

Hull Public Schools

English Learner Education Guidelines

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Statement of Non-Discrimination

The Hull Public School District ensures equal employment and educational opportunities for its employees and students and does not discriminate on the basis of age, race, color, national origin, sex, gender identity, homelessness, disability, religion or sexual orientation (M.G.L. c. 151B and 151C, Title VI, Title VII and Title IX), or on the basis of disability (Section 504 of the Rehabilitation Act of 1973/ADA).

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INTRODUCTION

In an effort to educate each child individually, it is important to consider how each child can best learn. In the Hull School District, it is important that we provide English learners (ELs) or limited English proficient students (LEP) with the opportunity to become proficient in English and provide them with full access to the curriculum. Some students do not yet have a strong base of literacy or fluency in their first language and need to develop essential skills in listening, speaking, reading, and writing in English. As Hull is considered a low incidence school district in regard to the number of enrolled ELL and LEP, in order to accomplish these goals, English Learners will receive Sheltered English Instruction (SEI) in classrooms in accordance with state and federal laws. Sheltered English Instruction addresses the concepts and skills as defined in the district curriculum and assists students with language development while providing an appropriate and challenging educational program.

Mission Statement

Hull Public Schools provide a challenging and supportive learning environment to encourage all students to reach their greatest potential. We foster the growth of creative, curious, critical thinkers who are equipped to succeed as responsible, compassionate, and productive members of a diverse society.

Vision Statement:

The Hull Public Schools, in partnership with our entire community, will nurture a culture of personal success, collaboration, and support. We will develop well-rounded, enthusiastic learners and leaders who think critically and innovatively while mastering the essential skills to advance in and contribute positively to our diverse and changing world.

Core Values:

Pirate PRIDE

Partnership with families and community

Rigorous, comprehensive academic and social emotional curriculum

Inclusive and respectful culture for all

Dedication to a safe and secure learning environment

Essential skills for success in a 21st century global society

Hull Public Schools Educational Program Overview

The Hull Public School District is a school district with an enrollment of approximately 850 students. Currently, the number of students designated, as English Language Learners is 11. As a result, Hull is considered to be low incidence school district in regard to the number of enrolled English Learners (EL) students. The census of EL's in the district has ranged from 2-11 in the past five years and has included up to 7 different languages. In providing services to English Learners, the district ensures that all students are provided with appropriate and challenging educational programs that are in alignment with Hull Public School District's Mission and Core Values.

In an effort to educate each child individually, it is important to consider how each child can best learn. In Hull Public Schools, it is important that we provide English Learners with the opportunity to become proficient in English and provide them with full access to the curriculum. Some students do not have a strong base of literacy or fluency in their first language and need to develop essential skills in listening, speaking, reading, and writing in English. As Hull is considered a low incidence school district in regard to the number of enrolled ELs, in order to accomplish these goals, English learners will receive Sheltered English Instruction (SEI) in classrooms in accordance with state and federal laws. Sheltered instruction addresses the concepts and skills as defined in the district curriculum and assists students with language development while providing an appropriate and challenging educational program.

The ELL program for each student will be developed in partnership with the ESL teacher, building staff and administration, including the principal, and will be reviewed each year to accommodate the needs of EL's requiring services. Language proficiency levels will be determined from assessments, student work samples, and recommendations from the ESL teacher and classroom teacher(s). The ESL teacher will be consulted to prepare the instructional program for each student.

Depending upon the assessment results, students may receive English Language Development lessons and/or be placed in a Sheltered English Immersion program. Teachers in SEI classrooms will be trained according to the DESE regulations and guidelines in order to qualify to teach ELs in their respective classrooms, or in subject matter content.

EL Student folders will be maintained by the ESL Teacher, school building and at central office. Each folder has a checklist that the teacher(s) use(s) to document the collection of student data, report cards, progress reports and parent communication.

Blueprint for English Learner Success

<https://www.doe.mass.edu/ele/blueprint/>

Four Pillars



Frequently Used Terms and Acronyms :

EL	English Learner
ESL	English as a Second Language
ELP	English Language Proficiency
FEL	Former English Learner
Low Incidence	Fewer than twenty LEP students of one language group.
High incidence	Program usually having 20 or more of one language group enrolled in a school district or schools
Integration	In the context of Chapter 71 A, integration means students receiving services are engaged in meaningful learning activities with their peers
SEI	Sheltered English Immersion – a program model whereby instruction and materials are in English and utilizes sheltered instruction techniques https://www.doe.mass.edu/ele/programs/sei.html
Native Language	First language of the learner
SLIFE	Students with Limited or Interrupted Formal Education https://www.doe.mass.edu/ele/sliffe/
ACCESS	Access for ELs (Annual Assessment)
WIDA	World Class Instructional Design and Assessment https://wida.wisc.edu/
OLA	Office of Language Acquisition at DESE https://www.doe.mass.edu/ele/

Glossary of Key Terms

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)	A secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Learners (ELs). It is given annually in WIDA Consortium member states (including Massachusetts) to monitor students' progress in acquiring academic English.
English Learner (EL)	<p>A student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English (G.L. c. 71A § 2 (d)). The federal definition adds “whose difficulties in speaking, reading, writing or understanding the English language may deny the student the ability to meet state proficiency level on state assessments...or the opportunity to participate fully in society.” (No Child Left Behind Act, Title IX, § 9101 (25)).</p> <p><i>Also known as English Learner or Limited English Proficient(LEP) student (No Child Left Behind) and English learner (G.L.c. 71A).</i></p>
Reclassification or re-designation	The process of changing an English Learners’ language status after he or she has demonstrated the ability to perform ordinary classroom work in English (G.L.c.71A § 4).
Rethinking Equity and Teaching for English Language Learners (RETELL)	A state-wide initiative launched by the Massachusetts Board of Education in 2012 to strengthen teaching and learning of English Language Learners in Massachusetts.
Sheltered English Immersion (SEI)	An English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language G.L.c. 71A§ 1. In Massachusetts, SEI is composed of both sheltered content instruction and English as a Second Language (ESL).
ELE Program Transfer Request	A program transfer may be requested by parents/guardians for their child to attend an English Language Education program that is available in a different school within the district.
WIDA English Language Development (ELD) Standards	An English language proficiency standards framework developed by the WIDA consortium and composed of five standards that represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.
World-class Instructional Design and Assessment (WIDA)	A multi-state consortium which aims to advance academic language development and academic achievement of linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

LOOK Act – November 2017

Overview of New Law Supporting English Learners

On November 22, 2017, Governor Baker signed into law the LOOK Act. Broadly, the new law aims to provide districts with more flexibility as to the language acquisition programs they choose to meet the needs of English learners, while maintaining accountability for timely and effective English language acquisition. Below is a brief summary of the key implications of the law.

Language Acquisition Programming Flexibility and Oversight

- Provides districts with flexibility in choosing a language acquisition program that best fits the needs of their English learner population, while ensuring accountability through Department oversight.
- Requires districts that intend to offer new programs for English learners to submit specific information for review by the Department and the district's parent advisory council. All programs must be based on research and best practices.
- If the Department finds that a proposed program fails to meet the applicable requirements, the Department will notify the district and provide the corrective steps that the district must take before commencing such a program.
- Requires districts that intend to offer a new sheltered English immersion or alternative instructional English learner program in the next academic year to submit the required information to the Department and the district's parent advisory council by January 1 of the current academic year; this means that new English learner programs may commence no earlier than the 2019-2020 school year.

Increased Input from Parents and Guardians

- Requires districts that serve a significant population of English learners to create English Learner Parent Advisory Councils, made up of parents/guardians of English learners in the district.
- Requires districts to provide notification to parents/guardians of English learners regarding various topics, including their right to choose a language acquisition program among those offered by the district.
- Allows parents/guardians of English learners to select any language acquisition program offered by the district, provided that the program is appropriate for the age and grade level of the student.
- Allows parents/guardians to request a transfer of the student to another language acquisition program available in the district, subject to approval by the superintendent.

Educator Qualifications

- Requires the Department to establish licensure endorsements for various types of language acquisition programs (for example, two-way immersion programs).
- Requires the Department to annually provide districts with reports of all educators who have current language acquisition program endorsements.
- Requires districts to verify prior to the beginning of each school year that each educator in an English learner program is properly endorsed for that program.

Benchmarks, Guidelines and Templates

- Requires the Department to establish: (i) benchmarks for English learners for attaining English proficiency; (ii) guidelines to support districts in identifying English learners who do not meet benchmarks; and (iii) an English learner success template for use by districts to assist English learners who are not meeting English proficiency benchmarks.
- Requires districts to provide a copy of these materials from the Department to parents/guardians of English learners within specific timeframes.
- Requires districts to adopt procedures to identify English learners who do not meet the English proficiency benchmarks and establish various processes relating to them.

Data and Reporting

- Expands the reporting districts must submit to the Department about English learners.
- Establishes a data commission to study the collection and dissemination of data on English learners and to make recommendations on streamlining data reporting.

State Seal of Biliteracy

- Directs the Board to establish the State Seal of Biliteracy. Districts may award the seal to students who meet the state criteria in attaining a high level of proficiency in English and at least one other language.

Pre-K English Learners

- Expands the student census requirement for districts to include English learners who are in pre-kindergarten.

Description of Hull Public Schools Procedures and Assessments to Identify EL Students

Step 1: Administer a Home Language Survey Step 2: Assess English Language Proficiency
Step 3: Determine EL or Non-EL Status & Make Initial Placement Decisions Step 4: Notify Parents and/or Legal Guardians
Step 5: Code all students determined to be ELs correctly in the SIMS data collection.

Administer a Home Language Survey

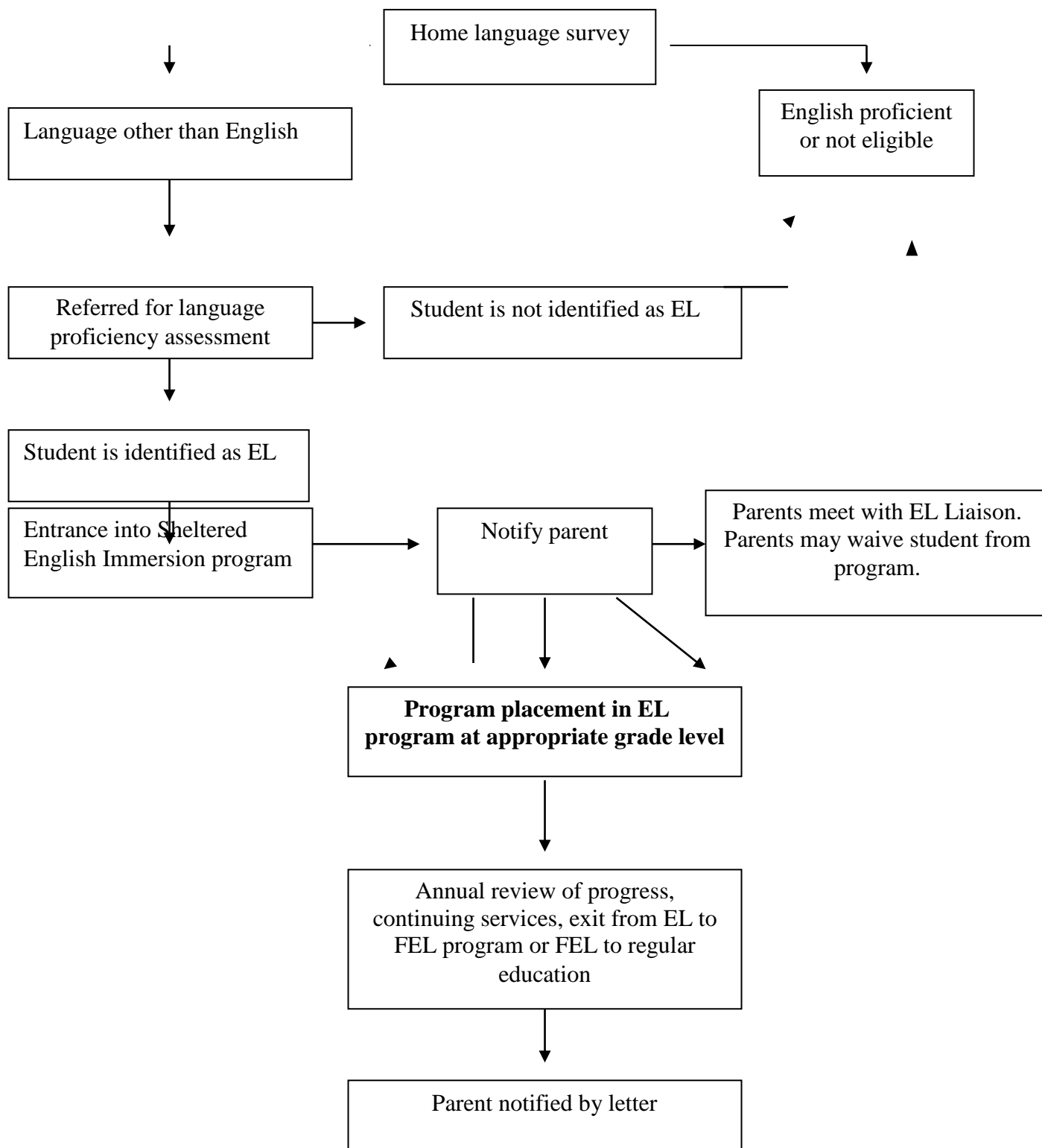
The primary purpose of a *Home Language Survey* (HLS) is to determine if a student speaks a language other than English at home and should be assessed for English language proficiency. The HLS also presents an opportunity to the Hull Public Schools to collect other useful information about the student that will help district personnel understand the student's personal and educational history in order to plan an appropriate educational program for the student.

