8th.

If a child has answered at least half of the problems in a given section the student is categorized in the next grade level.   For example; if a child has answered at least half of the problems in the 3rd grade section he is categorized as a 4.0