

English Language Learner Parents' Handbook

Rye City School District



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Welcome to Our English Language Learner Program

Dear Parents:

The Rye City School District's ELL (English Language Learner) Department is pleased to provide you with this guide to the many aspects of our program. Inside, you will find information about our teaching methods and strategies, scheduling practices, and ways to help your child make the transition into an American school. We also explain the Federal and State laws that regulate the education of children with LEP (Limited English Proficiency). These laws require tests designed to clearly identify which students are eligible for ELL services, to measure LEP students' annual yearly progress, and to determine when students are ready to exit the program.

Our district is fortunate to accommodate students from all over the world who speak languages other than English as their mother tongue. These languages include Arabic, Chinese, Czech/Slavic, Danish, Dutch, Finnish, French, Georgian, German, Icelandic, Japanese, Korean, Mandarin, Polish, Portuguese, Romanian, Russian, Spanish, Swedish, and Tagalog. We welcome and celebrate this wonderful array of languages and cultures in our schools and classrooms.

As parents, you are an essential part of our program. Your support and involvement in your child's education are very important, and we look forward to working with you to help your child succeed. After reading our guide, please feel free to email our district coordinator, Loretta Calandrucchio, at calandrl@ryeschools.org with any outstanding questions. We look forward to meeting all of our ELL students' families in the future.

Best wishes,

Rye City School District ELL Department



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Overview of the ELL Program

1. What are ESL and ELL?

ESL stands for English as a Second Language. ELL stands for English Language Learner, and it is the preferred term for the Rye City School District. The most widely used form of ELL instruction is ELL “pull-out.” This means the student goes to ELL classes during certain times of the day, to learn and strengthen his/her English language skills, and remains in the regular classroom during the rest of the day. In ELL classes, students receive instruction in listening, speaking, reading and writing in English, cultural information, and content area information using ELL methodologies. (MODULE 4)

2. Which students are Limited English Proficient?

In New York State, students classified as LEP (Limited English Proficient) come from a home where a language other than English is spoken, and they score below “Proficiency” on the LAB-R (Language Assessment Battery-Revised) or at the Beginning, Intermediate, or Advanced level of English on the NYSESLAT (New York State English as a Second Language Achievement Test). (The Teaching of English Language Arts, 2004)

3. What kind of ELL program does the Rye City School District provide?

The Rye City School District’s ELL program fosters English language development along with grade-level academic success. The district’s three elementary schools, one middle school, and one high school all employ certified ELL teachers and maintain freestanding ELL programs instructed in English. ELL methodologies and strategies are used to help students learn language and content, as well as the skills needed for meeting the challenges of the New York State content and Regents tests. Reading strategies, writing skills, vocabulary, and grammar also are a particular focus of our instruction.

4. How often will my child receive ELL instruction?

For elementary students, ELL services are provided in a pull-out method in which the ELL teacher meets with the students outside of the mainstream classes. These sessions may last 45 minutes to an hour, from two to three times per week. ELL instruction at the middle school and high school is scheduled for one to two periods each day. The duration and frequency are dependent upon the needs of the students, their level of language proficiency, and their ability to succeed in the mainstream classroom.

5. Why do kindergarten students need ELL?

English-proficient students at this age are also developing their English language skills. American children already have had four or more years of English language development before coming to kindergarten. LEP students have a lot of catching up to do, so it is important for them to attend ELL classes. (MODULE 4)

6. Why do we need ELL teachers? Don't they interfere with content area classes?

ELL teachers are specially trained and certified in order to help LEP students rapidly learn English so that they can participate fully in all aspects of the school program. ELL teachers and content area teachers should collaborate whenever possible, and ELL teachers should reflect students' subject area material in their ELL lessons. (MODULE 4)

7. How can ELL teachers work with different levels of LEP students who may speak several languages other than English, in the same classroom?

At the elementary level, ELL teachers carefully group students according to age, maturity, grade level, and exposure to English to maximize instructional time. At the middle school and high school, students are grouped according to grade level and not according to English proficiency because of scheduling and team teaching considerations. (MODULE 4)

The secret in education lies in
respecting the student.
Ralph Waldo Emerson



Initial Identification of ELL Students

1. How do you know when your child is LEP?

Parents or guardians of every new student entering a NYS public school must fill out an HLQ (Home Language Questionnaire). If the HLQ indicates that a language other than English is spoken in the home, the student must be tested to determine his/her level of English proficiency.