At the time of registration, at each of the three schools within the Hull Public Schools the parent(s)/guardian(s) are asked to complete a home language survey for ALL new students enrolling in pre-K through 12th grade in the district. Since the Hull Public Schools is a small district with a low incidence of EL's, new students are enrolled directly at the elementary, middle or high school. The EL teacher is often able to participate in the registration process. If necessary, translation services are provided.

Record-Keeping System – Home Language Survey Procedure

- Every parent/guardian who registers a child for the Hull Public School District must complete a Home Language Survey as part of the registration packet. If a survey in a foreign language is given to the parent, the English form is attached.
- If the survey reports “English only” place the original in the student’s cumulative folder.
- If the survey reports a language other than English, make a copy and send to the Director of Student Services. The original must be placed in the cumulative folder and the principal and EL teacher are notified.
- The Director of Student Services will arrange for the student to be tested for English language proficiency.
- The EL Teacher will document assessment results and work with the EL Team to designate program/placement if necessary.
- A copy of the Home Language Survey and all assessment results will be placed in the EL Student folder

Program Flowchart



English Learner Education Program Resources

<https://www.doe.mass.edu/ele/resources/id-assess-place-reclass.html>

Identification, Assessment, Placement, & Reclassification of ELs

The Massachusetts Department of Elementary and Secondary Education (DESE) has developed benchmarks for attaining English language proficiency for English Learners (ELs). DESE will define and disseminate to districts each fall the English language proficiency benchmarks, or individual targets, for each student's annual progress toward English proficiency. Meeting benchmarks means an EL is on track to attain English proficiency within six years of entering a Massachusetts public school. Some ELs will attain English proficiency before year six, while others may take longer. Students are not required to become proficient within a specific period, but research indicates that ELs typically achieve proficiency in four to seven years.

Hull Public Schools uses the resources provided in the link above to guide our practice for identification, assessment, placement and reclassification of ELs.

INTERSCHOOL ENGLISH LEARNER EDUCATION TRANSFER REQUESTS AND OPTING OUT PROCEDURES FOR ENGLISH LANGUAGE LEARNERS

General Laws Chapter 71A requires that publicly-funded students in Massachusetts who have been identified as English Learners be instructed through the use of Sheltered English Immersion, unless the student wishes to **“opt out”** and be placed in a general classroom not tailored for English learners. A program transfer may be requested by parents/guardians for their child to attend an English Language Education program that is available in a different school within the district. At this time, Hull Public Schools has one school per grade level range (Jacobs Elementary prek-5, Memorial Middle School 6-8, Hull High School 9-12).

Opting Out Procedure

Parents may notify the district of their wish to have their child “opt-out” of the EL program. This means that a parent or guardian chooses to deny their child’s entry into the SEI program in the Hull Public School District. The district requires that a parent or guardian schedule a meeting with the EL District Liaison and EL staff in order to exercise this option. The form titled Parents’ Choice to Opt out of English Language Program (Appendix E) must be signed in order to make this official. Parents of children under 10 may “opt-out” even if that student has not been enrolled in an ELE classroom for 30 days.

Our district encourages parents to allow their children to participate in our EL program for a limited time before they make a final determination to “opt-out” of the program. The Hull Public School District will continue to keep parents apprised of their child’s progress. Federal law establishes a district’s obligation to provide ELs with meaningful access to the education program. Because of this, when a parent declines their child’s participation in a formal language instruction program, the district will continue to monitor the progress of the student to ensure that the student has an equal opportunity to have his or her English language, academic and social emotional needs met. Where a district determines through monitoring that a student who has “opted out” is not progressing, the district will ensure that the student’s academic needs are being addressed. Students will continue to be reported on the SIMS data and assessed annually using the DESE mandated assessments (WIDA ACCESS and MCAS) appropriate for their grade.

Within one week of receipt of the decline of services, a meeting will be held at the building level by the appropriate ESL District Team. An Individual Student Success Plan (ISSP) will be created for the student by the Student Assistance Team (SAT). The plan will be overseen by the EL teacher. It will identify specific services that will be implemented. Services may include (but are not limited to) support in the classroom, accommodations and modifications to instruction and class work, time in the academic support classroom and/or regular progress reports from guidance to the home and to the EL teacher. Parent notification letters will continue as long as English language proficiency assessments indicate the student is not yet “proficient.”

Interschool English Learner Education Program Transfer

Parents/ guardians may complete the Interschool English Learner Education Program Transfer Request (Appendix K) and submit to the Director of Student Services. A response to this request will be provided within 10 school days. Hull Public Schools currently has one school per grade level range (Jacobs Elementary prek-5, Memorial Middle School 6-8, Hull High School 9-12+).

English Learners with Disabilities

<https://www.doe.mass.edu/ele/disability.html>

[Data shows that many English Learners are inappropriately identified as students with disabilities, while other ELs' disabilities are overlooked, leading to a lack of necessary services.](#) Through the resources provided through the link above, DESE seeks to support educators' understanding of the complexities of identifying and supporting ELs with disabilities. It is essential that as Massachusetts educators, we pay close attention to the specific needs of our students.

Guidance for Supporting ELs with Disabilities

<https://www.doe.mass.edu/ele/guidance/disabilities.docx>

Participation of ELs in MCAS

EL students must participate in all MCAS testing scheduled for their grades regardless of the program and services they are receiving, with the exception of EL students who are in their first year of enrollment in U.S. schools (i.e., students first enrolled after the March SIMS submission), for whom ELA testing is optional.

In addition, all EL students are required to participate in the ACCESS for ELLs tests, regardless of the English language services they receive, to comply with federal and state laws. Details are posted on how all students participate in [spring MCAS testing](#) and how EL students participate in [ACCESS for ELLs testing](#).

The ESL teacher in consultation with the students' teachers determines the accommodations that are necessary for the student for MCAS testing. The district refers to the manual provided by DESE to determine allowable accommodations including authorized bilingual word-to word dictionaries and glossaries.

Appendices A-R

APPENDIX A

Hull Public Schools ELE Program Folder Checklist

STUDENT NAME:

SASID:

DATE OF BIRTH:

SCHOOL:

SCHOOL YEAR					
GRADE					
STUDENT SCHEDULE					
HOME LANGUAGE SURVEY					
MCAS/ RESULTS					
ACCESS SCORES					
PARENT NOTIFICATION FORM					
ESL PROGRESS REPORT(S)					
REPORT CARD(S)					
OPT-OUT FORM (IF APPLICABLE)					
END OF THE YEAR TEAM MEETING DECISIONS					
FOLLOW-UP MONITORING (IF APPLICABLE)					
PREVIOUS SCHOOL EXPERIENCE					
INDIVIDUALIZED LEARNING PLANS (OPTIONAL)					

Note: Districts may keep some of the documents above electronically or in students' cumulative folders.

APPENDIX B

Record-Keeping System – Home Language Survey Procedure

- Every parent/guardian who registers a child for the Hull Public School District must complete a Home Language Survey as part of the registration packet. If a survey in a foreign language is given to the parent, make sure to staple the English form to it.
- If the survey reports “English only” place the original in the student’s cumulative folder.
- If the survey reports a language other than English, make a copy and send to the Assistant Superintendent. The original must be placed in the cumulative folder.
- The Assistant Superintendent will arrange for the student to be tested for English language proficiency.
- The ESL Teacher will document assessment results and work with the ELL Team to designate program/placement if necessary.
- A copy of the Home Language Survey and all assessment results will be placed in the ELL Student folder
- Follow parent(s)/guardian(s) choice of language for further communication regarding the student’s education

APPENDIX C

Hull Public Schools Home Language Survey

Dear Parents/Guardians:

Massachusetts Department of Elementary and Secondary Education regulations require that *all* schools determine the language(s) spoken in each student's home in order to identify their specific language needs. This information allows the Hull Public Schools to create the best possible educational program for your child to ensure their success in school.

Please answer the following questions for each child in your family. If a language other than English is spoken in the home, the Hull Public Schools is required to do further assessment of your child. **Please sign and return this form** to the school office as soon as possible. Thank you for your prompt attention and assistance.

Student Information	
First Name _____ Country of Birth (mm/dd/yyyy) _____ Middle Name _____ Last Name _____ Date of Birth (mm/dd/yyyy) _____ Date first enrolled in ANY U.S. school _____ Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	
School Information	
Start Date in New School (mm/dd/yyyy) _____ Name of Former School and Town _____ Current Grade _____	
Questions for Parents/Guardians	
What is the native language(s) of each parent/guardian? (write language and circle title) _____ (mother / father / guardian) _____ (mother / father / guardian)	Which language(s) are spoken with your child? (include relatives -grandparents, uncles, aunts,etc. - and caregivers) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
What language did your child first understand and speak?	Which language do you use most with your child?
Which other languages does your child know? (write language and circle all that apply) _____ speak / read / write _____ speak / read / write	Which language(s) does your child use to : (write language and circle one) Read: _____ seldom / sometimes / often / always Speak: _____ seldom / sometimes / often / always Write: _____ seldom / sometimes / often / always
Will you require written information from school in your native language? Y <input type="checkbox"/> N <input type="checkbox"/>	Will you require an interpreter/translator at Parent-Teacher meetings? Y <input type="checkbox"/> N <input type="checkbox"/>
Parent/Guardian Signature: X	_____ / _____ /20 Today's Date: (mm/dd/yyyy)

**Hull Public Schools
School Year
Parental Notification Regarding English Language Education**

Dear Parent(s)/Guardian(s):

In order to comply with state requirements, school districts must inform parents of students whose home language is other than English of the rights they may have regarding English language education (ELE). The district will test your child in English reading, writing, speaking and listening to determine if your child is an English learner. If your child is found to be an English learner and eligible for placement in an ELE program, you will receive further notification with your child's English proficiency test results and program placement information.

If your child is determined to be an English learner, you have the right to:

- choose an ELE program among those offered by the district as described in state law and regulations;
- visit an ELE program in the district;
- attend available conferences or meetings to learn more about the ELE programs offered in the district;
- request a new ELE program in accordance with state law; and
- withdraw your child from an ELE program.

Available ELE programs include (check all that apply):

- ☐ **Sheltered English Immersion (SEI)** – an ELE program in which sheltered grade-level content instruction is used. Sheltered content instruction is content instruction that is modified so that an English learner can comprehend it and participate in the class at his or her level of English proficiency. All instruction and materials are in English.
- ☐ **Dual Language Education or Two-Way Immersion (TWI)** – an ELE program that develops students' language skills in two languages (English and another language). This program includes native English speaking students and students who are native speakers of another language.
- ☐ **Transitional Bilingual (TBE)** – an ELE program in which the English learner's native language is used to support the student's development of English and content learning, and is then gradually phased out of instruction as the student's English proficiency increases.
- ☐ **Other Bilingual** – other bilingual instructional program for English learners (not Two-Way Immersion or Transitional Bilingual Education).

All ELE programs include **English as a Second Language (ESL)** instruction. ESL classes provide direct English language instruction that focuses on developing speaking, listening, reading and writing skills in English.

Districts serving 100 or more English learners or in which English learners comprise at least 5% of the student population, whichever is less, are required to establish an English learner parent advisory council (ELPAC). Similarly, any school designated as underperforming or chronically underperforming and operating an ELE program is required to establish an ELPAC. Parents of English learners are encouraged to participate in such councils.

For more information about the topics discussed in this notice, please contact: Kristen Ryan, Director of Student Services at 781-925-4400 ext. 1121 or kyryan@town.hull.ma.us.

