

Bridgeport English Learners (ELs)



Columbus School - March 2020

CSDE English Learner Identification Process

Step 1: Home Language survey (HLS)

Step 2: Initial Assessment

Step 3: Language Dominance Classification (LDC)

English Learners (ELs)

A = None to minimal English skills

B = Acquired some English skills

Non English Learners (ELs)

C = Demonstrated English proficiency, met exit criteria.

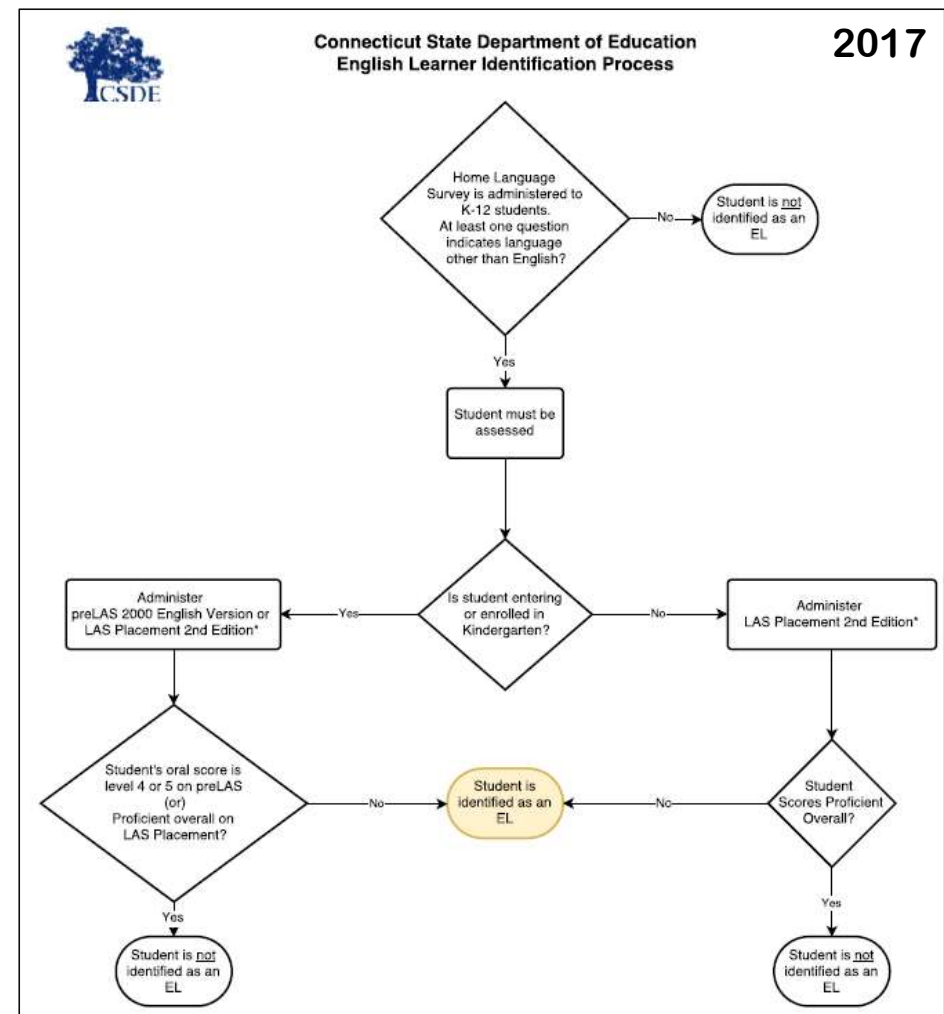
D = English dominant, but may speak another language.

E = Speaks only English.