2. What test is used by the school district to identify students as LEP?

The LAB-R (Language Assessment Battery-R) must be used in every school district in the State in order to determine whether a student who has entered a NYS school for the first time (at any grade level) is limited English proficient.

3. What is the LAB-R test?

The Language Assessment Battery-Revised test was developed by The New York City Department of Education to identify incoming students who may be eligible for ELL services. All incoming students who live in a home where a language other than English is spoken, as stated by the Home Language Survey, are tested with the LAB-R upon admission to a public school. A score below the designated cut score for the child determines eligibility for ELL or bilingual services. The LAB-R is administered only once to each incoming student. The LAB-R consists of four subtests based on language skills—speaking, listening, reading, and writing. (MODULE 4)



Annual Assessment of ELL Students

1. What federal and state laws guide the ELL program, annual assessment, and state testing?

The federal *No Child Left Behind* (NCLB) Act of 2001 holds “State educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring (A) demonstrated improvements in the English proficiency of limited English proficient children each fiscal year; and (B) adequate yearly progress for limited English proficient children, including immigrant children and youth.” To meet these federal requirements, the Department developed the NYSESLAT to measure the English language arts proficiency of limited English proficient students. (NYSESLAT Spring 2006 School Administrator’s Manual)

2. How do you know if your child should still be in the ELL program at the end of the school year?

Every spring, at every grade level, the NYSESLAT (New York State English as a Second Language Achievement Test) will be administered to every LEP student in ELL or bilingual education programs in the New York State public schools until the student is no longer designated as LEP. (MODULE 4)

3. What is the NYSESLAT Test?

The New York State Education Department has developed the NYSESLAT (New York State English as a Second Language Achievement Test) to measure the English language arts proficiency of ELLs across the State, grades K through 12. The NYSESLAT is administered in five grade spans: K–1, 2–4, 5–6, 7–8, and 9–12 each spring and is designed to measure the growth in the English language ability of ELLs from year to year. The NYSESLAT identifies the English proficiency level of ELLs as Beginning, Intermediate, or Advanced. The NYSESLAT consists of four subtests

based on language skills—speaking, listening, reading, and writing. The items on the NYSESLAT are written by ELL and bilingual teachers in New York State and are based on the NYS learning standards in ELL. (The Teaching of Language Arts, 2004)

4. Why do we have NYSESLAT?

The federal NCLB (*No Child Left Behind*) Act of 2001 mandates that all English language learners from kindergarten through Grade 12 be assessed every year to measure their English language proficiency in listening, speaking, reading, and writing and to track their annual progress toward proficiency. The NYSESLAT helps schools determine which instructional standards they must focus on to ensure their English language learners fully acquire the language proficiency that will prepare them for success in the classroom. (NYSESLAT Spring 2000 School Administrator's Manual)

5. What are the different proficiency levels?

There are three levels of English proficiency for LEP/ELLs: Beginning, Intermediate, and Advanced. Students' levels of proficiency are initially determined through the LAB-R, which is administered to an incoming student upon entry into the school system. A student's progress in learning English as a second language is then measured each spring by the NYSESLAT. The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English is high enough to exit the ELL program. (The Teaching of Language Arts, 2004)

6. How does the NYSESLAT measure whether students are progressing toward English language proficiency?

The NYSESLAT test results provide students, teachers, and parents with a report of each student's strengths and weaknesses in the English language skills of listening, speaking, reading, and writing. The test helps to determine whether the students are making adequate progress toward English language proficiency. The test results also will help schools focus on ways to improve instruction so that English language learners will become better able to focus on content-based materials, such as mathematics and science. (NYSESLAT Spring 2000 School Administrator's Manual)

7. How will my child exit the ELL program?

The NYSESLAT offers vertical scaling across the grades in the total test battery, and tests listening, speaking, reading and writing in English. The test has cut points indicating Beginning, Intermediate, and Advanced skills in each of the scales, and also has cut points that indicate when a student is ready to exit the program. ELLs who achieve a Proficient level of English will no longer require ELL instruction. At this point, your child could begin to function successfully in mainstream classrooms without additional ELL support. (The Teaching of Language Arts, 2004)

8. Who is responsible for my child once he/she has tested out of the program?

School districts are still held accountable for the progress made by ELL students in meeting all of the State standards after they are no longer receiving ELL services. These students are eligible to receive other services such as Reading Recovery, reading support, and any other special needs program. The progress of these students is reported to the New York State Education Department through annual student data reports. (MODULE 4)



Education is knowing where to go to find out what you need to know; and it's knowing how to use the information you get.