APPENDIX E

Hull Public Schools School Year _____ Initial/Annual Parental Notification¹ of English Language Education (ELE) Program Placement

Dear Parent(s)/Guardian(s):

In order to identify students who are English learners, school districts are required to assess the English language proficiency of all students whose home language is other than English. Such students must be tested in English reading, writing, speaking and listening. Your child has been tested in these areas. This letter explains whether your child is eligible for an English Language Education (ELE) program. If your child is eligible for such a program, this letter also describes your child's proposed program placement. If your child has additional education needs that require special education services, the ELE program and services must meet the objectives of the Individualized Education Program (IEP).

SECTION I - ELE Program Placement

The following are the results of this English language assessment(s):

Student Information			
First Name _____ Middle Name _____ Last Name _____			
Current School Name _____ Grade _____ Start Date in ELE Program _____			
Assessment Tool	Domain	Results	Date of Assessment
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
Continuing English Learner Students and/or Transfer Students		Results	Date of Assessment
Speaking (ACCESS for ELLs test)			day / month / year
Listening (ACCESS for ELLs test)			day / month / year
Reading (ACCESS for ELLs test):			day / month / year
Writing (ACCESS for ELLs test)			day / month / year
English Language Proficiency Level based on language assessment data:			
<input type="checkbox"/> L1 - Entering		4 <input type="checkbox"/> anding	
eg <input type="checkbox"/> ig		<input type="checkbox"/> L5 - Bridging	
ev <input type="checkbox"/> ing		<input type="checkbox"/> L6 - Reaching	

¹ Note to districts: This notification is an annual requirement, and should be provided not later than thirty days from the beginning of the school year, or, for students who have not been identified for placement in a language instruction educational program prior to the beginning of the school year, the notification must be provided within two weeks of the child being placed in the program.

ELE Program Types:

Sheltered English Immersion (SEI) Program – a program that incorporates strategies to make content area instruction more understandable to English learners and to promote English language development. This type of instruction is based on students' language proficiency levels. Content area instruction integrates sheltering strategies to make content comprehensive and develop content area academic language. The student receives sheltered content instruction in mathematics, English language arts (ELA), social studies, and/or science.

Dual Language Education (DLE) or Two-Way Immersion Program – a program that develops students' language skills in two languages (English and another language). This program includes native English speaking students and students who are native speakers of another language.

Transitional Bilingual Program – a program where content instruction is initially provided in the native language of the student and English. As the student develops English language proficiency, instruction is increasingly provided in English.

Other Bilingual Program – other bilingual instructional program for English learners (not Two-Way Immersion or Transitional Bilingual Education).

English as a Second Language (ESL) classes: direct English language instruction focused on developing speaking, listening, reading, and writing skills in English. ESL instruction is a required component of all ELE programs above.

☐ **Enrolled in an ELE Program:** The school district proposes to place your child in the indicated program. All programs will also have an English as a Second Language component.

ELE Programs in the District	Proposed Student Placement	
<input type="checkbox"/>	<input type="checkbox"/>	Sheltered English Immersion (SEI)
<input type="checkbox"/>	<input type="checkbox"/>	Dual Language Education (DLE) or Two-Way Immersion (TWI)
<input type="checkbox"/>	<input type="checkbox"/>	Transitional Bilingual Education (TBE)
<input type="checkbox"/>	<input type="checkbox"/>	Other Bilingual Education

Alternate ELE Program – If you believe that your child should be placed in a different ELE program than the one proposed, you have the right to request placement in an alternate ELE program. Please contact district staff for further information.

Program placement and/or method of instruction for student whose English language proficiency test indicates that he or she is not an English learner:

General Education – Your child was not found to be an English learner and therefore does not need an ELE program.

You have the right to decline placement of your child in an ELE program or withdraw your child from the program at any time. Federal and state laws, however, require that the district provide your child with support so that he or she can understand instruction provided in English and develop his or her English skills. This means that if you choose to decline placement of your child in or withdraw your child from an ELE program, your child's teachers will support your child in the classroom and your child will continue to be assessed for English language proficiency until he or she meets criteria needed to exit the program. It is important to understand that if you decline placement of your child in or withdraw your child from an ELE program, **your child will not receive specialized English as a Second Language (ESL) instruction focused on language skills.** ESL instruction would help your child learn English and succeed in school, so we recommend that you allow your child to be part of our ELE programs. ESL instruction is especially important if your child is just beginning to learn English or struggles to

understand, speak, read or write in English. If you decide to decline placement of your child in or withdraw your child from an ELE program, please inform district staff (*add contact information here*).

SECTION II - Exit Criteria

Specific ELE Exit Requirements: When your child demonstrates proficiency in English, he or she will no longer be classified as an English learner. Therefore, he or she will be exited from the ELE program and will not be eligible for ELE services. Students typically exit English learner status in six years, although some may exit sooner or later. English learners are expected to graduate at a similar rate as non-English learners when they have sufficient opportunities to complete graduation requirements. Students who are no longer classified as English Learners will be monitored by the district for four years to ensure that they are succeeding academically. If these students struggle to meet grade-level academic expectations due to lack of English language proficiency, the district must provide language support services to such students and/or recommend re-entry into the ELE program.

Your child will continue to receive ELE program services until he or she meets the following criteria:

Earned a qualifying score ² on ACCESS for ELLs	AND	Demonstrated ability to perform ordinary classroom work in English, as indicated by: (include information about other relevant data)
-----------------------------------------------------------	-----	-----------------------------------------------------------------------------------------------------------------------------------------

Final classification:

The student met the criteria. He or she is no longer considered an English learner.
The student's academic performance will be monitored for four years.

The student has not met the criteria. The student is still considered an English learner and will be placed in the _____ program offered by the district.

Comments:

School district staff is available to speak or meet with you about your child's placement and the school's ELE programs. We strongly encourage you to call us if you have any questions. Please contact us through the district contact person listed below. Thank you.

Kristen Ryan, Director of Student Services
781-925-4400 ext. 1121 kyryan@town.hull.ma.us

² Please see <http://www.doe.mass.edu/ell/guidance/guidance.pdf> for more information about exit requirements.

HULL PUBLIC SCHOOLS
ENGLISH LANGUAGE LEARNING SERVICES**PROGRAM OPTION**

Hull Public Schools offers the following program for English Language Learners (ELLs) and has determined that this program best meets your child's needs. The district used assessment data to plan and implement this educational program and the different instructional levels of the students is incorporated into the program design.

Sheltered English Immersion (SEI): An English language acquisition process for students in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. Books and instructional materials are in English, and all reading, writing, and subject matter are taught in English. The program is designed to provide ELL students with content instruction and English as a Second Language instruction that is aligned to the 2011 Massachusetts Curriculum Frameworks and integrates WIDA English Language Development Standards.

Hull Public Schools**English Language Learner**

Name _____

Grade _____

Address _____

Telephone _____

Please Check:

_____ I agree that my child should receive services.

Parent/Guardian Signature_____
Date

GUIDELINES FOR THE USE OF BENCHMARKS TOWARD ATTAINING ENGLISH PROFICIENCY

Executive Summary

Benchmarks for Making Progress toward English Language Proficiency

The [Language Opportunity for Our Kids Act \(LOOK Act\)](#) provides for greater flexibility in English learner education (ELE) programs, greater focus on individual English learner (EL) success, and better support for the academic achievement of ELs. It also requires that the Department of Elementary and Secondary Education (the Department) develop benchmarks for attaining English language proficiency for ELs. The Department will define and disseminate to districts each fall the English language proficiency benchmarks, or individual targets, for each student's annual progress toward English proficiency.

Meeting benchmarks means that an EL is on track to attain English proficiency within six years of entering a Massachusetts public school. Some ELs will attain English proficiency before year six, while others may take longer. Students are not required to become proficient within a specific period, but research indicates that ELs typically achieve proficiency in four to seven years. The Department determined six years to be a reasonable period for an EL to attain English proficiency.

Calculating Benchmarks

Based on a student's current year [ACCESS](#) score, the Department determines a target for the following year that is the minimum score needed by the student to remain on track to attaining English proficiency (i.e., attaining a score of at least Level 4.2 on ACCESS) within six years. For students taking the [Alternate ACCESS](#), the Department will determine progress toward proficiency by comparing the prior year's results and the current year's results to see whether the scores for one or more subdomains of the test have increased by at least one proficiency level.

Each year after the Department reports ACCESS scores, schools and districts will receive a *future progress target* and a *difficulty index* for the following school year for each student. If the student has taken the ACCESS test for at least two consecutive years, they will also receive a *growth percentile for ACCESS* (SGPA) and a *progress indicator* (expressed as "yes" if the student made progress or "no" if the student did not make progress). For more information on future progress targets and difficulty indices, refer to Section III of the [Guidelines for the Use of Benchmarks toward Attaining English Proficiency](#) (the Benchmark Guidelines).

District Requirements:

The LOOK Act establishes the following requirements for districts:

- Adopt procedures to identify ELs who do not meet English proficiency benchmarks;

- Establish a process for the district to:
 - Identify the areas in which identified ELs need improvement and establish personalized goals for attaining English proficiency;
 - Assess and track the progress of ELs who did not meet benchmarks in the identified areas in need of improvement;
 - Review resources and services available to assist ELs in the identified areas in need of improvement; and
 - Incorporate input from the parents or legal guardian³ of the identified EL⁴.

English Learning Success Template

The Department developed an English Learning Success Template (ELST) to assist districts in helping ELs receive the planning and support they need to make progress. The template identifies the steps that schools and districts can take to help students meet their goals and benchmarks.

Methods for Establishing EL Personalized Goals

In order to establish goals for success, districts should review the available data on a EL's performance, and identify areas of improvement. By involving various stakeholders, including students, parents, and staff, districts can implement successful strategies for improvement. Further, by consulting with other districts during network meetings, districts can gather additional strategies for helping ELs succeed. In addition, there are many resources available with helpful information for working with ELs included in the Benchmark Guidelines.

Parent Notification

Districts must adopt procedures to identify ELs who do not meet English proficiency benchmarks and establish a process that incorporates input from the parents of the identified ELs. The LOOK Act requires districts to provide parents of ELs with the Benchmark Guidelines, materials describing the benchmarks, and the ELST. The Department will make the Benchmark Guidelines and the ELST available in languages most commonly spoken in Massachusetts and will post them on the Department's [English Learner Resources](#) webpage to assist districts with this effort. Districts must begin parent notification at the beginning of each school year or upon enrollment of the child in an ELE program if the enrollment is not concurrent with the beginning of the school year.

³ The term "parent" means "parent or legal guardian" throughout this document.

⁴ [G.L. c. 71A, § 11](#).

APPENDIX H

English Learning Success Template

Hull Public Schools strives to assist every English learner (EL) in attaining English proficiency.⁵ The district monitors the progress that ELs are making in meeting English proficiency benchmarks. For ELs who are not meeting English proficiency benchmarks, the district will:

- Identify areas in which the EL needs improvement;
- Establish personalized goals for the EL to attain English proficiency;
- Assess and track the progress of the EL in the identified areas in need of improvement;
- Obtain and incorporate input from the parents or legal guardian of the EL; and
- Review resources and services available to assist the EL.

In reviewing resources and services to assist ELs, our district may take the following steps:

- Evaluate strategies for improving instructional practices and routines for ELs;
- Provide additional support to teachers of ELs, including professional development and coaching;
- Examine the adequacy of the curriculum and materials available to teachers of ELs;
- Obtain supplemental materials designed to assist ELs who are struggling with attaining English proficiency;
- Establish language support teams that may include English as a second language (ESL) teachers, content teachers, school administrators, guidance counselors, and other relevant personnel.
- Support structured collaborative opportunities for teachers of ELs (ESL teachers and content teachers) to review student performance data regularly.
- Review resources provided by the Department of Elementary and Secondary Education at <http://www.doe.mass.edu/ele/>

In addition to the specific steps above, our district may also consider the following:

- Successful approaches taken by schools to assist ELs and ways to adopt them;
- Development or improvement of the plan for addressing the instructional and social emotional learning needs of ELs;
- Implementation or continued implementation of English Learner Parent Advisory Councils;
- Examination of opportunities for increased family engagement, including taking additional steps to create an inclusive environment.

Our district also has available the following resources to assist ELs:

Reading intervention, social/ emotional support, social skills groups and other supports as necessary

⁵ English learner is a student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English.

APPENDIX I

Hull Public Schools School Year _____ English Language Education Program Reclassification Form

Name:	SASID#	Date of Birth:
School:	Grade:	Reclassification Date:

Students should earn at least an overall score of 4.2 and a composite score of 3.9 on ACCESS for ELLs 2.0 in order to be considered as Former English Learner (FEL).