Step 4: Type of Program

BPS Programs:

- ☐ ESOL
- ☐ Bilingual/Native Language Support
- ☐ Dual Language



CSDE English Learner Program Codes

Most common:

- ☐ **1A** = Bilingual education or native language support
- ☐ **03** = Language Transition Support Services (LTSS) after completing 30 months in a bilingual education program (1A)
- ☐ **5A** = English as a Second Language (ESL) Pull-Out
- ☐ **7A** = Eligible for mandated bilingual education program but not receiving bilingual education due to parental request and instead participating in English as a Second Language (ESL) Pull-Out
- ☐ **04** = Eligible for mandated bilingual education program but is not participating in bilingual education or any other English as a Second Language (ESL) program due to parental request
- ☐ **06** = Not Eligible for a bilingual education program and not participating in any English as a Second Language (ESL) program due to parental request

Updated 10/17/2016

The following English Learner (EL) Program Codes are from the Connecticut State Department of Education
Public School Information System: 2016-17 PSIS Reference Guide.

2016

Table 1 – EL Program Codes (formerly LEP Program Codes)

Code	Description
1A	Eligible for bilingual education program and participating in a Transitional Bilingual Education Program or receiving native language support.
1B	Eligible for bilingual education program and participating in a Dual Language Program.
1C	Eligible for bilingual education program, participated in a Transitional Bilingual Education Program or received native language support for 30 months. Student approved by the CSDE to continue to participate in a Transitional Bilingual Education program for an additional 10 months.
1D	Eligible for bilingual education program, participated in a Transitional Bilingual Education Program or received native language support for 40 months. Student approved by the CSDE to continue to participate in a Transitional Bilingual Education program for an additional 10 months.
1E	Eligible for bilingual education program, participated in a Transitional Bilingual Education Program or received native language support for 50 months. Student approved by the CSDE to continue to participate in a Transitional Bilingual Education program for an additional 10 months.
02	Eligible for bilingual education program, enrolled with fewer than 30 months remaining before graduation, participating in mandated high school English as a Second Language (ESL) program.
03	Receiving Mandated Language Transition Support Services (LTSS) after Completing 30 Months in a Mandated Bilingual Education Program (Except in a Dual Language/Two-Way Language Program).
04	Eligible for mandated bilingual education program but is not participating in bilingual education or any other English as a Second Language (ESL) program due to parental request.
5A	Not Eligible for Mandated Bilingual Education Program but participating in English as a Second Language (ESL) Pull-Out model program.
5B	Not Eligible for Mandated Bilingual Education Program but participating in English as a Second Language (ESL) Push-In/Co-Teaching model program.
5C	Not Eligible for Mandated Bilingual Education Program but participating in English as a Second Language (ESL) Sheltered English Instruction approach program.
5D	Not Eligible for Mandated Bilingual Education Program but participating in another type of English as a Second Language (ESL) program not specified in codes 05A through 05C.
06	Not Eligible for a bilingual education program and not participating in any English as a Second Language (ESL) program due to parental request.
7A	Eligible for Mandated Bilingual Program but not receiving bilingual education due to parental request and instead participating in English as a Second Language (ESL) Pull-Out model program.
7B	Eligible for Mandated Bilingual Program but not receiving bilingual education due to parental request and instead participating in English as a Second Language (ESL) Push-in/Co-Teaching model program.
7C	Eligible for Mandated Bilingual Program but not receiving bilingual education due to parental request and instead participating in English as a Second Language (ESL) Sheltered English Instruction program.
7D	Eligible for Mandated Bilingual Program but not receiving bilingual education due to parental request and instead participating in another type of English as a Second Language (ESL) program not specified in codes 07A through 07C.

CSDE English Learner Exit Criteria Grades K-12

State and Federal Mandated Testing for ELs

Language Assessment Scales (LAS) Links

4 Sections:

- Speaking
- Listening
- Reading
- Writing

Testing period: January-February

Testing results: May

Annual Review: May-June

STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION

Connecticut English Learner Exit Criteria Grades K-12

2019

In order for students to exit English Learner status and no longer receive English language acquisition support, the student must reach the state mandated exit requirements as described below. The Linguistic Standard selected for Connecticut is measured by the LAS Links Assessment.

