

Online Registration Language Survey

Student: [REDACTED]

Grade: [REDACTED]

School: [REDACTED]

Student Information

Country of Birth:	Date of Birth:	Date first enrolled in ANY U.S. school:
United States	[REDACTED]	2021-09-01
Previous School	City	State

Language Information

What is the primary language used in the home, regardless of the language spoken by the student?

English

Which language(s) are spoken with your child? (include relatives -grandparents, uncles, aunts,etc. - and caregivers)

English

Always

Urdu

Sometimes

What language did your child first understand and speak?

English

Which language do you use most with your child?

English

How many years has the student been in U.S. Schools? (not including pre-kindergarten)

Which languages does your child use?

English

Always

Will you require written information from school in your native language?

No

Will you require an interpreter/translator at Parent-Teacher meetings?

No

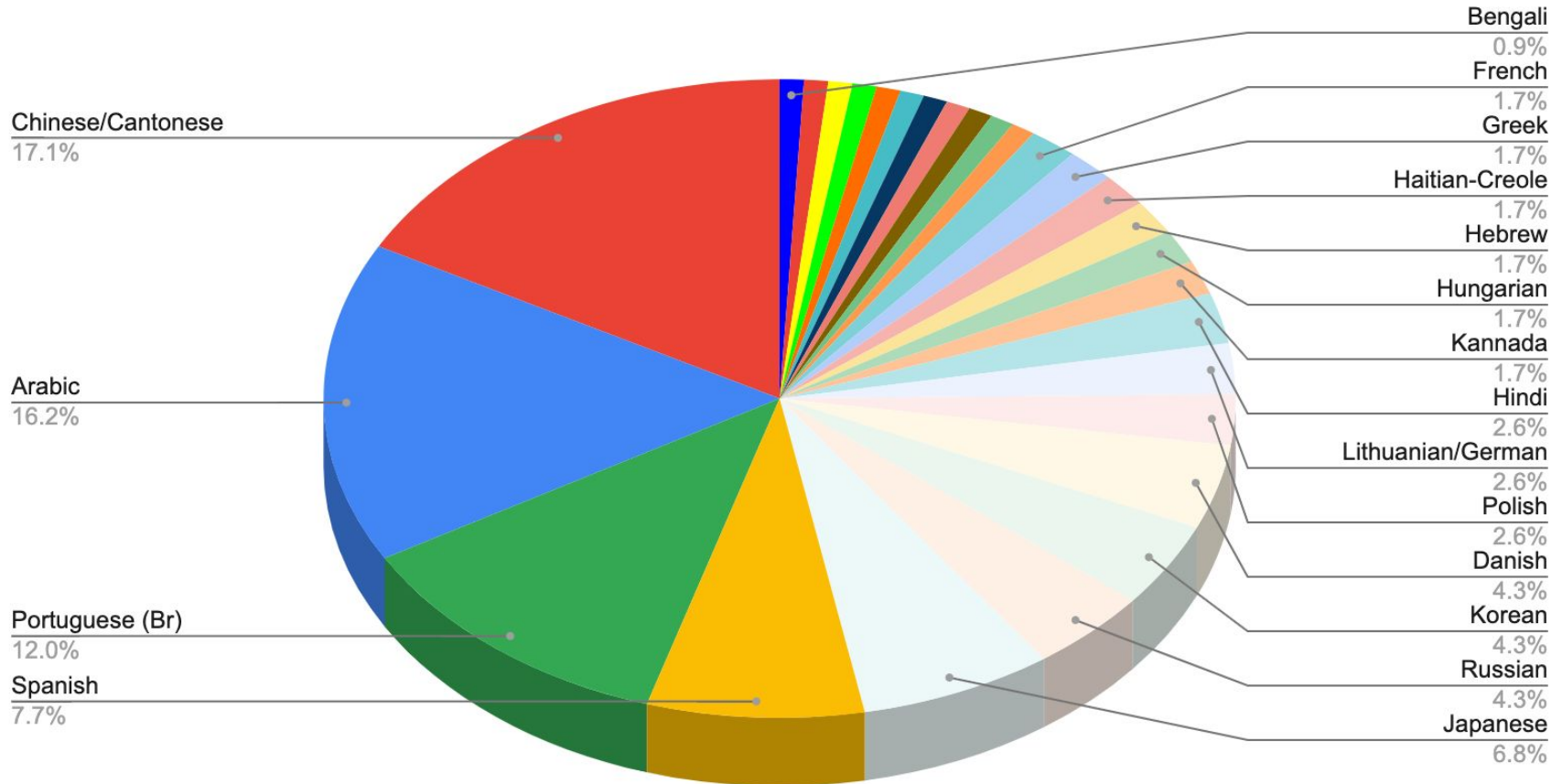
If yes, what language?

