

ELL Professional Development 09-10



ACCESS Administration Training

ACCESS for ELLs®

Date	Grades
October 20, 2009	ALL new ELL Kdg Teachers
October 27, 2009	ALL new ELL 1 st , 2 nd , and 2 nd -3 rd Multiage ELL Teachers
November 3, 2009	ALL new ELL 3 rd , 4 th , 5 th , and 5 th -6 th Multiage ELL Teachers
November 17, 2009	Refresher for ALL ELL Kdg. Teachers and CADRE
November 10, 2009	ALL new ELL 6 th grade to 12 th grade Teachers and Administrators

November 18, 2009 and December 16, 2009

Tammy King -Educational Specialist from the IRC

DEVELOPING A COMMON LANGUAGE PRE-K -12

- *How does it work with parents?*
- *Tridimensional version on **Can Do Descriptors***

January 20, 2010

Dual Language Overview –ELL Staff

ELL Informational Meeting

February 17, 2010

RTI for ELL

Cristina Sanchez-Lopez,
Education Specialist from the IRC

March 17, 2010 and April 21, 2010

Tammy King Educational Specialist IRC

- *Report by building on **Can Do Descriptors** and classroom experiences*
- *When a differentiation makes a difference!*



Language Allocation

Language Allocation Plan

Lesson planning

Classroom Experiences

Revisiting “Can do Descriptors”

Monitoring students

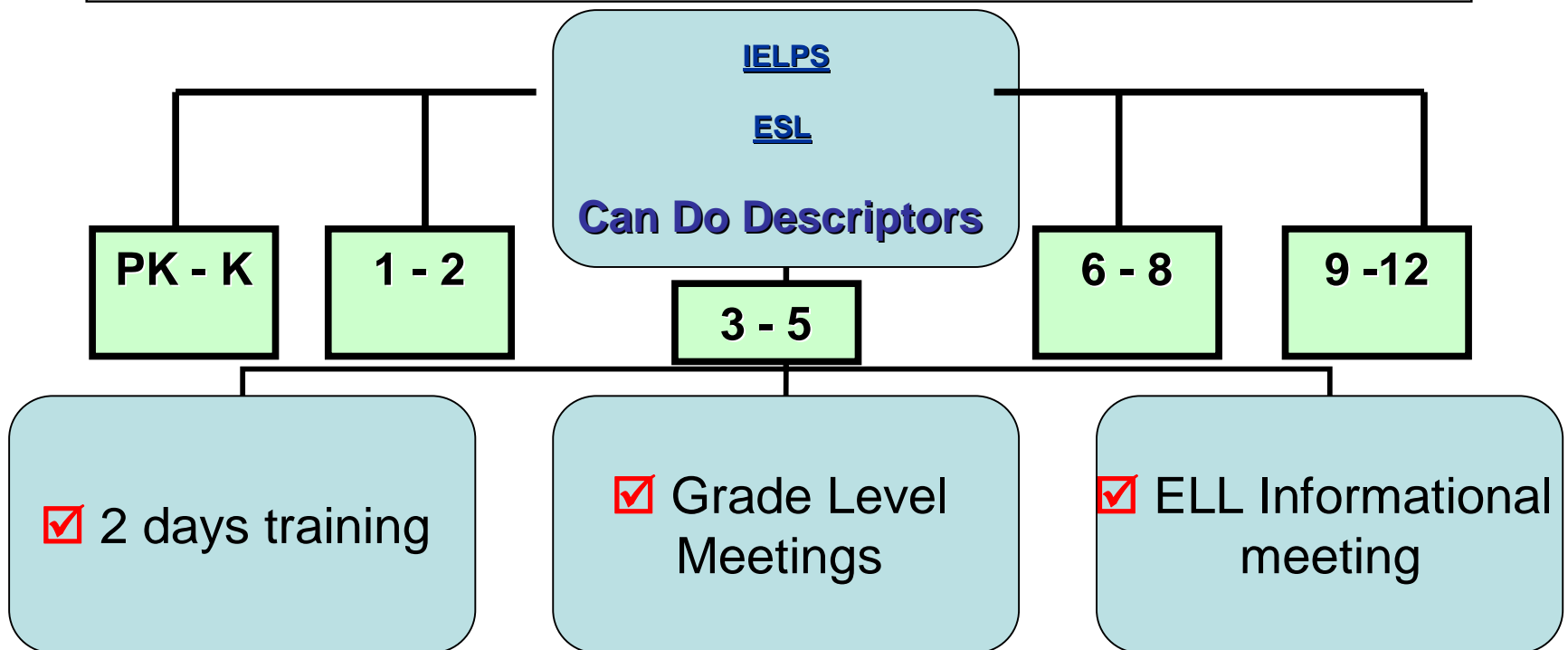
ELL Professional Development Dates Dr. Gini Rojas