GRADES	LAS Links Scores
Kindergarten-Grade 12	Overall Level 4 or 5
	AND
	Reading Score 4 or higher
	AND
	Writing Score 4 or higher

BPS English Learner Student Profile



English Learner Student Profile

Bridgeport Public Schools - Bridgeport, Connecticut

Parental Refusal

☐ Bilingual ☐ ESOL

____/____/____
Date

Name: _____ Student #: _____
Last, First Middle

Country of Birth: _____ Date of Birth: ____/____/____ ☐ M ☐ F

District Entry Date: ____/____/____ School: _____ Grade: _____
Pre-K: ☐ Y ☐ N

Student Identification Process

Step 1: Home Language Survey	Question #1	Question #2	Question #3

Step 2: English Language Proficiency Assessment Date Administered: ____/____/____

Grade K		Grades 1-12	
Pre-LAS Test		LAS Links Placement Test	
Oral Language		Domain	Total Points
Total Score		Speaking	
Level		Listening	
		Reading	
		Writing	
		Total Overall Points Obtained	
Level: <input type="checkbox"/> NP <input type="checkbox"/> AP <input type="checkbox"/> P			

Initial Placement Recommendation

<p>Language Proficiency Classification: <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C</p> <p>Type of Program:</p> <p><input type="checkbox"/> ESOL</p> <p><input type="checkbox"/> Bilingual/Native Language Support</p> <p><input type="checkbox"/> Dual Language</p> <p>EL Program Entry Date: ____/____/____</p>	<p>Comments:</p> <p>_____ _____ _____</p> <p>Signature: _____ Date: ____/____/____</p>
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Revised 2/16/2017

School Year	Grade	Annual Testing Data			Met Exit Criteria	Special Services	
		Reading <small>(Scale Score/Level)</small>	Writing <small>(Scale Score/Level)</small>	Overall <small>(Scale Score/Level)</small>		Special Education	504
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N
20__	__	-	-	-	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> Y <input type="checkbox"/> N

Notes

Documents to be filed in this folder:

- ☐ Home Language Survey - Original
- ☐ Initial Assessment Pre-LAS Test Answer Sheet - Original (Copy to Bilingual Department)
- ☐ Initial Assessment LAS Links Placement Test Student Profile Sheet - Original (Copy of the front page to Bilingual Department)
- ☐ Entry Letter
- ☐ Annual Placement Letters
- ☐ Annual LAS Links Student Proficiency Reports

Revised 2/16/2017

Review School Year 20__-__

School: _____ Grade: _____ Teacher: _____

Teacher Recommendation on Academic Progress/Placement/District Assessments:

☐ Promoted to grade ____ ☐ Retained. Reason: _____
Parents notified on ____/____/____ Parents and principal agreed with retention: ☐ Y ☐ N

Teacher's Signature

Annual Review:

- ☐ Continue ESOL
- ☐ Continue Dual Language
- ☐ Continue Bilingual/Native Language Support
- ☐ Approved Bilingual Program Extension
- ☐ LTSS/ESOL (Completed 30 months in Bilingual Program)
- ☐ Parental Refusal for Bilingual/ESOL Services
- ☐ Met Program Exit Criteria

Updated Language Proficiency Classification: ☐ A ☐ B ☐ C Months in Program as of June: _____

Reviewer: _____ Date: ____/____/____

Review School Year 20__-__

School: _____ Grade: _____ Teacher: _____

Teacher Recommendation on Academic Progress/Placement/District Assessments:

☐ Promoted to grade ____ ☐ Retained. Reason: _____
Parents notified on ____/____/____ Parents and principal agreed with retention: ☐ Y ☐ N

Teacher's Signature

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Updated Language Proficiency Classification: ☐ A ☐ B ☐ C Months in Program as of June: _____

Reviewer: _____ Date: ____/____/____

Revised 2/16/2017

Annual Review for ELs

In May, classroom teachers will complete the REVIEW section.