If yes, what language?

HOME LANGUAGE SURVEY

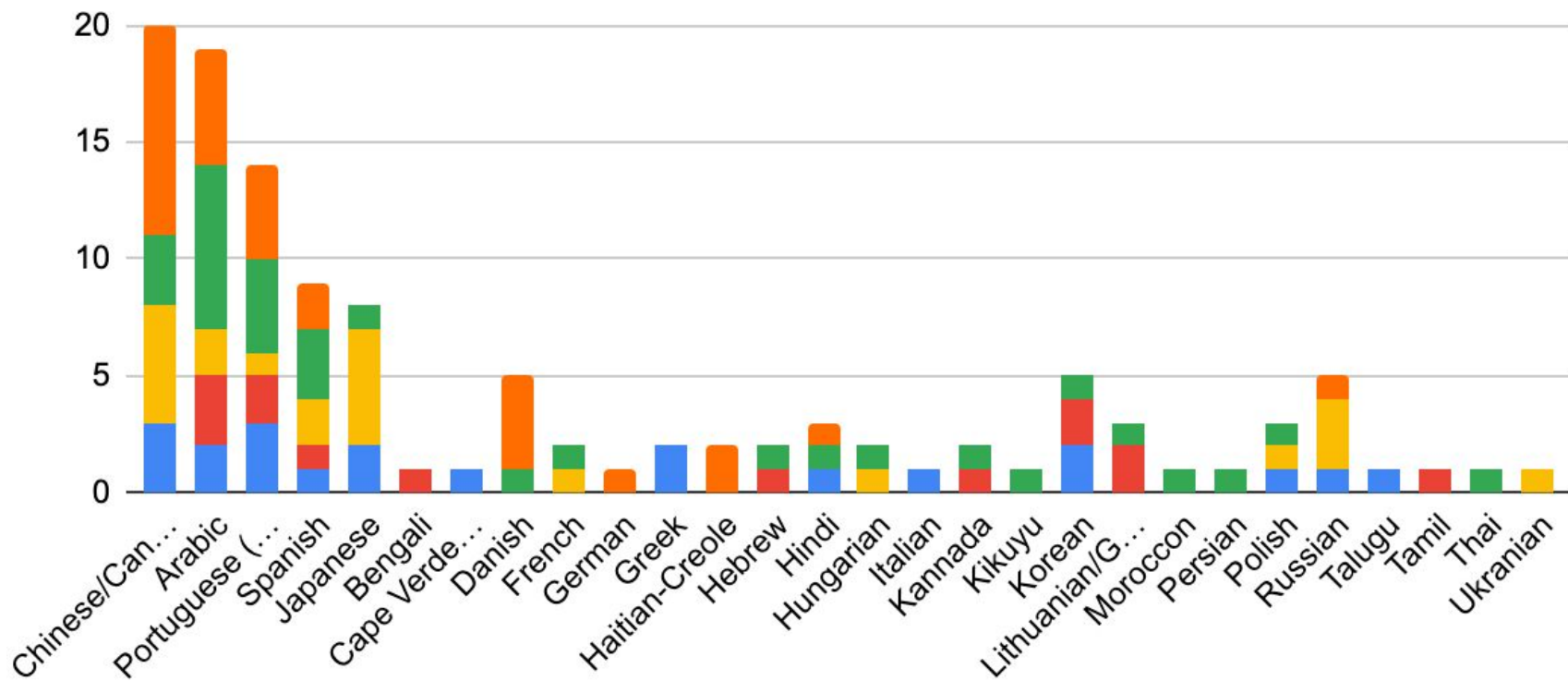
- All families new to Concord register online and complete the HLS
- New families who need language support make an appointment to register in person with a translator present (ZOOM)
- If ANY question is answered with a language other than English, the EL teacher at that building is notified and given the HLS
- The EL teacher then does more research, EL screening, and parental interviews if necessary to determine if the students qualifies for EL support