RECLASSIFICATION CRITERIA		
Additional Requirements	Meets Criteria	Does Not Meet Criteria
Earned at least an overall score of 4.2 and a composite literacy score of 3.9 on ACCESS for ELLs 2.0		<i>Students who do not have an overall score of 4.2 and a composite literacy score of 3.9 cannot be considered for reclassification based on the other relevant data.</i>
Demonstrate the ability to perform ordinary class work in English, as indicated by more than one of the measures listed on Other Relevant Data (described below) Data used: _____		
Comments:		

Other Relevant Data

School-based teams must also evaluate and consider a range of evidence of the student's performance, including a review of:

- the student's scores on locally-administered reading and other academic assessments, such as DIBELS, GRADE, DRA, Terra Nova, Stanford 9, and/or other District Determined Measures (DDMs);
- the student's scores on locally-administered diagnostic language assessments;
- the student's academic grades;
- the written observations and recommendations documented by the student's classroom teachers; and
- the student's performance on MCAS content area tests.

APPENDIX J

Parent Opt-Out Form Procedure

Parents/guardians who have opted out of ELE services for their children **last year school year as well as for current school year** must sign this form. Here are a few instructions:

- ☐ Along with the ESL teacher, please fill out the right side of the form with the appropriate data regarding the child's English language proficiency and assessment information.
- ☐ Please contact the parent/guardian of the child in question and ask them to sign the form. If you do not receive the form in a timely fashion or you are unable to reach the parent/guardian, **we must place the child back into ELE services until they sign the form.**
- ☐ Please remind the parent/guardian that they must sign the Opt-Out Form at the beginning of each school year until their child reaches the criteria outlined on the form.
- When the Opt-Out Form has been signed by the parent and principal, please make 3 copies - one for the parent/guardian, one to go into the student's ELL folder, one to be sent to Kristen Ryan, Director of Student Services to ensure SIMS data is updated. A copy will also be kept in the student's cumulative folder at his/her school.

Hull Public Schools English Language Learner Program Parent Opt-Out Form

Student Name: _____ School: _____

SASID: _____ Date of Birth: _____ Grade: _____

Expectations for FLUENT English Language Proficiency	Student's Current Level of Performance
Kindergarten EL: WIDA-ACCESS Placement Test (W-APT): 5.0 ACCESS for ELLs Assessment (K): 5.0	
Grade 1-2 EL: PT or ACCESS for ELLs (Overall): 5.0 Score: 4.0 ACCESS Writing ACCESS Reading Score: 4.0	
Grade 3-12 EL: ACCESS for ELLs Assessment (Overall): 5.0 Minimum ACCESS Writing Score: 4.0 Minimum ACCESS Reading Score: 4.0	
<i>For ALL grades: There is sufficient evidence that the student is performing at his/her grade level and is progressing appropriately.</i>	

I have been informed of the educational goals, expectations and curriculum of the Hull Public Schools English Language Learner Program, and I am knowingly and voluntarily requesting that my child be withdrawn from the Hull Public Schools English Language Learner Program, which the State of Massachusetts has prescribed.

By withdrawing my child, I understand the following requirements:

- As per this request, my child will not receive specialized ESL instruction delivered by an ESL licensed teacher.
- My refusal of ELE services does not release the district from its obligation to ensure that my child has access to the educational program by providing the necessary support in SEI classes taught by an SEI endorsed teacher.
- The school district will report my child to *Student Management Information System* (SIMS) as an English Learner (EL) until my child attains English proficiency.
- As long as my child is enrolled in Massachusetts public schools, s/he will be tested annually with ACCESS until s/he attains English proficiency.
- As long as my child is enrolled in Massachusetts public schools, the school district will monitor my child's academic progress without benefit of receiving specialized ESL instruction until my child attains English proficiency, and four years after.
- The school district will continue to inform me of my child's progress in attaining English proficiency.
- I can change my preference at any time by notifying the school district in writing.
- If I wish to continue to opt out of the English Language Learner Program after this school year, the **Opt-Out Form** must be re-signed and submitted every year.

Parent's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____

ELL Coordinator's Signature: _____

Date: _____

***INTERSCHOOL ENGLISH LEARNER EDUCATION PROGRAM TRANSFER
REQUEST FOR PARENTS***

This form is to be used by parent(s) or legal guardian(s) who are requesting a transfer of their child to an English language education program available in a different school within the district. Parents are encouraged to contact the school before completing this form to discuss their child's needs and learn about the benefits of the different programs that may be available in the district.

Student Information

Last Name	First Name	Middle Name	Date of Birth
-----------	------------	-------------	---------------

Current School: _____ Current Grade: _____

Type of English language education program child is currently enrolled in (if known):

- ☐ Sheltered English Immersion
☐ Dual Language Education or Two-Way Immersion
☐ Transitional Bilingual Education
☐ Other: _____

Transfer Request Information

I am requesting that my child be transferred to _____ [school name] and placed in the following English language education program [check program requested]:

- ☐ Sheltered English Immersion
☐ Dual Language Education or Two-Way Immersion
☐ Transitional Bilingual Education
☐ Other: _____

Parent/Legal Guardian Name: _____

Parent/Legal Guardian Signature: _____ Date: _____
month/day/year

Address:

Telephone Number(s): _____

Please submit this request to the Director of Student Services.

Hull Public Schools
School Year _____

DISTRICT RESPONSE TO ENGLISH LEARNER TRANSFER REQUEST

Transfer Request From: ☐ School | ☐ Parent/Legal Guardian Date Received: _____
month/day/year

Name of Student: _____ Student ID: _____ Grade: _____

Requested Transfer From: _____ [School Name]

Program student is currently enrolled in:

- ☐ Sheltered English Immersion
☐ Dual Language Education or Two-Way Immersion
☐ Transitional Bilingual Education
☐ Other: _____

Requested Transfer To: _____ [School Name]

Program school or parent is requesting for student:

- ☐ Sheltered English Immersion
☐ Dual Language Education or Two-Way Immersion
☐ Transitional Bilingual Education
☐ Other: _____

Superintendent's or Designee's Response:

Request Approved ☐ Request Denied ☐

Comments:

Printed Name: _____ Title: _____

Signature (Superintendent or Designee): _____

Date: _____

CC: Parent or legal guardian
Relevant personnel at school and district

Hull Public Schools
 School Year _____ - _____
 Monitoring Academic Progress of FEL Students

This FEL monitoring form is to be used for four consecutive years after students are removed from EL status and no longer require specialized ESL instruction. . In some cases, when concerns are present during FEL monitoring, the student may be reclassified as EL and re-qualify for specialized ESL instruction.

Student Name:

Home language:

Date Reclassified:

Years in U.S. Schools:

SASID:

DOB:

School:

Monitoring Year: _____

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4
Attendance				
Tardy				

ENGLISH	Test Scores					
	Academic Achievement Test:			OTHER:		
	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	Term 4 <input type="checkbox"/>		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with listening comprehension					

MATH	Test Scores					
	Academic Achievement Test:			OTHER:		
	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	Term 4 <input type="checkbox"/>		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					

MATH	Test Scores					
	Academic Achievement Test:			OTHER:		
	Struggles with reading comprehension					

SCIENCE	Test Scores					
	Academic Achievement Test:			OTHER:		
	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	Term 4 <input type="checkbox"/>		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

SOCIAL STUDIES	Test Scores					
	Academic Achievement Test:			OTHER:		
	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	Term 4 <input type="checkbox"/>		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

Please, check the one that applies:

- ☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that he/she meets grade level academic standards.
- ☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS NOT** a significant reason the student is not meeting grade level academic standards. Student was/ will be referred to Student Support Team on (date) _____.
- ☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards.

Action Steps (check all that apply)

- ☐ **Restore EL status**
- ☐ **After school tutoring**
- ☐ **Daytime pull-out for remediation**
- ☐ **Parent communication**
- ☐ **Summer school**
- ☐ **Other (please, explain)**

Date: _____

Team members: _____

Signatures: _____

APPENDIX M

Hull Public Schools School Year _____ MONITORING ACADEMIC PROGRESS OF OPT-OUT STUDENTS

Federal law establishes a district's obligation to provide ELs with meaningful access to the educational program. When a parent declines participation in a formal language instruction program, the district must continue monitoring the educational progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met.

Student Name:

Opt-out Date:

SASID:

School: _____

Home language:

Years in U.S. Schools:

DOB:

Grade: _____

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4
Attendance				
Tardy				

ENGLISH	Test Scores					
	MCAS:		ACCESS:		OTHER:	
	Term 1 <input type="checkbox"/>		Term 2 <input type="checkbox"/>		Term 3 <input type="checkbox"/>	
			RARELY	SELDOM	SOMETIMES	OFTEN
			ALWAYS			
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					

MATH	Test Scores					
	MCAS:		OTHER:			
	Term 1 <input type="checkbox"/>		Term 2 <input type="checkbox"/>		Term 3 <input type="checkbox"/>	
			RARELY	SELDOM	SOMETIMES	OFTEN
			ALWAYS			
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					

MATH	Test Scores					
	MCAS:	OTHER:				
	Struggles with oral comprehension					
	Struggles with reading comprehension					

SCIENCE	Test Scores					
	MCAS:	OTHER:				
	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	Term 4 <input type="checkbox"/>		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

SOCIAL STUDIES	Test Scores					
	MCAS:	OTHER:				
	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	Term 4 <input type="checkbox"/>		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

Please, check the one that applies:

- ☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that he/she meets grade level academic standards.
- ☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS NOT** a significant reason the student is not meeting grade level academic standards. Student was/ will be referred to Student Support Team on (date) _____.
- ☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and

concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards.

Action Steps (check all that apply)

- ☐ **English language support**
- ☐ **After school tutoring**
- ☐ **Core academic tutoring**
- ☐ **Parent communication**
- ☐ **Summer school**
- ☐ **Other (Please, explain)**

Date: _____

Team members: _____

Signatures: _____

APPENDIX N



Hull Public Schools

Kristen Ryan
Office of Student Services

18 Harborview Road, Hull, Massachusetts 02045
781-925-4400 ext. 1121 Fax 781-925-8042
kyryan@town.hull.ma.us



APPENDIX B Documentation of MCAS Accommodations For an EL Student

Use this form or a locally developed form to document the selection of **MCAS accessibility features and accommodations** for each EL student. Available accessibility features and accommodations are listed in the *Accessibility and Accommodations Manual for the 2020-2021 MCAS Tests/Retests*. This form or the locally developed form should be completed within 60 days of the start of school year or student's date of enrollment and must be **update annually**. If the EL is a student with a disability, accommodations decisions for EL student with disabilities must also be documented in the student's IEP or 504 plan.

Student Name: _____ **School Year** _____

Grade: _____ **SASID:** _____

School: _____ **District:** Hull

Name of staff and others who determined the test accommodations and features for the student:

Teacher (s) _____

Others (including student and/or parent) _____

If the **parent** and/or **student** were not part of the decision-making process, then they should be notified of the features and accommodations the student will receive on the tests.

Directions: Indicate below the **accessibility features and accommodations** that will be provided to the student on MCAS tests.

Accessibility Features or Accommodation Needed by the EL Student for Testing	Notes/Comments
(Continue on additional pages as needed)	

APPENDIX O

Recommended hours of instruction for ELLs based on ACCESS for ELLs results (full-day Kindergarten through grade 12)

ACCESS for ELLs Overall (Composite) Score	Recommended Minimum Hours of ESL Instruction	Recommended Hours of Sheltered Content Instruction	Recommended Hours for Specials/Electives (e.g., physical education, art, music)
Entering (Level 1) and Emerging (Level 2)	2.5 hours per day to a full day of direct ESL instruction, delivered by a licensed ESL teacher.	Other hours as available outside of ESL instruction, delivered by a teacher qualified to teach ELLs ³ and licensed in the appropriate content area.	The same hours of instruction as former ELLs and native English speaking grade-level peers.
Developing (Level 3)	1-2 hours per day of direct ESL instruction, delivered by a licensed ESL teacher.	ELA or Reading instruction, delivered by a teacher qualified to teach ELLs.	
Expanding (Level 4)	2.5 hours of direct ESL instruction per week, delivered by a licensed ESL teacher.	Other hours as available for math, science and social studies instruction, delivered by a teacher qualified to teach ELLs.	
Bridging (Level 5)	2.5 hours of direct ESL instruction per week, delivered by a licensed ESL teacher.	The same hours of content area instruction as native English speaking peers delivered by a teacher qualified to teach ELLs and licensed in the appropriate content area.	
Reaching (Level 6)	Students at Level 6 should no longer be classified as ELLs and should participate in the general education program alongside native English speaking peers. Their progress must be monitored for two years after their ELL classification was removed. Such students should also receive additional supports and services if needed.		