The Stages of Language Acquisition chart may be used to write the academic progress comments.

A sample review may read:

Lisa understands common high frequency expressions. She engages in simple direct conversation on familiar topics. Lisa may associate sounds with letters and recognize cognates. She uses invented spelling when writing.

Review School Year 20__ - __

School: _____ Grade: _____ Teacher: _____

Teacher Recommendation on Academic Progress/Placement/District Assessments:

☐ Promoted to grade ____ ☐ Retained. Reason: _____

Parents notified on ____/____/____ Parents and principal agreed with retention: ☐ Y ☐ N

Teacher's Signature: _____

Annual Review:

☐ Continue ESOL ☐ LTSS/ESOL (Completed 30 months in Bilingual Program)

☐ Continue Dual Language ☐ Parental Refusal for Bilingual/ESOL Services

☐ Continue Bilingual/Native Language Support ☐ Met Program Exit Criteria

☐ Approved Bilingual Program Extension

Updated Language Proficiency Classification: ☐ A ☐ B ☐ C Months in Program as of June: _____

Reviewer: _____ Date: ____/____/____

Review School Year 20__ - __

School: _____ Grade: _____ Teacher: _____

Teacher Recommendation on Academic Progress/Placement/District Assessments:

☐ Promoted to grade ____ ☐ Retained. Reason: _____

Parents notified on ____/____/____ Parents and principal agreed with retention: ☐ Y ☐ N

Teacher's Signature: _____

Annual Review:

☐ Continue ESOL ☐ LTSS/ESOL (Completed 30 months in Bilingual Program)

☐ Continue Dual Language ☐ Parental Refusal for Bilingual/ESOL Services

☐ Continue Bilingual/Native Language Support ☐ Met Program Exit Criteria

☐ Approved Bilingual Program Extension

Updated Language Proficiency Classification: ☐ A ☐ B ☐ C Months in Program as of June: _____

Reviewer: _____ Date: ____/____/____

Revised 2/16/2017

Stages of Language Acquisition Chart				
	LISTENING	SPEAKING	READING	WRITING
PRE-PRODUCTION	<ul style="list-style-type: none"> Has minimal understanding Understands simplified input with visual support Minimal understanding Responds to commands Recognizes common classroom and playground language Recognizes theme's key vocabulary and language by the end of theme 	<ul style="list-style-type: none"> Names and identifies objects Can use memorized and simple formulaic speech Uses non-verbal communication, points, draws, gestures Uses interlanguage or pidgin language Barely comprehensible or incomprehensible 	<ul style="list-style-type: none"> Needs illustrations, visual support May use left-to-right and top-to-bottom directionality Begins to recognize letters (if preliteracy) 	<ul style="list-style-type: none"> Illustrates, may label Traces or copies words May use scribbles, invented spelling, or native language At end of theme, may produce or copy lists of known words (theme vocabulary)
EARLY PRODUCTION	<ul style="list-style-type: none"> Large passive vocabulary (500 words) Understands "Teacher talk" (simplified syntax, pauses, redundancy, paraphrasing) Understands common, high frequency expressions 	<ul style="list-style-type: none"> Asks and responds to simple questions Answers questions with yes/no, either/or, one word or phrases Completes sentence starters with one word Engages in simple, directed conversations on familiar topics Word order improves Uses "yesterday" or "tomorrow" rather than tenses Uses memorized or formulaic language appropriately 	<ul style="list-style-type: none"> Reads sight words, previously taught material, L1 cognates Needs illustrations, visual cues Starts to read environmental print Can follow class readings when repeated several times; fair understanding of main ideas 	<ul style="list-style-type: none"> Copies a model Can list words/short phrases Can complete sentence starters and cloze passages requiring one-word entries Uses mostly present tense Uses inaccurate grammar and syntax; invented spelling Errors impede comprehensibility
SPEECH EMERGENCE	<ul style="list-style-type: none"> Understands without much visual support Can follow a conversation and oral directions Understands some non-face-to-face communication (telephone, radio) May have difficulty with slang or regional speech 	<ul style="list-style-type: none"> Begins to create language; recombines and applies previously learned material to new situations Narrates, describes, retells, and discusses content Uses present, past, future tenses Commits errors, but is usually understood Can initiate and carry on a conversation Answers how and why questions; can expand on answers Uses circumlocution to aid communication 	<ul style="list-style-type: none"> Comprehends grade-level material with sufficient preparation and support Unfamiliar cultural references or stylistic features may impede understanding Can construct meaning from context Reads environmental print Understands simple instructions May read independently 	<ul style="list-style-type: none"> Narrates or describes in strings of sentences, short paragraphs Can produce guided writing on familiar topics Makes fewer errors Grammar and syntax errors do not usually impede comprehensibility Creates or adapts a story
NEARLY FLUENT	<ul style="list-style-type: none"> Understands well without visual support Understands non-face-to-face communication (telephone, radio, overhead conversations) 	<ul style="list-style-type: none"> Speaks in complex sentences and paragraphs Uses most tenses correctly Can discuss abstract topics and content areas Can hypothesize and support opinions Answers how and why questions; uses details Minimal errors rarely effect comprehensibility 	<ul style="list-style-type: none"> Reads a variety of grade level materials with comprehension Reads independently 	<ul style="list-style-type: none"> Uses complex sentence structures for age Writes cohesive, connected paragraphs Fairly high degree of grammatical accuracy, correct spelling, mechanics for age Some errors in complex structure Capable of producing content reports and creative writings