William Feather, US Author

The object of education is to prepare the young to educate themselves throughout their lives.

Robert Mavnard Hutchins



State Testing for ELL Students

1. Are ELL students exempt from New York State's standards and graduation requirements?

No, LEP students are not exempt from meeting the NYS standards, which is why it is extremely important for ELL teachers to work closely with regular classroom and subject area teachers.

2. Are ELL students exempt from New York State tests?

No, all ELLs must take the NYS content-area assessments in mathematics, science, and social studies. ELLs who have been enrolled in a US school for one or more years also must take the English Language Arts Assessment. ELL students are permitted specific testing accommodations when taking State examinations to ensure valid and reliable test results.

(MODULE 4)

3. What accommodations will be provided for ELL students on State tests?

Schools may provide the following testing accommodations:

- *Time Extension:* Schools may extend the test time, such as “time-and-a-half” (the required testing time plus one-half of that amount of time), for LEP students.
- *Separate Location:* Schools are encouraged to provide optimal testing environments and facilities for all students. They may administer the tests to LEP students individually or in small groups in a separate location.
- *Bilingual Dictionaries and Glossaries:* Students may use bilingual dictionaries and glossaries when alternative language edition tests or oral translations are not available. The bilingual dictionaries and glossaries may provide only direct translations of words.
- *Simultaneous Use of English and Alternative Language Editions:* LEP students may use English and alternative language edition tests simultaneously.

- *Oral Translation for Lower-Incidence Languages:* Schools may provide LEP students with oral translation of a State test when there is no translated edition provided by the Department.
- *Writing Responses in the Native Language:* LEP students may write their answers to open-ended questions in their native language on State tests. Translators will be hired by the district to translate students' answers from their native language into English. (See Testing Accommodations form in Appendix.) (New York State Testing Program, 2006)

4. Can ELL students graduate from high school if they don't pass the required Regents examinations?

No, and some ELL students may need additional time in high school to prepare, especially if they haven't had many years of schooling in their home country.

5. What happens if an ELL student fails one or more of the Regents examinations?

Any student that fails any Regent's exam can take the exam over again until he/she passes it.

6. If students have taken ELL, why are some of them allowed to take some of the content area Regents exams in their native language?

LEP students are in ELL because they need English language support. Although they may seem to speak English well, they may not be ready to take content area exams that contain difficult, academic English. Because of this, these exams have been translated into other languages.

7. Do the ELL students have an unfair advantage if they take the content area Regents examinations in their native language?

No, the Regents examinations are for the purpose of demonstrating the ELL students' knowledge in mathematics, science, and social studies—not to test their ability in English. Therefore, they are permitted to take these important tests in their native language or to have oral translations. (MODULE 4)



Parental Involvement



1. How can parents become involved in the school?

It is very important for parents to be involved in their child's education. Many opportunities and programs enable parents to become a part of their school and community. For instance, ELL parents can become more involved by attending the parents' organizations in their schools, volunteering in their school libraries, attending class trips, participating in multicultural events and celebrations, or becoming a volunteer tutor for students.

2. How can parents get their children involved in the school and community?

Parents' organizations offer after-school clubs to students in every elementary school. Activities such as cooking, crafts, and sports are included in the offerings. Two community organizations, Kids' S.P.A.C.E. and the Rye Y.M.C.A., provide before and after school child care for elementary students. At the middle school and high school, students should be encouraged to join clubs, play sports, or participate in musical organizations such as band and orchestra.

3. How can parents communicate with the classroom teachers and ELL teachers?

Parents are encouraged to communicate with the teachers through email, phone calls, and letters. It is important for the teachers and parents to have this communication so the child can be provided with the best possible education.

4. When will the ELL teachers communicate with you?

The ELL teachers will keep the parents connected to the school and community by keeping them informed throughout the year. In the beginning of the school year, the parents are sent notification that their child is being placed in an ELL program. They will receive their child's results on the

LAB-R and NYSESLAT tests. ELL teachers communicate with the parents through email, phone calls, and personal meetings when requested.

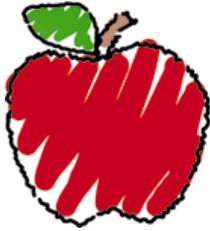
5. When can parents meet with the classroom and ELL teachers?