2021-22 HOME LANGUAGES FOR CONCORD EL & FEL FAMILIES, K-12



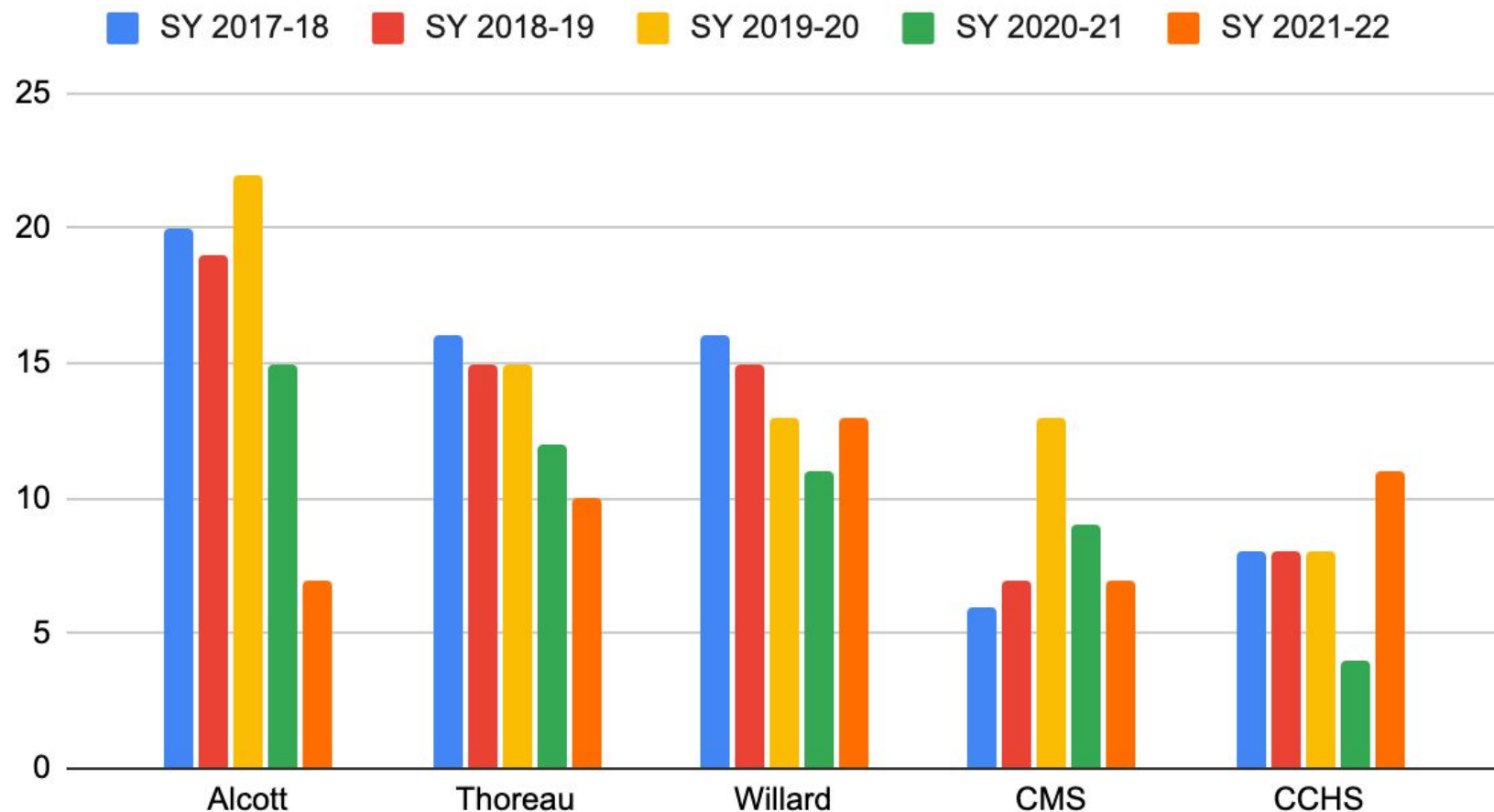
Languages of EL & FEL Families in K-12 - 2021-22

