



## InterAmerican Academy

### ENGLISH LANGUAGE LEARNERS PROGRAM

*“InterAmerican Academy believes that every child can learn and that it takes more than a school to help a child succeed.”*

#### PROGRAM GOALS

The goal of the English Language Learner (ELL) Program is to increase the acquisition of English and English literacy in students who have been identified as English Language Learners (ELLs) in grades K-12. The program provides ELL instruction inside push-in model with content based instruction and consultative services to ELLs. Additionally ELL Department monitors the progress of students by recognizing levels of proficiency using World-class Instructional Design and Assessment (WIDA) for two years or tested out of the program.

The Proficiency Levels established by WIDA Consortium are the following:



It is our goal to promote the development of academic skills for ELLs with instruction that will improve their proficiency level. The ELL Program is designed to help students achieve Expanding Proficiency.

Levels 1 – 6 have specific Performance Description described in the WIDA standards.

*ELL students can process, understand, produce or use:*

<b>6- Reaching</b>	<ul style="list-style-type: none"> <li>• specialized or technical language reflective of the content areas at grade level</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>• oral or written communication in English comparable to proficient English peers</li> </ul>
<b>5- Bridging</b>	<ul style="list-style-type: none"> <li>• specialized or technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>• oral or written language approaching comparability to that of proficient English peers when presented with grade level material</li> </ul>
<b>4- Expanding</b>	<ul style="list-style-type: none"> <li>• specific and some technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>• oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support</li> </ul>
<b>3- Developing</b>	<ul style="list-style-type: none"> <li>• general and some specific language of the content areas</li> <li>• expanded sentences in oral interaction or written paragraphs</li> <li>• oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</li> </ul>
<b>2- Beginning</b>	<ul style="list-style-type: none"> <li>• general language related to the content areas</li> <li>• phrases or short sentences</li> <li>• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support</li> </ul>
<b>1- Entering</b>	<ul style="list-style-type: none"> <li>• pictorial or graphic representation of the language of the content areas</li> <li>• words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with with sensory, graphic or interactive support</li> </ul>

Taken from: [https://www.wida.us/standards/RG\\_Performance%20Definitions.pdf](https://www.wida.us/standards/RG_Performance%20Definitions.pdf)

## SERVICE MODEL

ELL students are served by the assigned ELL Specialist in a push-in scheduled class, according to their grade and level. [WIDA-ACCESS Placement Test \(WAP-T\)](#) is required for all incoming non-native English speakers' students as an entrance requirement. Pull-Out model classes are done when students need a separate curriculum of the subject class. This decision is taken by Subject/Classroom teacher, Specialist Teacher, Counselor and Principal.

Students are evaluated by English language Proficiency Levels. Placement in a level within the program is flexible and is re-evaluated twice a year or upon teacher request based on the progress of the student. ELL Specialists assign goals for ELL students after evaluation of their proficiency levels.

ELL teachers use "content-based ELL instruction" to assist ELLs. ELL Specialists combine grade-level content from Common Core Standards, [Sheltered Instruction Protocol \(SIOP\)](#) and [WIDA Standards](#).

## INSTRUCTION

The focus of instruction is the integration of academic content and English language skills, with the goal of enabling ELLs to achieve proficiency in the four domains of listening, speaking, reading and writing, along with grade-level competency.

ELLs may change levels and/or schedules within the school year in order to meet their instructional needs. The ELL specialist is the person responsible for documenting the progress through frequent contact with the classroom / subject teacher and use of observations and evaluation. The ELL Specialist is responsible for the ELL Report given to each student.

## SERVICES RUBRIC

Students receive ELL service at their proficiency levels (entering, beginning, developing and expanding) in the following types:

### ELL SERVICE RUBRIC WITH WIDA PROFICIENCY LEVELS

	<b>INTENSIVE SERVICE LEVEL 1</b>	<b>MODERATE SERVICE LEVEL 2 &amp; 3</b>	<b>TRANSITIONAL SERVICE LEVEL 4</b>
<b>Criteria</b>	<p>ELL requires support with class work in in Reading, Writing, and Speaking.</p> <p>Modifications needed.</p> <p>Difficulty to understand language instruction.</p>	<p>ELL student is able to do classwork with some support in Reading, Writing, Listening and Speaking.</p> <p>Understands some language instruction.</p>	<p>ELL student is able to do classwork alone.</p> <p>Understands most of language instruction. Academic English needs reinforcement.</p> <p>May be long term ELL or one language domain that needs reinforcement.</p>
<b>Context</b>	<p>ELL push in service is delivered by an ELL specialist.</p> <p>ELL teachers are serve more than one student and grade cluster.</p> <p>The WIDA Level is shared with all teachers to determine objectives, appropriate modifications and accommodations.</p>	<p>ELL push in service is delivered by an ELL specialist.</p> <p>ELL teachers are serve more than one student and grade cluster.</p> <p>The WIDA Level is shared with all teachers to determine objectives, appropriate modifications and accommodations.</p>	<p>ELL push in service is delivered by an ELL specialist.</p> <p>ELL teachers are serve more than one student and grade cluster.</p> <p>The WIDA Level is shared with all teachers to determine objectives, appropriate modifications and accommodations.</p>
<b>Services</b>	<ul style="list-style-type: none"> <li>• K- 5 ELL push-in 45 minutes sessions, 3 to 5 times a week in language instruction subjects.</li> <li>• Grades 6-8 ELL push-in 45 minute sessions multiple times a week in language instruction subjects.</li> <li>• Grades 9 -12 push-in at least 90 minutes (block) sessions in all language instruction subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• K- 5 ELL push-in 30 - 45 minutes sessions, 2 to 3 times a week in language instruction subjects.</li> <li>• Grades 6-8 ELL push-in 30-45 minute sessions twice or three times a week</li> <li>• Grades 9 -12 push-in at least 45 minutes (period) sessions in needed language instruction subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• K- 5 ELL push-in 30 minutes sessions once or twice a week in subject needed.</li> <li>• Grades 6-8 ELL push-in 30-45 minute sessions once or twice a week in subjects needed.</li> <li>• Grades 9 -12 push-in 45 minutes (period) sessions in needed language instruction subjects.</li> </ul>

## ASSESSMENT/PLACEMENT

The ELL Program uses the [WIDA-ACCESS Placement Test](#) (W-APT) to assess student's English proficiency before enrollment and to place the student into ELL services as needed.

All ELLs are assessed twice a year to measure their on-going progress in English using the [Measure of Developing English Language](#) (MODEL) Test to determine their need for future ELL services.

An ELL teacher or parent may believe that a student has a different proficiency level that is indicated by his/her assessment. A change in placement may occur as a result of collaboration among the regular classroom teacher(s) and the ELL specialist. Also, a second test may be done upon request of parent or teacher. Parents also have the right to refuse ELL service; however, the student will still be considered a student with limited English proficiency for testing purposes.

When a student reaches Level 4 Expanding or beyond he/she will not continue ELL services unless classroom/subject teacher requires it.

## Frequently Ask Questions

### What is WIDA and SIOP?

WIDA stands for (World-Class Instructional Design and Assessment - WIDA) which has all levels, testing and standards for ELL students. WIDA is used in the United States and around the world. SIOP stands for Sheltered Instruction Protocol which offers an empirically-validated approach to teaching that helps prepare English learners to become college and career ready.

### What are the levels of English Proficiency?

The levels assigned by WIDA are 1 – 6.



### When does a student leave ELL Program?

A student leaves the ELL program reaching Level 5. The classroom/subject teacher may request assistance to ELL department if thought necessary.

### How many times are students evaluated in a school year?

Students are evaluated twice a year.

### When do teachers modify grades?

Teachers must modify grades when a students is Level 1 or 2. After level 4 there is no modifications.

### How long does a student reach another level?

According to research ELL may take different times

### How long does it take a student to be able to perform by themselves in a classroom?

Students must have a level 4 and up to be alone in class. This does not mean the student is proficient in the language but can perform in the subject class.

**Are ELL Remedials obligatory? And what levels are optional?**

ELL Remedials are obligatory for levels 1 and 2. If parents don't want their child to have ELL remedials they must send a written notice with the reason for this. Level 3 and up do not require ELL remedials.

**What if I find if student is not moving forward in their language?**

If a student is not moving forward in their language, please contact ELL Coordinator in order to see what evaluation or procedures must be taken to help the student.