Parents can request a meeting with the ELL teachers and classroom teachers at any time during the school year. Parent-teacher conferences are held twice a year and are extremely important because they help to build a bond between home and school. At this time, parents have the opportunity to meet with the ELL teachers to discuss any issues or concerns and view student work displayed around the classroom. During conferences, parents can review and discuss their child's "ELL Progress Report" and class work representing their child's growth and language ability.

6. What should you do if your child is experiencing any academic or social problems at school?

It is very important to contact the ELL teacher or the classroom/content area teacher immediately if your child is experiencing any academic or social problems in school. A variety of professionals, such as school psychologists, guidance counselors, and resource specialists can provide your child with help and support. The school district is committed to helping your child make a successful transition to his/her new school.

From your parents you learn love and laughter and how to put one foot before the other. But when books are opened you discover you have wings. Helen Hayes



Suggestions to Parents

Parents often ask, “What can I do to help my child learn English and to do well in an American school?” Here are some helpful suggestions for children in the **elementary schools**:

1. Read to your child and encourage older children to read in their native language. This will help to develop their reading skills in their native language and in English.
2. Encourage your children to talk about school, friends, and activities. Praise them for their efforts to do their work and to join in class activities.
3. Remind your children to give you any school notices that are sent home. If you don't understand something, ask the classroom teacher or the ELL teacher to explain it to you.
4. Help your children with simple homework if they ask. If the work is too hard for your child, write a note to his/her teacher. Your child should try to do the homework but should not be spending hours on one assignment.
5. Teach your child (Grade 2 and up) to use a bilingual dictionary.
6. Help your child make American friends and gain confidence in speaking English by arranging play dates and having him/her join sports, activities, and after school clubs.
7. Use simple everyday activities to help build English vocabulary. For example, naming things in the supermarket, reading signs, reading labels, and listening to the radio or news will help to improve all language skills.
8. Join the public library. You can get a library card at the Rye Free Reading Room, but you may use it at any public library in Westchester. Encourage your child to pick out his/her own books. Children are more likely to want to read the books that they have chosen. Books on tape and children's videos are also an excellent way to develop language.

Suggestions for children in the **middle school** and in the **high school**:

1. Purchase core-reading books (books that are read by the entire class and in language arts classes) in your child's native language if the English versions are too difficult. This will help your child feel more connected to the class because he/she will understand the book and will be able to participate by answering the questions.
2. Request that difficult class work or homework assignments be modified for your child if the work is too challenging. Parents can contact directly through email the content area teachers in the middle school and high school to discuss the modification of work and assignments. Providing ELL students with appropriate work makes them feel more capable and improves their self-esteem. It is also important for them to feel connected with the other teachers and students.
3. Bring home the newspaper in English. Older students often have to research current events for their social studies classes or lessons. It is also a good idea to read the local paper to keep up with community and school news.
4. Read the middle school student agenda/handbook. It has all of the important information parents need to know. Also, learn to check the e-board on the internet—at ryeschools.lhric.org—to find out more about your child's homework, assignments, and projects. Click on the middle school and then on the name of any of your child's team teachers.
6. Read the high school student handbook to find information on courses and to learn about graduation requirements. It is also very helpful to personally meet your child's guidance counselor. You can contact him or her by email with any questions.

Most important, be patient and give lots of praise. Remember, it takes time to learn a new language. Your child will soon be using English to communicate with teachers, classmates, and friends!



Frequently Asked Questions From Parents

1. How can I help my ELL child with homework?

The way children use their time after school is a matter for each family to decide, and this decision is culturally influenced. What is most important is that however long a child spends on homework, it should be time spent profitably. Suppose your daughter has to read a primary source of evidence written at the time of the American Revolution and state the main purpose of the article. She could struggle for an hour or more using the dictionary to look up every new word, ending up understanding very little of the article and feeling very frustrated. Instead, your daughter should spend time reading about the American Revolution in an encyclopedia or history book, *in her native language*, to get a clearer understanding. Then she should read through the article to get the main idea, looking up a few words that seem to be of particular importance. This method is a better use of time even if the answer your daughter then gives is incomplete or incorrect.