Feb. 9, 2010	Grades 1-2 (group A)
Feb 11, 2010	Grades 1-2 (group B)
March 17, 2010	HS grades 9-12
March 18, 2010	Kdg
April 5, 2010	Grades 1-2 (group A)
April 6, 2010	Grades 1-2 (group B)
April 7, 2010	Grades 3-4 (group A)
April 8, 2010	Grades 7-8
April 9, 2010	Grades 3-4 (group B)
April 12, 2010	Grades 3-4 (group A)
April 13, 2010	Grades 5-6 (group A)
April 14, 2010	Grades 5-6 (group B)
April 16, 2010	Grades 3-4 (group B)
May 4, 2010	Grades 5-6 (group A)
May 6, 2010	Grades 5-6 (group B)

ESTABLISHMENT OF PROGRAMS

(Illinois School Code SECTION 228.30)

In-Service Training for Staff - Each school district having a program shall annually plan in-service training activities for the certificated and non-certificated personnel involved in the education of students of limited English proficiency. This plan shall be included in the district's annual application and shall be approved by the State Superintendent of Education if it meets the standards set forth in subsections (d)(2) and (d)(3) of this Section.



What Is Standards-Based Education?

National Institute for School Leadership

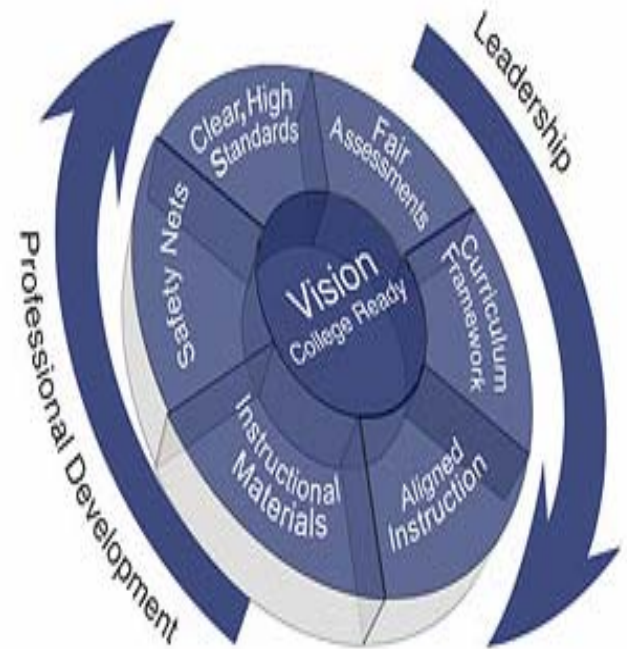


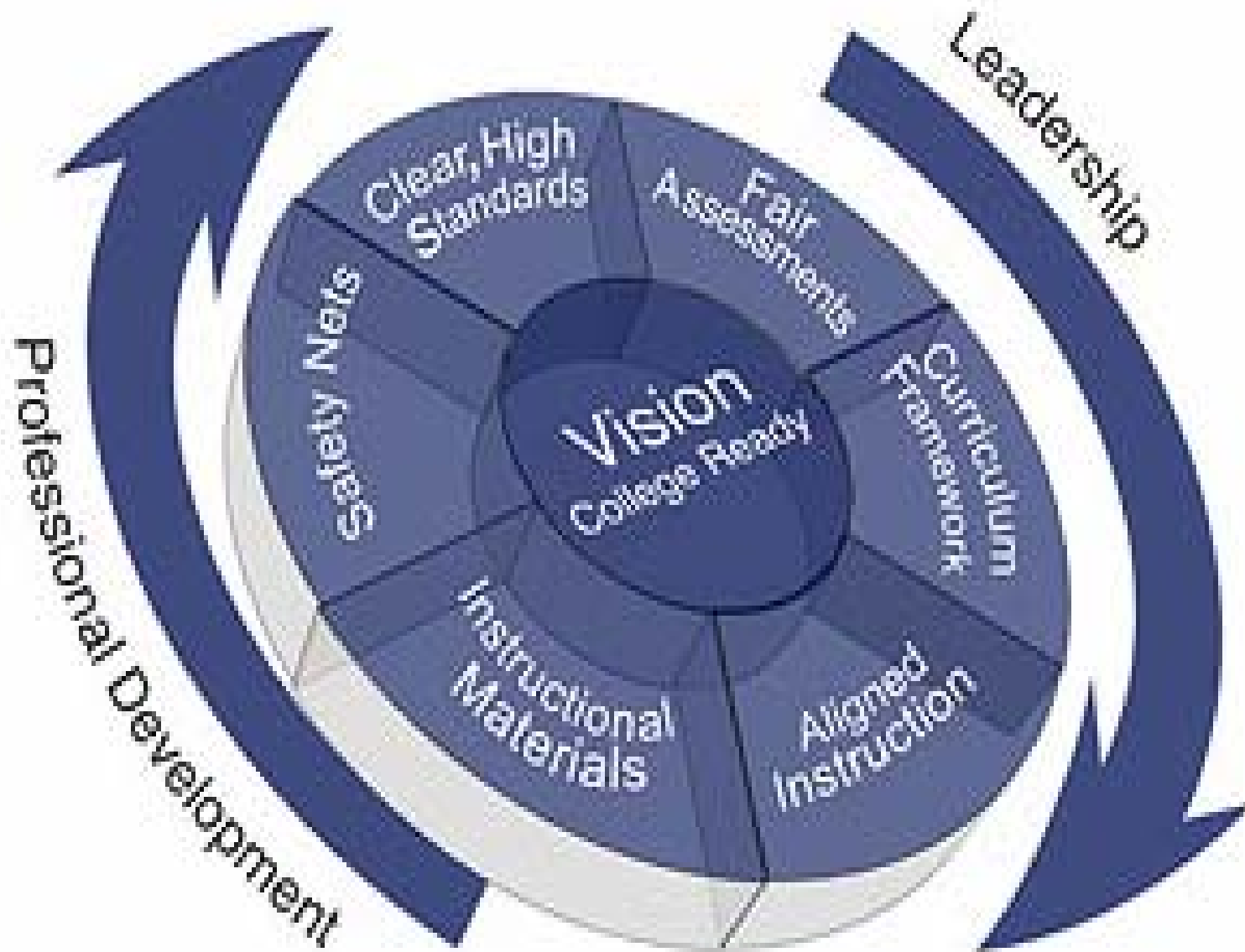
The key characteristics for standards-based education include the following:

- **Expectations are high:** All students meet high, world-class standards.
- **The same standard for all:** The time that it takes and the resources required for students to succeed may vary, but the standard always remains the same.
- **Expectations are clear:** Standards are expressed in such a way that all students know what to expect.