■ CCHS
 ■ CMS
 ■ Willard
 ■ Thoreau
 ■ Alcott

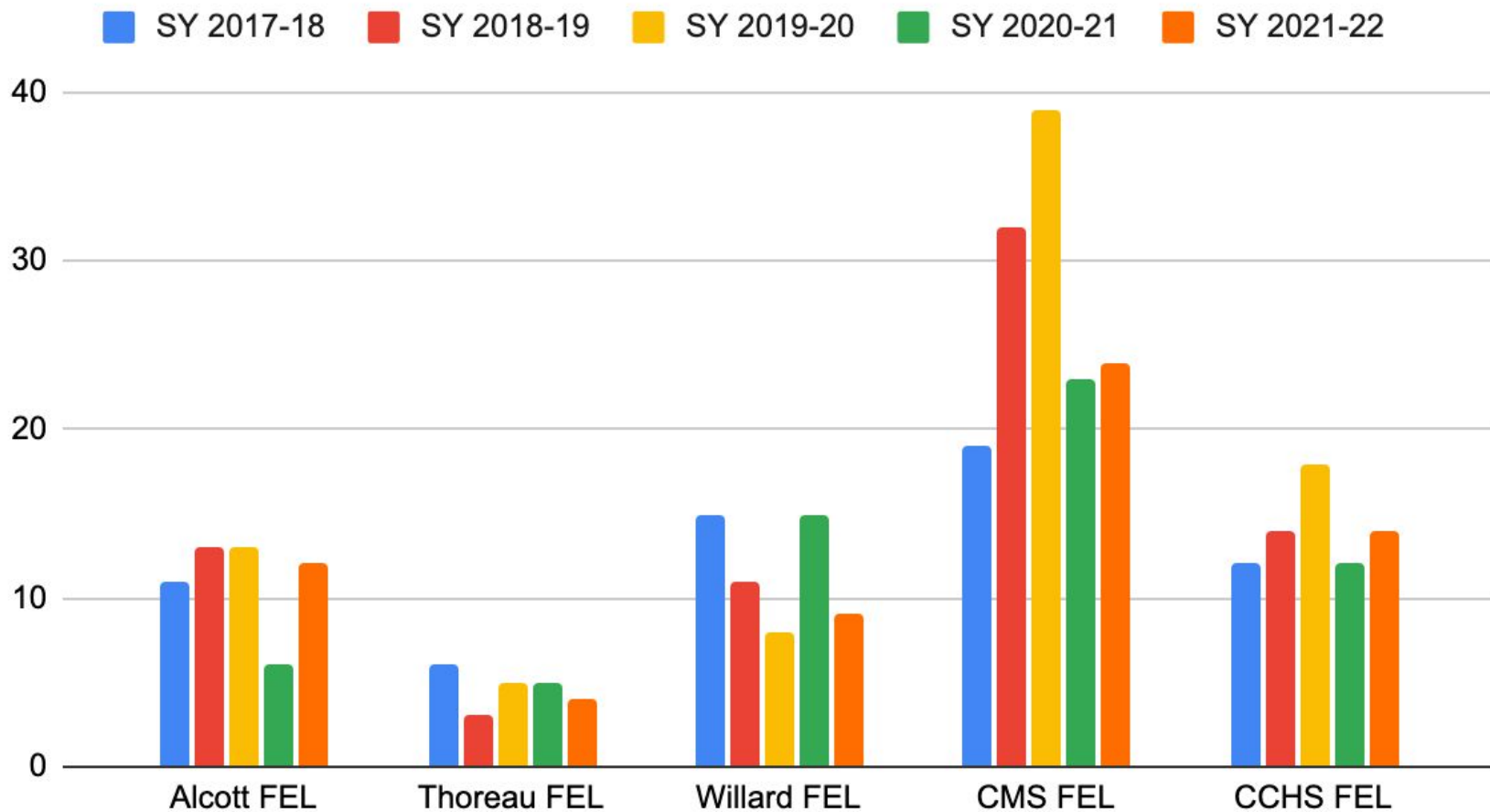


Home Languages indicated on Home Language Surveys

ELs in Concord and Concord-Carlisle