Another student may spend homework time on a different assignment by copying answers provided to her by a parent or dictated by a private tutor. The end *product*—the finished piece of homework—may be very good, but the *process* of producing it has probably not resulted in much understanding of the work being done. A better use of the student's time would be to have a discussion about the homework, in the mother tongue, to make sure that she understands the assignment and knows in broad terms how to do it. The student is then left alone to produce the answer as best she can. The finished product may fall a long way short of being in clear and accurate English, but this is not expected of ELL students. The ELL teacher can see in which areas the student most needs help in expressing herself clearly and accurately, and the subject teacher can determine more easily what the student has and has not understood of the work of previous lessons.

2. How long will it take my son to learn a second language?

On average, students need about three years in ELL before they have sufficient English to function independently in the mainstream. It is necessary to stress the words "on average." The actual time needed will depend on a number of learner variables, such as the native language of the learner, his language learning aptitude, how motivated he is, how many other languages he already knows and so on. (It is important not to assume that exiting from the ELL program means the child is now able to function on the same level as a native-speaker; researchers into second language acquisition have estimated it takes five to seven years for an ESL student to catch up with his native-speaking peers as far as academic English is concerned.)

3. Why do some ELL students learn much more quickly than others?

Although the average middle school ELL student needs about three years in ELL before being ready to exit, some students pass through the ELL program more quickly, while others need a fourth or fifth year of ELL. There are a number of reasons why this should be the case—the "learner variables" that are referred to in the answer to the previous question. The first language is obviously a very important influence. It may be easier for a Dutch or German child to learn English than a child from Japan or Korea because of the similarities in the German/Dutch and English languages. Also, as children learn new languages they generally find each successive one easier to master because along the way they acquire a great deal of knowledge and skills in how to learn languages.

Another factor influencing second language development is the child's attitude to the target language and culture. A child who is unhappy about being in America will probably learn English more slowly than a child for whom being here does not present a problem. A related factor is the attitude of the child to his new teachers and the classroom environment. Learning will not take place very easily when the student does not feel that he or his own culture is accepted or valued by the teacher or the other students in the class. A further influence on the speed at which a child learns a second language is related to personality. Confident students who are not afraid of being wrong have an advantage over fearful and timid students when learning a second language. Finally, it is clear that a motivated, hard-working student with an interest in and aptitude for learning languages will do better than someone with opposite characteristics.

4. There are many other students of my daughter's nationality in her classes. Won't this stop her learning English quickly?

There are important advantages for having students in your daughter's classes who speak the same language as her. First, concentrating on English for up to two hours at a time in lessons is a hard and stressful task, and your daughter will be more able to do so if she has had the chance to talk to and relax with her same-language friends at break and lunch times. Second, if your daughter fails to understand something in class, particularly if she is a beginner, someone with the same language will be able to explain it to her. Maybe she will be the one who can explain to someone whose English is not as good as hers. In this case, by explaining, she will be deepening her own understanding of the topic and practicing how to say it in her own language. Third, if your daughter has understood something in her own language, she will be able to understand more of what the teacher says or of what she has to read in English. In fact, her English may well get better more quickly if there are other students of the same nationality in her classes.

5. My daughter speaks English fluently but has a lot of problems in her subject classes. Why is this?

It is not uncommon for students to speak English as fluently and accurately as a native speaker, but to struggle with the reading and writing assignments of their subject classes. The reason why this may happen is that there are, according to current theories, two different kinds of language proficiency.

First, there are the BICS (basic interpersonal communication skills) of listening and speaking that are typically acquired quickly by many students, particularly by those from language backgrounds similar to English, who spend a lot of their time interacting with native speakers. Researchers have found that it can take as little as two years to develop native speaker fluency in the target language.

Second, we have what is known as CALP (cognitive academic language proficiency). As the name suggests, this is the basis for a child's ability to cope with the academic demands placed upon her in the various school subjects. It can take five to seven years for a child to be working at the same level as native speaking peers as far as academic English is concerned. An important reason why it takes so long is that a large and specialized vocabulary must be acquired. While it is relatively easy to learn the words used in everyday communication, the type of vocabulary needed

to understand the more difficult academic language of the classroom is much harder to acquire. This means that it is quite normal for an ELL student who sounds like a native speaker to still be a long way from having the academic language proficiency she needs for the classroom.

6. How does the mother tongue help the learning of English?

Research has shown that many skills acquired in the first language can be transferred to the second language. For example, if your child has developed good reading skills in Korean, she is likely to be able to apply these skills when reading English. For this reason, it helps if you can encourage your child to read good fiction and non-fiction in her own language. Similarly, the skills of being able to plan out a piece of writing or develop an argument in a persuasive essay can be applied in the second language once they have been learned in the first.