Based on the following resources: Krashen and Terrell (1983); Ellis (1985); Buch, Byrnes and Thompson (ACTFL Oral Proficiency Interview Test Manual 1989); Omaggio (1993) citing ACTFL Proficiency Guidelines (1986) and DJJ Task Force on Curriculum Policy and Planning (June 1984)

BPS Grading and Retention Guidelines



Bilingual Education Services and World Languages

Ana Sousa-Martins - Director
City Hall - Administrative Offices - 45 Lyon Terrace, Room 327 - Bridgeport, CT 06604
Telephone: (203) 278-1340 FAX: (203) 337-0115

2019

Guidelines for Grading English Learners

In accordance with Title III section of ESSA, English Learners (ELs) will attain English proficiency, reach high levels of academic attainment, and meet the same statewide academic standards as non-ESOL students. All English Learners are entitled to equal access to the core curriculum and the curriculum must be made comprehensible to ELs. The following information provides guidelines for grading EL students:

GOAL: To Make Learning Comprehensible for all English Learners

- English Learners must be provided consistently with strategies, accommodations, differentiation to curriculum, instruction and assessments in all subject areas at his/her level of English language proficiency
<http://www.colorincolorado.org/article/language-acquisition-overview>
- ELs should not receive failing grades due to their limited English proficiency levels and/or if curriculum and instruction has not been differentiated and assessments have not been accommodated appropriately to meet students' language needs or if documentation is not available. See Retention Guidelines for ELs.

Documentation should show an under-performance on 1) differentiated instruction (for example; not completing differentiated assignments/homework, not turning in differentiated work); 2) no progress on differentiated assignments

- Students receiving instructional accommodations and differentiated instruction may earn the same grade as students not receiving accommodations. The accommodations and differentiated instruction should be based on the student's level of English Language Proficiency.
- When applicable, written comments should be provided to explain that the grades received reflect his or her academic performance after having been provided accommodations, differentiation or alternative assignments
- English Learners may not be penalized for missing work in the general education classroom for time that they are pulled out for ESOL support services
- Grades for classes where the ESL teacher provides services should be determined collaboratively by the ESL teacher and the general education teacher
- English Learners will receive the same report card that is used in general education. The "Comments" sections should indicate that students are working below district benchmarks, but are making progress.