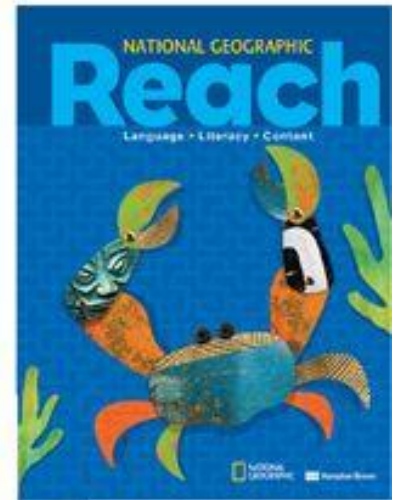
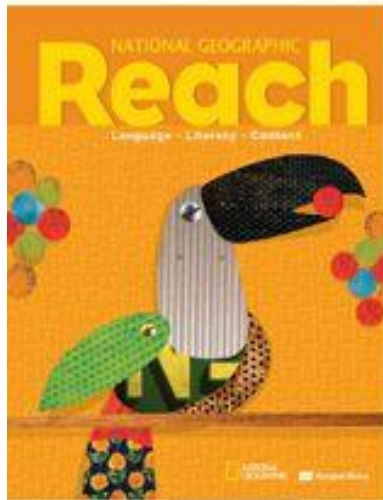
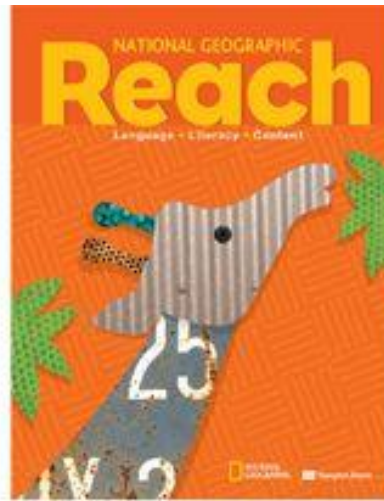
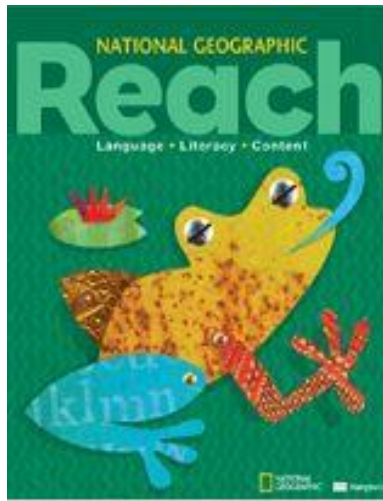