7. Why is my child hesitant to speak English?

The first stage for many children starting to learn English in the classroom is called the silent stage. During this time, they are listening carefully to the language they hear but are not yet ready to start speaking. Depending on the personality and nationality of the child, this stage may last one day or six months or more. It is important not to be concerned if this stage seems to be taking a long time. The child can learn a great deal without saying a word. In fact, the power of listening is so strong (provided that the language you hear is at the right level of difficulty for you) that one influential researcher into second language learning says that this is *all* you need to learn a new language!

(Excerpts from Paul Shoebottom's "A Guide to Learning English,"
<http://esl.fis.edu/index-fp.htm>)



Glossary

Advanced – *Advanced* is a level of English proficiency as determined by New York State’s NYSESLAT test. It is the highest level at which a student will be required to remain in the ELL program.

Beginner – *Beginner* is a level of English proficiency as determined by New York State’s NYSESLAT test. Students just starting to learn the English language may test at the “Beginner” level.

ELL – *English Language Learners* are non-native speaking students who are learning how to speak English in an American school system.

ESL – Language instruction for non-native speakers is also known as *English as a Second Language*.

Intermediate – *Intermediate* is a level of English proficiency as determined by New York State’s NYSESLAT test. It is the second level of proficiency—after Beginner and before Advanced.

LAB-R – The *LAB-R* (Language Assessment Battery-Revised) test identifies incoming students who may be eligible for ELL services. All incoming students who live in a home where a language other than English is spoken, as stated by the Home Language Survey, are tested with the LAB-R upon admission to a public school.

LEP – Non-native speaking students that have limited English ability are also known as *Limited English Proficient*.

NYSESLAT – The *NYSESLAT* (New York State English as a Second Language Achievement Test) measures the English language arts proficiency of ELLs across the State, grades K through 12, each spring.

Proficient – *Proficient* is a level of English proficiency as determined by New York State’s NYSESLAT test. When a student has tested “Proficient,” he or she no longer will be required to receive ELL services.



Useful Websites

<http://www.emsc.nysed.gov/biling/>

New York State's Bilingual Education and Foreign Language Studies site provides information on State regulations, assessments, publications and other ELL resources

<http://www.eslkidstuff.com>

Printable flashcards, worksheets, crafts, games, song sheets, teaching tips, holiday learning activities, and more for young ELLs

<http://a4esl.org/>

Quizzes, tests, exercises, and puzzles to help students learn English. A project of *The Internet TESL Journal*

<http://www.manythings.org/>

Word games, puzzles, quizzes, exercises, slang, and proverbs for ELLs

<http://www.offshore-english.co.nz/games.asp>

English grammar games and other educational games for ELL students

<http://www.mrshurleyesl.com/englishpractice.html>

Links to a host of sites featuring interactive English language practice activities and games

<http://www.teflgames.com/games.html>

“Free ESL Games and Quiz Corner” offers interactive games, ELL activities for the classroom, online quizzes, printable quiz questions in graded sets, and excerpts from articles on using games in language learning

<http://www.wordmania.org/>

Activities, games, and puzzles for ELLs

<http://www.englishclub.com>

Articles, resources, forums, quizzes, and activities for teachers and ELLs



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Rye City School District
Testing Accommodations for English Language Learners
Grades 3-8

ELL Student Information

ELL Student: _____ Grade: _____

Native Language: _____ Arrived in US: _____

Teacher/Team Leader: _____ School: _____

ELL Teacher: _____

Required Testing

	YES	NO
1. English Language Arts Assessment: (Grades 3-8)	_____	_____
2. Content area tests available in native language:		
Mathematics (Grades 3-8)	_____	_____
Science (Grades 4 & 8)	_____	_____
Social Studies (Grades 5 & 8)	_____	_____
3. Oral translation will be provided:	_____	_____
4. Testing accommodations will be provided:	_____	_____

English Language Arts Assessment

ELL students enrolled in U.S. schools for less than one year as of January 2007 are **exempt** from taking the ELA. Their annual progress will be measured using the NYSESLAT. All other ELL students **must** take the ELA.

Content-Area Assessment

All ELLs **must** take the NYS content-area assessments in mathematics, science, and social studies. These tests are available in Chinese, Haitian Creole, Korean, Russian and Spanish and must be ordered by the individual schools. ELLs of low-incidence languages are permitted to have word-for-word oral translations and may write their responses to the open-ended questions in their native language.