Half-day Kindergarten and Pre-School Students

For students enrolled in half-day Kindergarten programs, the hours of ESL and sheltered content instruction should be proportional to those outlined on Table 3. For an “entering”-level student, this would translate into approximately 1.25 hours to a full day of ESL instruction delivered by a licensed ESL teacher, and other hours as available for sheltered content area instruction delivered by a teacher qualified to teach ELLs⁴ and licensed in the appropriate content area.

INTERPRETER REQUEST FORM

Staff member name:
Parent or Student:
Language:
Name of Interpreter (if known):
Date Needed:
Time Needed: From:_____am/ pm to:_____am/ pm
Location/ Address:
Name of Person Requesting Interpreter:

Hull Public Schools
EL TEAM REVIEW OF STUDENT PROGRESS

Student _____ Date _____ School _____

ELL Team Members Present (Name/position)

Evaluate student status/progress in each of the following areas:

Oral/Listening Skills:

Reading:

Writing:

Speaking:

Social Relationships:

RECOMMENDATION:

____ Student needs language support, and should continue SEI and ELL programs.

____ Student is able to do regular school work in English and should be reclassified as FLEP and monitored for continued progress as required.

____ Student is ready to exit ELL program.

Signed: _____
Building Principal

Hull Public Schools

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM
PROGRESS REPORT – EARLY ELEMENTARY
Grade Span: K 1 2 (circle appropriate)

Level of Proficiency:
EARLY INTERMEDIATE

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

LANGUAGE DEVELOPMENT

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard) N/A = Not Applicable

LISTENING

Student has command of **vocabulary for common objects/activities** and an awareness of **verbal cues indicating when to focus attention and agreed-upon rules for small-group decision making**.

Student demonstrates understanding of **sentences and conversations** when spoken slowly and with repetition as needed.

Student begins to comprehend **academic vocabulary** with visual support.

Student can identify the **characters, setting, and main event** of a **story** read aloud.

Student comprehends **some wh-questions**, including oral questions about academic content that require short answers.

Comments: _____

SPEAKING

Student starts to organize words into **categories** (transportation words, science words, actions, etc.).

Student can use language to **describe, make requests, express agreement/disagreement, give directions, tell stories, and grant permission**.

Student can briefly **ask and answer questions on academic content**.

Student can **participate orally in class activities** and give very **basic presentations** on personal topics.

Student can **retell events** in a familiar story read aloud.

Comments: _____

READING

Student recognizes **high-frequency words and phrases**.

Student uses knowledge of **word context and text structures** to comprehend text.

Student can identify the **main idea** of a story he/she has read.

Comments: _____

WRITING

- _____ Student begins to write individual words and can **spell** some familiar words correctly.
- _____ Student plans out stories he/she will write, showing beginning awareness of both **purpose and audience** in writing.
- _____ Student identifies a beginning, middle, and end to the **stories** he/she creates.

Comments: _____

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

N/A = Not Applicable at this level

WORK HABITS

- _____ Student listens attentively.
- _____ Student puts effort into work.
- _____ Student asks for help when appropriate.
- _____ Student works well independently.
- _____ Student self-checks for errors before handing in work.
- _____ Student works neatly and carefully.
- _____ Completes homework.

Comments: _____

SOCIAL AND CULTURAL BEHAVIOR

- _____ Student is willing to try new things.
- _____ Student shows respect for others.
- _____ Student works effectively in a group.
- _____ Student responds well to suggestions.
- _____ Student accepts responsibility for own behavior.
- _____ Student shows adjustment to school setting.
- _____ Student interacts positively with others.

Comments: _____

Signature

ESL Teacher: _____

Date: _____

Hull Public Schools

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM PROGRESS REPORT – EARLY ELEMENTARY Grade Span: K 1 2 (circle appropriate)

Level of Proficiency:
INTERMEDIATE

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard) N/A = Not Applicable

LISTENING

- _____ Student can comprehend **some academic discourse** and **questions** on both academic and non-academic topics.
- _____ Student demonstrates comprehension of **academic vocabulary** in select categories and can recognize synonyms and antonyms.
- _____ Student **uses prior knowledge** to identify important information about academic content.
- _____ Student can identify what happened at the beginning, middle, and end of a story as well as details that support its main idea.

Comments: _____

SPEAKING

- _____ Student can **express and support opinions**, give **compliments and apologies**, and **compare and contrast**.
- _____ Student can **ask and answer a wide variety of questions**, including questions based on a text that is heard.
- _____ Students can restate **main event** and **retell the beginning, middle, and end of a story** read aloud.
- _____ Students can plan and deliver oral presentations on academic content, including the **dramatization of stories, plays, and poems**. Presentations reflect understanding of assessment criteria.

Comments: _____

READING

- _____ Student is able to use **word analysis and context cues** to comprehend new vocabulary in academic texts.
- _____ Student demonstrates awareness of the **chronological order of stories** and the general **characteristics of literary genres**.
- _____ Student can **summarize** both main ideas and supporting details.
- _____ Student **can analyze fiction and non-fiction texts**, and can identify details that support main ideas.
- _____ Student understands that dialogue develops the plot and characters of a **play**.
- _____ Student can **recognize different forms of traditional literature** including nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths.

Comments: _____

WRITING

_____ Student begins to **revise and edit** his/her writing with an audience in mind.

_____ Student **makes ideas clearer** through **word choice and mechanics**, and uses an **increasing level of detail** to help the reader better understand his/her message.

_____ Student can write both **stories and letters**, using appropriate spacing between words.

_____ Student can use a **basic rubric** to evaluate his/her writing.

Comments: _____

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

N/A = Not Applicable at this level

WORK HABITS

_____ Student listens attentively.

_____ Student puts effort into work.

_____ Student asks for help when appropriate.

_____ Student works well independently.

_____ Student self-checks for errors before handing in work.

_____ Student works neatly and carefully.

_____ Completes homework.

Comments: _____

SOCIAL AND CULTURAL BEHAVIOR

_____ Student is willing to try new things.

_____ Student shows respect for others.

_____ Student works effectively in a group.

_____ Student responds well to suggestions.

_____ Student accepts responsibility for own behavior.

_____ Student shows adjustment to school setting.

_____ Student interacts positively with others.

Comments: _____

Signature

ESL Teacher: _____

Date: _____

Hull Public Schools

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM
PROGRESS REPORT – EARLY ELEMENTARY
Grade Span: K 1 2 (circle appropriate)

Level of Proficiency:
TRANSITIONING

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

LANGUAGE DEVELOPMENT

KEY:

B = Beginning to Work Toward Skill (Standard)
(Standard) N/A = Not Applicable

P = Progressing Toward Skill (Standard)

M = Has Mastered Skill

LISTENING

Student demonstrates comprehension of **extended explanations, multi-step instructions, and educational videos.**

Student demonstrates comprehension of **popular or historical cultural referents** from the community culture, appropriate to age and context.

Student demonstrates comprehension of the use of **referents** (such as pronouns and demonstrative adjectives, *eg. this, that, these, those*) in academic discourse.

Student demonstrates **understanding of a speaker's attitude** towards subject matter. (nuance, tone, word choice, etc.)

Student can use teacher-generated note-taking templates to **listen for and record specific and relevant information.**

Student understands differences in meaning produced by varying **word stress** within a statement.

Student **comprehends content explanation** without concrete referents as well as **abstract and inferential questions** on academic content.

Student's expanding **vocabulary** allows him/her to comprehend more specific, technical, and/or abstract words and phrases of grade-level, academic content. Student is also able to understand some **jargon**, more **phrasal verbs**, common words with **multiple meanings**, and many **idioms**, and can comprehend forms of dominant culture's humor.

Using **dictionaries, glossaries, and thesauruses**, student can determine the meaning of words with inflections and is familiar with many prefixes and suffixes.

Comments: _____

SPEAKING

Student can **rephrase or elaborate information** to ensure understanding.

Student can **summarize and critique** information, **support conclusions** with reasons, and **participate fully in classroom discussions** and academic interactions.

Student varies **pace, sentence structure, and pauses** appropriate to purpose, audience and grade-level. Student uses appropriate **pronunciation, word stress, and intonation.**

Student can employ **idioms**, create **humor**, and use **vocabulary of grade-level academic content.**

Student incorporates his/her interpretation of literary texts, films, or dramatic productions in **oral presentations** and **participates in creating scoring guides** to evaluate these presentations.

Comments: _____

READING

Student can identify the elements of **poetry, including similes and sensory images, rhythm, repetition, and rhyme.**

Student recognizes differences in format and purpose for various kinds of printed materials such as **newspapers, magazines, textbooks, and encyclopedias.**

Student can generate questions, list sources, and summarize data gathered through **research** at a grade-appropriate level.

Student uses strategies to improve reading **fluency and comprehension**, such as identifying transitional words and phrases (*first, second, next, last*), previewing text features (*titles, headings, illustrations*) to predict meaning, and pausing while reading silently to self-check for comprehension.

Student **analyzes text**, supporting opinions with evidence. Student begins to identify **theme**, distinguish **cause from effect**, and distinguish **fact from opinion**.

Comments: _____

WRITING

Student **revises and edits** his/her writing using correct mechanics (such as capitalization, end punctuation, commas within a series), spelling, and sentence structure (such as subject-verb agreement, basic sentence structure)

Students move from writing stories and letters to writing **poetry** and **responses to information** they have read.

Student can use a grade-appropriate writing rubric to evaluate writing.

Comments: _____

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard)

P = Progressing Toward Skill (Standard)

M = Has Mastered Skill

(Standard)

N/A = Not Applicable at this level

WORK HABITS

Student listens attentively.

Student puts effort into work.

Student asks for help when appropriate.

Student works well independently.

Student self-checks for errors before handing in work.

Student works neatly and carefully.

Completes homework.

Comments: _____

SOCIAL AND CULTURAL BEHAVIOR

Student is willing to try new things.

Student shows respect for others.

Student works effectively in a group.

Student responds well to suggestions.

Student accepts responsibility for own behavior.

Student shows adjustment to school setting.

Student interacts positively with others.

Comments: _____

Signature ESL Teacher _____ Date _____

Hull Public Schools

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM **PROGRESS REPORT – EARLY ELEMENTARY** **Grade Span: K 1 2 3 4 (circle appropriate)**

Level of Proficiency: BEGINNER

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

LANGUAGE DEVELOPMENT

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

N/A = Not Applicable at this level

LISTENING

- _____ Student understands **basic** speech, has an awareness of **classroom expectations and conventions**, and an understanding of whom to ask for assistance.
- _____ Student demonstrates understanding of **single words and short phrases/expressions** connected to everyday, personal, or school-related topics.
- _____ Student comprehends **simple requests and information** when spoken slowly and with repetitions as needed.
- _____ Student comprehends very **basic stories or poems** with visual support.

Comments: _____

SPEAKING

- _____ Students can speak about everyday, personal, or school-related topics using **single words or short phrases**.
- _____ Students can **express confusion** and **request help**.
- _____ Students can **ask concrete questions about familiar content**.

Comments: _____

READING

- _____ Student understands basic **concepts about print**, and can locate the **title, author's name, text, and pictures** in a book.
- _____ Student can identify the sounds that letters make, and uses this knowledge to begin to decode text.
- _____ Student is aware of **basic features of written English**, such as upper vs. lower-case letters, punctuation at the end of a sentence and capitalization at the beginning.
- _____ Student has some reading strategies, including reading and understanding high-frequency words/phrases and using word context to **determine meaning of some words they don't know**. (Grades 3 – 4)

Comments: _____

WRITING

- _____ Student shows an awareness that written **letters form meaningful words** that can be read.
- _____ Student attempts to form letters and may write **strings of "words"** at this point, often without spacing.
- _____ Student has **beginning awareness of purpose and audience**. He/she **plans for writing** by creating lists of words and phrases needed to accomplish writing tasks and can use correct mechanics when editing. (Grades 3 – 4)
- _____ Student can write basic **stories** with a beginning, middle, and end. (Grades 3 – 4)

Comments: _____

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

N/A = Not Applicable at this level

WORK HABITS

- _____ Student listens attentively.
- _____ Student puts effort into work.
- _____ Student asks for help when appropriate.
- _____ Student works well independently.
- _____ Student self-checks for errors before handing in work.
- _____ Student works neatly and carefully.
- _____ Completes homework.

Comments: _____

SOCIAL AND CULTURAL BEHAVIOR

- _____ Student is willing to try new things.
- _____ Student shows respect for others.
- _____ Student works effectively in a group.
- _____ Student responds well to suggestions.
- _____ Student accepts responsibility for own behavior.
- _____ Student shows adjustment to school setting.
- _____ Student interacts positively with others.