FELs in Concord and Concord-Carlisle



CURRENT K-5 EL CURRICULUM

- EL is a tier 1 support for students who qualify
- We focus on their individual needs specific to English Language Learning in the 4 domains (Listening, Speaking, Reading, Writing)
- We supplement as needed with classroom curriculum and other district tools (Foundations, EM4, LLI, etc)
- Our instruction is data driven using WIDA Screener results, WIDA ACCESS results, and other targeted assessments





ACCESS for ELLs

- Mandatory for all EL students
- Testing window is all of January
 - * extension this year until March 4th
- Results received by June and sent home with final report cards
- Assesses Listening, Speaking, Reading, and Writing
- Computer based for grades 1-12
 - EXCEPTION: writing section for grades 1-3

ANNUAL EL ASSESSMENT

Proficiency Levels and Scale Scores by Domains & Composite

Demographic Information

Description of English Language Proficiency Levels

WIDA ACCESS for ELLs 2.0 English Language Proficiency Test

Sample Student
 2016 Grade: 0505050505050505 (Grade sample grade)
 Test sample ID:
 District ID: 0000000000000000 (State ID: 0000000000000000)
 School sample ID:
 District sample district:
 State sample state:

Individual Student Report 2016
 This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure student progress in learning English. Scores are reported in Language Proficiency Levels and Scale Scores.

Language Domain	Proficiency Level	Scale Score	Grade Equivalent Score
Listening	3.5	225	4.5
Speaking	3.5	225	4.5
Reading	3.5	225	4.5
Writing	3.5	225	4.5
Overall Language	3.5	225	4.5
Overall	3.5	225	4.5

Sample Student
 2016 Grade: 0505050505050505 (Grade sample grade)
 Test sample ID:
 District ID: 0000000000000000 (State ID: 0000000000000000)
 School sample ID:
 District sample district:
 State sample state:

Domain	Proficiency Level	Description of English Language Proficiency Levels
Listening	4	Students at this level generally can: understand and respond in English related to specific topics in school and participate in class discussions, for example, exchange information and ideas with others. Understand general and specific content in grade-level texts. Identify patterns or points of view in expository and discursive texts.
Speaking	3	Students at this level generally can: communicate ideas and information orally in English using language that includes short sentences and wordy words and phrases, for example: Have short oral presentations, or when something happens, I happen along people, articles, events. Check the steps in order in a procedure. Repeat sentences.
Reading	3	Students at this level generally can: understand written language related to content topics in school and participate in class discussions, for example, identify main ideas and supporting details in expository and discursive texts. Identify main information that tells why, what, when, or how in expository and discursive texts. The English language student is able to understand and respond to oral and written texts.
Writing	3	Students at this level generally can: communicate in writing in English using language related to content topics in school, for example: Check the order and procedure with some details. Use phrases with repetition in the short expository text.

TRANSLATIONS

- We are required to translate for families that request it.
- We use certified translation companies for official school documents (IEPs, progress reports)
- We use Google Translate or other tools for all other translated content
- * Allow 2 weeks for official translated document requests. These requests should be made to the school based EL teacher for general ed translations
- IEP/SPED documents should be requested through the student's case manager to the SPED secretary: Mary O'Callahan
- The CPS website now has a drop down translation feature!



talkingpoints



ClassDojo

OTHER THINGS TO THINK ABOUT WITH ELS



- **ELs can and should receive RTI or SPED if needed**
- **All content teachers of ELs need to have their SEI endorsement, or get it within a year of having an EL**
- **It is normal for students to enter American schools at different times depending on where they come from**
 - Ex: Students from Brazil end their school year in the beginning of December. It is typical for these students to start our school in December or January during their summer vacation time
- **Els range from Level 1-5 and it is normal and expected that content curriculum is modified to their level**
- **Often Newcomer ELs experience a SILENT PERIOD where they do not produce language, but they are listening!**
 - Can last 3 months+
- **It's a team effort to support and teach ELs and their families!**