- **Effort counts:** Any student who puts in enough effort can reach the standards.
- **Standards and assessments embody a thinking curriculum, one that provides a good balance among skills, knowledge, concepts, and problem-solving.**

Elements of a Standards-Based Education System

- **Clear, high standards**
- **Fair assessments**
- **Curriculum framework**
- **Aligned instruction**
- **Instructional materials**
- **Safety nets**



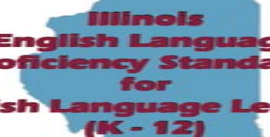




Illinois State Board of Education

Jesse Ruiz, Board Chair

Dr. Christopher Koch, State Superintendent



**Illinois
English Language
Proficiency Standards
for
English Language Learners
(K - 12)**

- The *Illinois English Language Proficiency Standards* (IELPS) are designed as a curriculum and instruction planning tool.
- They help educators determine children's English Language Proficiency (ELP) levels and how to appropriately challenge them to reach the State's Learning Standards.

How can ACCESS scores help you with your classroom instruction?

Matilda



ACCESS for ELLs® English Language Proficiency Test

Teacher Report – 2009

District: Sample District			Student: Sample, Matilda	
School: Elementary 4			State ID: 123456789	District ID: 123456
Grade: 3	Tier: B	Grade Level Cluster: 3-5	Birth Date: 7/8/1999	

Report Purpose: This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs® Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete Interpretive Guide for Score Reports at www.wida.us for more detailed information.

Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band See Interpretive Summary for definitions					Proficiency Level (Possible 1.0 - 6.0)
		100	200	300	400	500	
Listening	340			298 --- 382			5
Speaking	335			303 --- 369			3.5
Reading	276		246 --- 306				1.9
Writing	310			294 --- 326			3.4
Oral Language ^a	338			317 --- 359			4.1
Literacy ^b	293			279 --- 307			2.8
Comprehension	295			278 --- 312			2.9
Overall Score ^c (Composite)	306			294 --- 318			3.1

A - Oral Language = 50% Listening + 50% Speaking
 B - Literacy = 50% Reading + 50% Writing
 NA - Not Attempted - Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Referred or Special Education/504 Exemption
 C - Comprehension = 70% Reading + 30% Listening
 D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking
 Overall Scores are computed when all 4 domains have been completed

Student's performance by WIDA English language proficiency standards

These standards do not apply to Kindergarten Students - Sections will appear blank

COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language	5	6
Language of Language Arts	6	12
Language of Mathematics	3	9
Language of Science	1	9
Language of Social Studies	3	6

SPEAKING TASKS

English Language Proficiency Standards	Raw Score ^a	Total # of Items
Social & Instructional	3	3
Language Arts/Social Studies	4	5
Mathematical Science	2	5

E - Raw scores based on # of tasks for that standard or combination of standards
 NA - Not Attempted - Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Referred or Special Education/504 Exemption

WRITING TASKS

English Language Proficiency Standards Scores based on writing rubric	Linguistic Complexity		Vocabulary Usage		Language Control	
	Student Raw Score	Total Possible Points	Student Raw Score	Total Possible Points	Student Raw Score	Total Possible Points
Social & Instructional	2	6	1	6	1	6
Mathematics	2	6	1	6	2	6
Science	3	6	2	6	3	6
Language Arts & Social Studies	3	6	2	6	2	6

Description of Proficiency Levels

- 1 Emerging - Knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Beginning - Knows and uses some social English and general academic language with visual and graphic support
- 3 Developing - Knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding - Knows and uses social English and some technical academic language
- 5 Bridging - Knows and uses social English and academic language working with grade level material
- 6 Reaching - Knows and uses social and academic language of the highest level measured by the test

April 16, 2008

Student's scale score by domain

Student's scale score Composite Scores

Student's Comprehension by Standard

Student's Writing Performance by Standard

Student's ELP Level by Domain

Student's Composite Score

Description ELP Standards



CAN DO Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 5 - Bridging
LISTENING	<ul style="list-style-type: none"> Match oral language to classroom and everyday objects Point to stated pictures in context Respond non-verbally to oral commands or statements (e.g., through physical movement) Find familiar people and places named orally 	<ul style="list-style-type: none"> Sort pictures or objects according to oral instructions Match pictures, objects or movements to oral descriptions Follow one-step oral directions (e.g., "stand up"; "sit down") Identify simple patterns described orally Respond with gestures to songs, chants, or stories modeled by teachers 	<ul style="list-style-type: none"> Follow two-step oral directions, one step at a time Draw pictures in response to oral instructions Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) Act out songs and stories using gestures 	<ul style="list-style-type: none"> Find pictures that match oral descriptions Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") Distinguish between what happens first and next in oral activities or readings Role play in response to stories read aloud 	<ul style="list-style-type: none"> Order pictures of events according to sequential language Arrange objects or pictures according to descriptive oral discourse Identify pictures/readings associated with grade-level academic concepts from oral descriptions Make patterns from real objects or pictures based on detailed oral descriptions 	
SP EAKING	<ul style="list-style-type: none"> Identify people or objects in illustrated short stories Repeat words, simple phrases Answer yes/no questions about personal information Name classroom and everyday objects 	<ul style="list-style-type: none"> Retain some facts from illustrated short stories Describe pictures, classroom objects or familiar people using simple phrases Answer questions with one or two words (e.g., "What is Santa?") Complete phrases in rhymes, songs, and chants 	<ul style="list-style-type: none"> Retell short narrative stories through pictures Repeat sentences from rhymes and pictorial stories Make predictions (e.g., "What will happen next?") Answer explicit questions from stories read aloud (e.g., who, what, or where) 	<ul style="list-style-type: none"> Retell narrative stories through pictures with emerging detail Sing repetitive songs and chants independently Compare attributes of real objects (e.g., size, shape, color) Indicate spatial relations of real-life objects using phrases or short sentences 	<ul style="list-style-type: none"> Tell original stories with emerging detail Explain situations (e.g., involving feelings) Offer personal opinions Express likes, dislikes, or preferences with reasons 	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.