Comments: _____

Signature

ESL Teacher:

Date:

Hull Public Schools

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM
PROGRESS REPORT – ELEMENTARY
Grade Span: 3 4 (circle appropriate)

Level of Proficiency:
EARLY INTERMEDIATE

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

LANGUAGE DEVELOPMENT

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

LISTENING

Student has command of **vocabulary for common objects/activities** and an awareness of **verbal cues indicating when to focus attention and agreed-upon rules for small-group decision making**.

Student demonstrates understanding of **sentences, dialogues, and stories** connected to everyday, personal, or school-related topics, when spoken slowly and with repetition as needed.

Student can **connect new information to prior knowledge** and can **use prior knowledge** to identify important information about academic content.

Student begins to comprehend **academic vocabulary** with visual support.

Student can identify the characters, setting, and main event, as well as the beginning, middle, and end of a simple **story** read aloud.

Student can comprehend **some *wh*-questions**, including oral questions about academic content that require short answers.

Comments: _____

SPEAKING

Student starts to **organize words into categories** (transportation words, science words, actions, etc.).

Student **requests clarification and expresses agreement/disagreement** while employing the basics of English grammar.

Student can briefly **ask and answer questions based on a text that is heard**.

Student can **participate orally in class activities** and give very **basic presentations** on personal topics, cultural topics, or planned activities. Student's informal presentations have a sense of organization.

Students can restate a **main event** and **retell the beginning, middle, and end of a story** read aloud.

Student is becoming aware of the characteristics of the English language at the phrase level, including **intonation** and **word stress patterns**.

Comments: _____

READING

Student is able to use **word analysis, parts of speech, sentence structure, word context, and text features** to comprehend simple texts.

Student can identify **the main idea** in a text.

Student can **recognize different forms of traditional literature** including nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths.

Comments: _____

WRITING

_____ Student can **spell** some familiar words correctly when editing.

_____ Student shows increasing awareness of both **purpose and audience** in writing, and adds details to personal accounts to help the reader understand his/her ideas better.

_____ Student identifies a beginning, middle, and end to the **stories** he/she creates.

_____ Student can write both **stories and letters**, using appropriate spacing between words.

_____ Student writes **sentences in logical order**.

Comments: _____

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard)

P = Progressing Toward Skill (Standard)

M = Has Mastered Skill

WORK HABITS

_____ Student listens attentively.

_____ Student puts effort into work.

_____ Student asks for help when appropriate.

_____ Student works well independently.

_____ Student self-checks for errors before handing in work.

_____ Student works neatly and carefully.

_____ Completes homework.

Comments: _____

SOCIAL AND CULTURAL BEHAVIOR

_____ Student is willing to try new things.

_____ Student shows respect for others.

_____ Student works effectively in a group.

_____ Student responds well to suggestions.

_____ Student accepts responsibility for own behavior.

_____ Student shows adjustment to school setting.

_____ Student interacts positively with others.

Comments: _____

Signature

ESL Teacher: _____

Date: _____

Hull Public Schools

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM
PROGRESS REPORT – ELEMENTARY
Grade Span: 3 4 (circle appropriate)

Level of Proficiency: INTERMEDIATE

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

KEY:

B = Beginning to Work Toward Skill (Standard)

P = Progressing Toward Skill (Standard)

M = Has Mastered Skill

LISTENING

Student comprehends **extended speech, including some academic discourse** and complex **questions** on academic topics.

Student demonstrates comprehension of **academic vocabulary** in select categories, common words with multiple meanings, synonyms and antonyms, and words in English frequently used in their first language.

Student demonstrates **comprehension of texts** read aloud and can identify details that support a main idea in a text that is heard.

Students can **listen** for specific information during note-taking tasks.

Comments: _____

SPEAKING

Student's growing vocabulary allows him/her to **express and support opinions**, give **compliments and apologies**, and **compare and contrast** academic information.

Student can **restate or elaborate information** in order to make sure he/she is understood.

Student **responds to factual and inferential questions** on academic content.

Student can **compare and contrast** aspects of English grammar with his/her own language.

Student can **summarize a story**.

Student can plan and deliver oral presentations, including the **dramatization of stories, plays, and poems**.

Presentations reflect understanding of assessment criteria.

Comments: _____

READING

Student uses knowledge of the **characteristics of literary genres**, the ability to distinguish **forms and purposes of informational and expository materials**, and **knowledge of organizational structures** in order to comprehend text.

Student can **compare features of English to features of other languages**.

Student can **use a rubric** to evaluate group work on a research project

Student identifies the elements of **poetry, including similes and sensory images, rhythm, repetition, and rhyme**.

Student identifies **plot and character** in a play.

Student can summarize both main ideas and supporting details and justify opinions with **evidence from the text**.

Comments: _____

WRITING

_____ Student can **revise and edit** writing with an audience in mind.

_____ Student **makes ideas clearer** through **word choice and mechanics**, and uses an **increasing level of detail** to help the reader better understand his/her message.

_____ Student can write poems that contain simple sensory details.

_____ Student can use a **basic rubric** to evaluate his/her writing.

Comments: _____

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard)

P = Progressing Toward Skill (Standard)

M = Has Mastered Skill

WORK HABITS

_____ Student listens attentively.

_____ Student puts effort into work.

_____ Student asks for help when appropriate.

_____ Student works well independently.

_____ Student self-checks for errors before handing in work.

_____ Student works neatly and carefully.

_____ Student completes homework.

Comments: _____

SOCIAL AND CULTURAL BEHAVIOR

_____ Student is willing to try new things.

_____ Student shows respect for others.

_____ Student works effectively in a group.

_____ Student responds well to suggestions.

_____ Student accepts responsibility for own behavior.

_____ Student shows adjustment to school setting.

_____ Student interacts positively with others.

Comments: _____

Signature

ESL Teacher: _____

Date: _____

Hull Public Schools

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM
PROGRESS REPORT – ELEMENTARY
Grade Span: 3 4 (circle appropriate)

Level of Proficiency: TRANSITIONING

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

KEY:

B = Beginning to Work Toward Skill (Standard)
(Standard) N/A = Not Applicable

P = Progressing Toward Skill (Standard)

M = Has Mastered Skill

LISTENING

Student demonstrates comprehension of **extended explanations and academic discourse, sustained interpersonal interactions, multi-step instructions, and educational videos.**

Student demonstrates comprehension of **popular or historical cultural** referents from the community culture, appropriate to age and context.

Student demonstrates comprehension of the use of **referents** (such as pronouns and demonstrative adjectives, *eg. this, that, these, those*) in academic discourse.

Student demonstrates understanding of a **speaker's attitude** towards subject matter. (nuance, tone, word choice, etc.)

Student can listen for **important and relevant information** in extended speech while using teacher-generated note-taking templates

Student understands differences in meaning produced by varying **word stress** within a statement.

Student **comprehends content explanation** without concrete referents as well as **abstract and inferential questions** on academic content.

Student's expanding **vocabulary** allows him/her to comprehend more specific, technical, and/or abstract words and phrases of grade-level, academic content. Student is also able to understand some jargon, more phrasal verbs, common words with multiple meanings, and many idioms, and can comprehend forms of dominant culture's humor.

Using **dictionaries, glossaries, and thesauruses**, student can determine the meaning of words with inflections and is familiar with many prefixes and suffixes.

Comments: _____

SPEAKING

Student can use single words, phrases, statements, monologues, and specific, technical, and/or abstract **vocabulary of grade-level, academic content.**

Student can **summarize and critique** information, **support conclusions** with reasons, and **participate fully in classroom discussions** and academic interactions.

Student **varies speech to fit audience and communicative intent.** He/she selects suitable conversational topics, rephrases speech when a culturally based misunderstanding occurs, and uses appropriate pronunciation, word stress, and intonation.

Student can employ **idioms**, create **humor**, and use **vocabulary from grade-level academic content.**

Student incorporates his/her interpretation of literary texts, films, or dramatic productions in oral presentations and participates in creating scoring guides to evaluate these presentations.

Comments: _____

READING

_____ Student can identify the elements of **poetry, including similes and sensory images, rhythm, repetition, and rhyme.**

_____ Student recognizes differences in format and purpose for various kinds of printed materials such as **newspapers, magazines, textbooks, and encyclopedias.**

_____ Student can generate questions, list sources, and summarize data gathered through **research** at a grade-appropriate level.

_____ Student uses strategies to improve reading **fluency and comprehension**, such as identifying transitional words and phrases (*first, second, next, last*), previewing text features (*titles, headings, illustrations*) to predict meaning, and pausing while reading silently to self-check for comprehension.

_____ Student can **analyze text**, supporting their opinions with evidence. They begin to identify theme, distinguish cause from effect, and distinguish fact from opinion.

Comments: _____

WRITING

_____ Student **revises and edits** his/her writing to vary sentence length, utilize references such as thesaurus to vary word choices, use correct mechanics, spelling and sentence structure.

_____ Student moves from writing stories and letters to writing **responses to information** he/she has read.

_____ Student uses multiple media to gather and analyze information and create presentations.

_____ Student uses agreed-upon criteria to evaluate the effectiveness of presentations.

Comments: _____

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard) P =Progressing Toward Skill (Standard) M=Has Mastered Skill (Standard)

WORK HABITS

_____ Student listens attentively.

_____ Student puts effort into work.

_____ Student asks for help when appropriate.

_____ Student works well independently.

_____ Student self-checks for errors before handing in work.

_____ Student works neatly and carefully.

_____ Student completes homework.

Comments: _____

SOCIAL AND CULTURAL BEHAVIOR

_____ Student is willing to try new things.

_____ Student shows respect for others.

_____ Student works effectively in a group.

_____ Student responds well to suggestions.

_____ Student accepts responsibility for own behavior.

_____ Student shows adjustment to school setting.

_____ Student interacts positively with others.

Comments: _____

Signature ESL Teacher _____ Date _____

Hull Public Schools

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM PROGRESS REPORT – ELEMENTARY/MIDDLE Grade Span: 5 - 6 (circle appropriate)

Level of Proficiency: BEGINNER

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

LISTENING

_____ Student demonstrates an awareness of **classroom expectations and conventions**, such as raising hands, taking turns, and storing classwork.

_____ Student understands **whom to consult for assistance**, and has an awareness of **rules** for small-group decision-making.

_____ Student demonstrates comprehension of **single words, short phrases, and expressions** connected to everyday personal needs, likes/dislikes, and classroom vocabulary and routines.

_____ Student **comprehends simple requests, information, sentences and conversations** when spoken slowly and with repetitions as needed.

_____ Student can comprehend **very basic stories and poems with visual support** and can identify **characters, setting, and some events** in a story.

_____ Student begins to comprehend **academic vocabulary** with visual support.

Comments: _____

SPEAKING

_____ Student can speak about everyday, personal, or school-related topics using **single words or short phrases**.

_____ Student can give **basic directions and make basic requests**.

_____ Student can ask **concrete questions about familiar content**.

_____ Student can **ask for clarification** when he/she does not understand classroom directions, lessons and peer interaction.

Comments: _____

READING

_____ Student has awareness of text elements, and can locate the **title, author's name, text, and pictures** in a book.

_____ Student identifies the **sounds that letters make**, and use this knowledge to begin to decode text.

_____ Student is aware of **basic features of written English**, such as upper vs. lower-case letters, punctuation at the end of a sentence and capitalization at the beginning.

_____ Student recognizes high-frequency words and phrases.

_____ Student uses reading strategies, such as word context, word analysis, sentence structure, and parts of speech to comprehend text.

Comments: _____

WRITING

- _____ Student **plans for writing** by creating lists of words and phrases needed to accomplish a writing task.
- _____ Student has a **basic awareness of audience and purpose** and can generate a **topic and questions** that consider the purpose of the writing task.
- _____ Student can use **correct mechanics** when editing, including appropriate capitalization and end punctuation.
- _____ Student can write stories with a beginning, middle, and end.

Comments: _____

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

WORK HABITS

- _____ Student listens attentively.
- _____ Student puts effort into work.
- _____ Student asks for help when appropriate.
- _____ Student works well independently.
- _____ Student self-checks for errors before handing in work.
- _____ Student works neatly and carefully.
- _____ Student completes homework.

Comments: _____

SOCIAL AND CULTURAL BEHAVIOR

- _____ Student is willing to try new things.
- _____ Student shows respect for others.
- _____ Student works effectively in a group.
- _____ Student responds well to suggestions.
- _____ Student accepts responsibility for own behavior.
- _____ Student shows adjustment to school setting.
- _____ Student interacts positively with others.