Resources that can be used to help make learning comprehensible for all ELs:

- ESL Teacher
- Blue EL Student Profile Folder
- Second Language Acquisition Chart
<http://www.colorincolorado.org/article/language-acquisition-overview>
- LAS Links Placement Test Score
- Las Links Proficiency Descriptors
- Connecticut English Language Proficiency Standards
https://portal.ct.gov/-/media/SDE/English-Learners/CELP_Standards.pdf?la=en
- LAS Links Student Proficiency Report
- SIOP Strategies
<https://files.acrobat.com/a/preview/c56e309a-4c0b-432f-a618-65f87433b0b5>
- SRBI Interventionist
- Special Education Teacher
- Conferences with Support Staff
- US Department of Education EL ToolKit

Retention Guidelines

Federal law states that the retention of English learners cannot be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Language acquisition is a long-term process and should be facilitated across all grade levels. The retention of English learners will not facilitate more rapid growth towards English proficiency. Retention policies, especially for English learners, should not be based on one specific piece of data alone or any sole criterion. Prior to considering retention of an English learner, the following points should be addressed in consultation with the EL staff and the parents:

- ✓ Has the student's level of English language proficiency been assessed?
- ✓ Has the student been enrolled in the school district for more than one full academic year?
- ✓ Have you analyzed the data on the annual English Language Assessment (Las Links)?
- ✓ Does the data demonstrate progress in acquiring English proficiency in Reading and Writing?
- ✓ Has the student been receiving ESOL/Bilingual instruction?
- ✓ Has the student received intervention services or supports?
- ✓ Were content area classroom modifications made in the areas of:
 - ✓ Teacher lesson delivery
 - ✓ Assignments
 - ✓ Homework
 - ✓ Formal assessments (quizzes and tests)
- ✓ Has an alternative grading strategy been implemented, such as:
 - ✓ Portfolios
 - ✓ Contracts
 - ✓ Rubrics
 - ✓ Oral assessments
 - ✓ Observation checklist
 - ✓ Pictorial assessments
- ✓ Is there evidence of the modifications and or accommodations?

If any of the above have not been addressed, retention may not be appropriate. Retention policies, especially for EL students, should not be based on one specific piece of data alone or any sole criteria.

Retention of EL students will not facilitate English Language Acquisition. The process of language acquisition should occur at all grade levels.

Second Language Acquisition

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Preproduction	<ul style="list-style-type: none"> -Has minimal comprehension. -Does not verbalize. -Nods "Yes" and "No." -Draws and points. 	0-6 months	<ul style="list-style-type: none"> -Show me ... -Circle the ... -Where is ...? -Who has ...?
Early Production	<ul style="list-style-type: none"> -Has limited comprehension -Produces one- or two-word responses. -Uses key words and familiar phrases. -Uses present-tense verbs. 	6 months - 1 year	<ul style="list-style-type: none"> -Yes/no questions -Either/or questions -Who ...? -What ...? -How many ...?
Speech Emergence	<ul style="list-style-type: none"> -Has good comprehension. -Can produce simple sentences. -Makes grammar and pronunciation errors. -Frequently misunderstands jokes. 	1-3 years	<ul style="list-style-type: none"> -Why ...? -How ...? -Explain ... -Questions requiring phrase or short-sentence answers
Intermediate Fluency	<ul style="list-style-type: none"> -Has excellent comprehension. -Makes few grammatical errors. 	3-5 years	<ul style="list-style-type: none"> -What would happen if ...? -Why do you think ...? -Questions requiring more than a sentence response
Advanced Fluency	has a near-native level of speech.	5-7 years	<ul style="list-style-type: none"> -Decide if ... -Retell ...

Chapter 2. The Stages of Second Language Acquisition
Classroom Instruction That Works with English Language Learners Facilitator's Guide
 by **Jane D. Hill** and **Cynthia L. Björk**

<http://www.ascd.org/publications/books/108052/chapters/The-Stages-of-Second-Language-Acquisition.aspx>