Comments: _____

Signature ESL

Teacher: _____

Date: _____

Hull Public Schools

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM
PROGRESS REPORT – ELEMENTARY/MIDDLE
Grade Span: 5 - 6 (circle appropriate)

Level of Proficiency: INTERMEDIATE

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

LISTENING

Student can comprehend **some academic discourse** and complex **questions** on both academic and non-academic topics.

Student demonstrates comprehension of **academic vocabulary** in select categories, common words with multiple meanings, words in English frequently used in their first language, some idioms, and some formal vs. informal language.

Student can identify details that support a main idea in a literary or informational text that is heard.

Student is able to pick up on differences in meaning produced by variations in **intonation** and **word stress** (S.2.34, 2.35)

Comments: _____

SPEAKING

Student can request information, express and support opinions, and give compliments, permission, and apologies.

Student can employ synonyms and antonyms and some idiomatic expressions in conversation.

Student uses grade-level academic content vocabulary.

Student can **restate or elaborate** to ensure comprehension and resolve misunderstandings.

Student is more aware of the listener and can **interpret body language and culturally appropriate gestures**.

Student can **respond to factual and inferential questions** on academic content and can **explain the thinking process used** in academic content areas.

Student can **summarize a story orally** as well as **state a position and support it**.

Student can plan and deliver oral presentations, including the **dramatization of stories, plays, and poems**, and can answer questions following the presentation. Presentations reflect understanding of assessment criteria.

Student can analyze, compare and contrast behavioral norms of different **cultural communities**.

Comments: _____

READING

Student uses **dictionaries** and **glossaries** and is familiar with many prefixes and suffixes.

Student is aware of **text features** (table of contents, footnotes, etc.) and **structural features within a text** (topic sentences, introduction, etc.).

Student can distinguish cause from effect and fact from opinion, and analyze theme, mood and tone in literature.

Student can generate questions, list sources, and summarize data gathered through **research**.

Comments: _____

WRITING

_____ Student can **edit and evaluate writing** using a pre-approved rubric.

_____ Student can distinguish between **sentence fragments and run-on sentences** and can use a variety of **simple, compound, and complex sentences** when editing.

_____ Student can write **poetry, responses to literary and informational texts, and stories**, organizing writing into **multiple paragraphs**.

_____ Student can use a variety of sentence patterns and lengths, and can select words that take into consideration distinctions between formal and informal language used in writing.

_____ Student uses **multiple media** to **research** and analyze information and create presentations. Students use agreed-upon criteria to evaluate the effectiveness of presentations.

Comments: _____

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard)

P = Progressing Toward Skill (Standard)

M = Has Mastered Skill

WORK HABITS

_____ Student listens attentively.

_____ Student puts effort into work.

_____ Student asks for help when appropriate.

_____ Student works well independently.

_____ Student self-checks for errors before handing in work.

_____ Student works neatly and carefully.

_____ Student completes homework.

Comments: _____

SOCIAL AND CULTURAL BEHAVIOR

_____ Student is willing to try new things.

_____ Student shows respect for others.

_____ Student works effectively in a group.

_____ Student responds well to suggestions.

_____ Student accepts responsibility for own behavior.

_____ Student shows adjustment to school setting.

_____ Student interacts positively with others.

Comments: _____

Signature ESL

Teacher: _____

Date: _____

Hull Public Schools

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM **PROGRESS REPORT – ELEMENTARY/MIDDLE** **Grade Span: 5 - 6 (circle appropriate)**

Level of Proficiency:
TRANSITIONING

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

LISTENING

Student demonstrates comprehension of **extended explanations and academic discourse, sustained interpersonal interactions, multi-step instructions, and educational videos.**

Student demonstrates comprehension of **popular or historical cultural** referents from the community culture, appropriate to age and context.

Student **comprehends abstract content explanation** without concrete referents. They also can respond to **abstract and inferential questions** on academic content.

Student demonstrates comprehension of transition words and phrases (such as *furthermore, otherwise, likewise, instead, in any case*) that connect ideas in extended academic discourse.

Student can distinguish irrelevant information (such as jokes, asides, anecdotes) from important information in lecture-style presentations and can discern the attitude of the speaker towards subject matter.

Student comprehends specific, technical, and/or abstract words and phrases of grade-level, academic content.

Students are also able to understand some jargon, phrasal verbs, idioms, various forms of humor, and can distinguish formal language from slang.

Comments: _____

SPEAKING

Students can use specific, technical, and/or abstract **vocabulary of grade-level, academic content.**

Student can **critique** information, **support conclusions** with reasons, and **participate** fully in the classroom.

Student uses appropriate pronunciation, word stress, and intonation.

Student can identify differences between oral and written language patterns.

Students give persuasive presentations, interpretations of literary texts, films, or dramatic productions.

Comments: _____

READING

Student uses **thesauruses** selectively

Student can analyze **author's purpose** as well as analyze different texts including **myths, traditional and classical narratives, and primary source documents.**

Student has a deeper understanding of the **origins of English vocabulary** words, such as Latin and Greek roots.

Student recognizes the **use of arguments** for and against an issue.

Student's **research reports** include quotations, footnotes or endnotes, and bibliographies.

Comments: _____

WRITING

_____ Student revises writing to improve the organization of ideas.

_____ Student can write multi-paragraph **essays and interpretations of literary texts** that include a topic statement and clear topic development, supporting details from the literature, and a conclusion.

_____ Student can critique information presented in the media. For example, students can **distinguish between facts and misleading information** in television.

_____ Students can **understand and respect intellectual property** and cite sources appropriately, including the Internet.

Comments: _____

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard)

P = Progressing Toward Skill (Standard)

M = Has Mastered Skill

WORK HABITS

_____ Student listens attentively.

_____ Student puts effort into work.

_____ Student asks for help when appropriate.

_____ Student works well independently.

_____ Student self-checks for errors before handing in work.

_____ Student works neatly and carefully.

_____ Student completes homework.

Comments: _____

SOCIAL AND CULTURAL BEHAVIOR

_____ Student is willing to try new things.

_____ Student shows respect for others.

_____ Student works effectively in a group.

_____ Student responds well to suggestions.

_____ Student accepts responsibility for own behavior.

_____ Student shows adjustment to school setting.

_____ Student interacts positively with others.

Comments: _____

Signature ESL

Teacher: _____

Date: _____

Hull Public Schools

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM
PROGRESS REPORT –MIDDLE SCHOOL
Grade Span: 7 - 8 (circle appropriate)

Level of Proficiency: BEGINNER

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

LISTENING

____ Student has an awareness of when to focus attention and an understanding of verbal and non-verbal cues used in basic communication.

____ Student understands **whom to consult for assistance**, and has an awareness of **rules** for small-group decision-making.

____ Student demonstrates comprehension of **single words, short phrases, and expressions** connected to everyday personal needs, likes/dislikes, and classroom vocabulary and routines.

____ Student **comprehends simple requests, information, sentences and conversations** when spoken slowly and with repetitions as needed.

____ Student can comprehend **very basic stories and poems with visual support** and can identify **characters, setting, and some events** in a story.

____ Student begins to comprehend **academic vocabulary** with visual support.

Comments: _____

SPEAKING

____ Student can speak about everyday, personal, or school-related topics using **single words or short phrases**.

____ Student can give **basic directions and make basic requests**.

____ Student can ask **concrete questions about familiar content**.

____ Student can **retell the main events** of a story read aloud.

____ Student can **express confusion** and **ask for clarification**

Comments: _____

READING

____ Student identifies the **sounds that letters make**, and use this knowledge to begin to decode text.

____ Student is aware of **basic features of written English**, such as upper vs. lower-case letters, punctuation at the end of a sentence and capitalization at the beginning.

____ Student recognizes high-frequency words and phrases.

____ Student uses reading strategies, such as word context, word analysis, sentence structure, and parts of speech to comprehend text.

Comments: _____

WRITING

- _____ Student **plans for writing** by creating lists of words and phrases needed to accomplish a writing task.
- _____ Student has a **basic awareness of audience and purpose** and can generate a **topic and questions** that consider the purpose of the writing task.
- _____ Student can use **correct mechanics** when editing, including appropriate capitalization and end punctuation.
- _____ Student can write stories with a beginning, middle, and end.

Comments: _____

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

WORK HABITS

- _____ Student listens attentively.
- _____ Student puts effort into work.
- _____ Student asks for help when appropriate.
- _____ Student works well independently.
- _____ Student self-checks for errors before handing in work.
- _____ Student works neatly and carefully.
- _____ Student completes homework.

Comments: _____

SOCIAL AND CULTURAL BEHAVIOR

- _____ Student is willing to try new things.
- _____ Student shows respect for others.
- _____ Student works effectively in a group.
- _____ Student responds well to suggestions.
- _____ Student accepts responsibility for own behavior.
- _____ Student shows adjustment to school setting.
- _____ Student interacts positively with others.

Comments: _____

Signature ESL

Teacher: _____

Date: _____

Hull Public Schools

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM
PROGRESS REPORT – MIDDLE SCHOOL
Grade Span: 7 - 8 (circle appropriate)

Level of Proficiency: INTERMEDIATE

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

LISTENING

_____ Student can comprehend **some academic discourse** and complex **questions** on both academic and non-academic topics.

_____ Student understands common words with multiple meanings, some idioms, and differences between formal vs. informal language.

_____ Student demonstrates comprehension of texts read aloud and can identify facts and main ideas.

_____ Student can identify details that support a main idea in a literary or informational text that is heard.

_____ Student identifies differences in meaning produced by variations in **intonation** and **word stress**.

Comments: _____

SPEAKING

_____ Student can **request information, express and support opinions, and give compliments, permission, and apologies**.

_____ Student can employ **synonyms and antonyms** and some **idiomatic expressions** in conversation.

_____ Student can ask and answer **questions on academic content, support conclusions** with reasons and **explain his/her thinking**.

_____ Student can **restate or elaborate** to ensure comprehension and resolve misunderstandings.

_____ Student is more aware of the listener and can **interpret body language and culturally appropriate gestures**.

_____ Student can **summarize a story orally**.

_____ Student can plan and deliver oral presentations, and answer questions. Presentations reflect understanding of assessment criteria.

_____ Student can analyze, compare and contrast behavioral norms of different **cultural communities**.

_____ Student's understanding of English grammar allows him/her to compare and contrast aspects of English with the home language.

Comments: _____

READING

_____ Student uses **dictionaries** and **glossaries** and is familiar with many prefixes and suffixes.

_____ Student is aware of **text features** (table of contents, footnotes, etc.) and **structural features within a text** (topic sentences, introduction, etc.).

_____ Student uses context cues and word analysis to determine the meaning of unfamiliar words.

_____ Student can distinguish cause from effect and fact from opinion, and analyze theme, mood and tone in literature.

_____ Student can generate questions, list sources, and summarize data gathered through **research**.

_____ Student demonstrates reading fluency.

Comments:

WRITING

Student can write **poetry, responses to literary and informational texts**, and **stories**, organizing writing into **multiple paragraphs**.

Student can use a variety of sentence patterns and lengths, and use new words and phrases to increase detail and vary expression in writing.

Student can select words that take into consideration distinctions between formal and informal language used in writing.

Student follows conventions of English spelling.

Student uses **multiple media** to **research** and analyze information and create presentations. Students use agreed-upon criteria to evaluate the effectiveness of presentations.

Comments:

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard)

P = Progressing Toward Skill (Standard)

M = Has Mastered Skill

WORK HABITS

Student listens attentively.

Student puts effort into work.

Student asks for help when appropriate.

Student works well independently.

Student self-checks for errors before handing in work.

Student works neatly and carefully.

Student completes homework.

Comments:

SOCIAL AND CULTURAL BEHAVIOR

Student is willing to try new things.

Student shows respect for others.

Student works effectively in a group.

Student responds well to suggestions.

Student accepts responsibility for own behavior.

Student shows adjustment to school setting.

Student interacts positively with others.

Comments:

Signature ESL

Teacher:

Date:

Hull Public Schools

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM
PROGRESS REPORT – MIDDLE SCHOOL
Grade Span: 7 - 8 (circle appropriate)

Level of Proficiency: TRANSITIONING

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

LISTENING

_____ Student demonstrates comprehension of **extended explanations and academic discourse, sustained interpersonal interactions, multi-step instructions, and educational videos.**

_____ Student demonstrates comprehension of **popular or historical cultural** referents from the community culture, appropriate to age and context.

_____ Student **comprehends abstract content explanation** without concrete referents. They also can respond to **abstract and inferential questions** on academic content.

_____ Student demonstrates comprehension of transition words and phrases (such as *furthermore, otherwise, likewise, instead, in any case*) that connect ideas in extended academic discourse.

_____ Student can distinguish irrelevant information (such as jokes, asides, anecdotes) from important information in lecture-style presentations and can discern the attitude of the speaker towards subject matter.

_____ Student comprehends specific, technical, and/or abstract words and phrases of grade-level, academic content.

_____ Students are also able to understand some jargon, phrasal verbs, idioms, various forms of humor, and can distinguish formal language from slang.

Comments: _____

SPEAKING

_____ Students can use specific, technical, and/or abstract **vocabulary of grade-level, academic content.**

_____ Student can **critique** information, **support conclusions** with reasons, and **participate** fully in the classroom.

_____ Student uses appropriate pronunciation, word stress, and intonation.

_____ Student can vary speech to fit audience and topic as well as correct misunderstandings.

_____ Student's awareness of language concepts allows him/her to talk about language and its connection to culture.

_____ Student can identify differences between oral and written language patterns.

_____ Students give persuasive presentations, interpretations of literary texts, films, or dramatic productions.

Comments: _____

READING

_____ Student uses **dictionaries, glossaries, and thesauruses** selectively

_____ Student can analyze **author's purpose** as well as analyze different texts including **myths, traditional and classical narratives**, and **primary source documents**.

_____ Student has a deeper understanding of the **origins of English vocabulary** words, such as Latin and Greek roots.

_____ Student recognizes the **use of arguments** for and against an issue.

_____ Student's **research reports** include quotations, footnotes or endnotes, and bibliographies.

Comments: _____

WRITING

_____ Student revises writing to improve the organization of ideas and edits to use precise vocabulary and correct mechanics.

_____ Student can write multi-paragraph **essays and interpretations of literary texts** that include a topic statement and clear topic development, supporting details from the literature, and a conclusion.

_____ Student can critique information presented in the media. For example, students can **distinguish between facts and misleading information** in television.

_____ Students can **understand and respect intellectual property** and cite sources appropriately, including the Internet.

Comments: _____

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard)

P = Progressing Toward Skill (Standard)

M = Has Mastered Skill

WORK HABITS

_____ Student listens attentively.

_____ Student puts effort into work.

_____ Student asks for help when appropriate.

_____ Student works well independently.

_____ Student self-checks for errors before handing in work.

_____ Student works neatly and carefully.

_____ Student completes homework.

Comments: _____

SOCIAL AND CULTURAL BEHAVIOR

_____ Student is willing to try new things.

_____ Student shows respect for others.

_____ Student works effectively in a group.

_____ Student responds well to suggestions.

_____ Student accepts responsibility for own behavior.

_____ Student shows adjustment to school setting.

_____ Student interacts positively with others.

Comments: _____

Signature ESL

Teacher: _____

Date: _____

Hull Public Schools

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM
PROGRESS REPORT – HIGH SCHOOL
Grade Span: 9 10 11 12 (circle those that apply)

Level of Proficiency: BEGINNER

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

KEY:

B = Beginning to Work Toward Skill (Standard)

P = Progressing Toward Skill (Standard)

M = Has Mastered Skill

LISTENING

- _____ Student has an awareness of **classroom expectations and conventions** and knows whom to ask for assistance.
- _____ Student comprehends **simple requests and information** when spoken to slowly and with repetitions as needed.
- _____ Student can comprehend very **basic stories or poems heard aloud** with the aid of pictures, objects and media graphics.
- _____ Student comprehends basic information when listening, drawing on prior knowledge and/or visual cues.

Comments: _____

SPEAKING

- _____ Student can speak about everyday, personal, or school-related topics using **single words or short phrases**.
- _____ Student can **ask for clarification** when he/she does not understand classroom directions, lessons and peer interactions.
- _____ Student can **ask concrete questions about familiar content**.

Comments: _____

READING

- _____ Student can locate the **title, author's name, text, and pictures** in a book.
- _____ Student can identify the **sounds that letters make**, and use this knowledge to begin to decode text.
- _____ Student is aware of **basic conventions of written English**, such as upper vs. lower-case letters, punctuation at the end of a sentence and capitalization at the beginning.
- _____ Student has some **reading strategies**, including context cues and understanding word parts (prefixes/suffixes) and high-frequency words.

Comments: _____

WRITING

- _____ Student **plans for writing** by creating lists of words and phrases needed to accomplish writing tasks.
- _____ Student begins to write **stories, letters, directions, instructions, and explanations** in complete sentences.
- _____ Student has **beginning awareness of purpose and audience** when writing.
- _____ Student uses correct mechanics when editing (capitalization at the beginning of a sentence, punctuation at the end).

Student uses **word processing** to publish writing.

Comments: _____

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

WORK HABITS

Student listens attentively.
Student puts effort into work.
Student asks for help when appropriate.
Student works well independently.
Student self-checks for errors before handing in work.
Student works neatly and carefully.
Student completes homework.

Comments: _____

SOCIAL AND CULTURAL BEHAVIOR

Student is willing to try new things.
Student shows respect for others.
Student works effectively in a group.
Student responds well to suggestions.
Student accepts responsibility for own behavior.
Student shows adjustment to school setting.
Student interacts positively with others.

Comments: _____

Signature ESL

Teacher:

Date:

Hull Public Schools

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM
PROGRESS REPORT – HIGH SCHOOL
Grade Span: 9 10 11 12 (circle those that apply)

Level of Proficiency: EARLY
INTERMEDIATE

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

NA = Not Applicable

LISTENING

- _____ Student has command of vocabulary for common objects and activities.
- _____ Student has an awareness of verbal cues indicating when to focus attention and agreed-upon rules for small-group decision-making.
- _____ Students can use teacher-generated templates to take notes while listening for **specific information**, can connect new information to prior knowledge, and can identify important information about academic content.
- _____ Student has a basic knowledge of **synonyms, antonyms, and words with multiple meanings**.
- _____ Student begins to comprehend **academic vocabulary** with visual cues.
- _____ Student comprehends basic **questions**, including oral questions about academic content that require short answers.

Comments: _____

SPEAKING

- _____ Student starts to organize grade-level content words into categories, themes, or topics.
- _____ Student can initiate conversations and speak at greater length, using a variety of language functions and employing the basics of English grammar.
- _____ Student can briefly **ask and answer questions on academic content**.
- _____ Student can **participate orally in class activities** and give **basic presentations** on personal topics with support.

Comments: _____

READING

- _____ Student can classify words into **sensory categories**.
- _____ Student begins to analyze **poetry, drama, informational and expository materials**.
- _____ Student can **summarize** both main ideas and supporting details in basic texts.
- _____ Student can **recognize different forms of traditional literature**.

Comments: _____

WRITING

- _____ Student **begins to revise and edit** his/her writing with an audience in mind.

Student identifies ways to **make his/her ideas clearer**, both through **word choice and mechanics**, and can follow a rubric.

Student's developing vocabulary allows him/her to **increase detail** and **vary expression** in writing.

Student can write **stories, letters, poems**, and **brief responses to literature**. Student organizes writing in multiple paragraphs.

Comments: _____

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard)

P = Progressing Toward Skill (Standard)

M = Has Mastered Skill

WORK HABITS

Student listens attentively.

Student puts effort into work.

Student asks for help when appropriate.

Student works well independently.

Student self-checks for errors before handing in work.

Student works neatly and carefully.

Student completes homework.

Comments: _____

SOCIAL AND CULTURAL BEHAVIOR

Student is willing to try new things.

Student shows respect for others.

Student works effectively in a group.

Student responds well to suggestions.

Student accepts responsibility for own behavior.

Student shows adjustment to school setting.

Student interacts positively with others.

Comments: _____

Signature ESL

Teacher: _____

Date: _____

Hull Public Schools

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM
PROGRESS REPORT – HIGH SCHOOL
Grade Span: 9 10 11 12 (circle appropriate)

Level of Proficiency: INTERMEDIATE

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

NA = Not Applicable

LISTENING

- _____ Student can comprehend longer strings of academic discourse as well as sustained, interpersonal interaction.
- _____ Student is able to understand some jargon, most phrasal verbs, idioms, and slang.
- _____ Student has a deeper comprehension of texts read aloud to him/her and can identify details that support a main idea in a text that is heard.
- _____ Student demonstrates comprehension of cultural referents from the community culture.

Comments: _____

SPEAKING

- _____ Student's vocabulary allows for more innovative generation of language in both social and academic situations.
- _____ Student can now employ some idioms while speaking.
- _____ Student varies speech to fit audience and communicative intent and can rephrase speech when misunderstandings occur.
- _____ Student can summarize information, support conclusions with reasons, and participate fully in the classroom.
- _____ Student can give formal academic presentations using self-created scoring guides/rubrics and plan for presentations following set criteria.

Comments: _____

READING

- _____ Student can use awareness of text features (table of contents, footnotes, etc.), structural features within a text (topic sentences, introduction, conclusion, etc.) and improved word analysis skills as reading comprehension strategies.
- _____ Student can distinguish fact from opinion, commend on mood and tone, analyze more complex elements of fiction (point of view, foreshadowing, irony) and provide evidence of an author's argument.
- _____ Student can identify different kinds of informational and expository texts.
- _____ Student can **summarize data gathered through research. Student's research reports include quotations, footnotes or endnotes, and bibliographies.**
- _____ Students can give more in-depth summaries of texts they have read and distinguish between summarizing main ideas and retelling all of a text.

Comments: _____

WRITING

_____ Student begins to write responses to literature and informational texts, and research reports.

_____ Student can revise his/her writing to improve amount of detail, precision of language, and organization.

_____ Student uses multiple media to research and analyze information and create different kinds of presentations.

Comments: _____

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard)

P = Progressing Toward Skill (Standard)

M = Has Mastered Skill

WORK HABITS

_____ Student listens attentively.

_____ Student puts effort into work.

_____ Student asks for help when appropriate.

_____ Student works well independently.

_____ Student self-checks for errors before handing in work.

_____ Student works neatly and carefully.

_____ Student completes homework.

Comments: _____

SOCIAL AND CULTURAL BEHAVIOR

_____ Student is willing to try new things.

_____ Student shows respect for others.

_____ Student works effectively in a group.

_____ Student responds well to suggestions.

_____ Student accepts responsibility for own behavior.

_____ Student shows adjustment to school setting.

_____ Student interacts positively with others.

Comments: _____

Signature ESL

Teacher: _____

Date: _____

Hull Public Schools

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM **PROGRESS REPORT – HIGH SCHOOL** **Grade Span: 9 10 11 12 (circle appropriate)**

Level of Proficiency: TRANSITIONING

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

NA = Not Applicable

LISTENING

____ Student's understanding of English grammar allows him/her to comprehend language structures from various content areas, content explanation without concrete referents, and abstract inferential questions on academic content.

____ Student's vocabulary allows him/her to understand various forms of humor

Comments: _____

SPEAKING

____ Student's vocabulary allows for more innovative generation of language in both social and academic situations.

____ Student can now employ some idioms while speaking.

____ Student can use specific, technical and/or abstract vocabulary of grade-level, academic content.

____ Student can critique information that is heard and can analyze cultural perspectives in texts, drama, music, and popular media.

____ Student's awareness of language allows him/her to talk about the differences between its oral and written language patterns.

Comments: _____

READING

____ Student can evaluate information gained through research.

____ Student can analyze author's purpose and support text interpretations with convincing evidence.

____ Students can analyze a range of texts, including myths, traditional and classical narratives, poetry, drama, and primary source documents.

____ Student can read a variety of texts fluently and efficiently, drawing on reading strategies and knowledge of English grammar structures.

Comments:

WRITING

- _____ Student uses scoring guides to critique his/her own work and revises and edits accordingly.
- _____ Student can identify different characteristics in informal speech vs. speech used in media presentations and can create media presentations that present a distinctive point of view on a topic.
- _____ Student can identify stereotypes and biases used in mass media.

Comments:

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

WORK HABITS

- _____ Student listens attentively.
- _____ Student puts effort into work.
- _____ Student asks for help when appropriate.
- _____ Student works well independently.
- _____ Student self-checks for errors before handing in work.
- _____ Student works neatly and carefully.
- _____ Student completes homework.

Comments:

SOCIAL AND CULTURAL BEHAVIOR

- _____ Student is willing to try new things.
- _____ Student shows respect for others.
- _____ Student works effectively in a group.
- _____ Student responds well to suggestions.
- _____ Student accepts responsibility for own behavior.
- _____ Student shows adjustment to school setting.
- _____ Student interacts positively with others.

Comments:

Signature ESL

Teacher:

Date:
