

WCED EL Written Plan of Service

Area Learning Center and Beacon Program

Initial Criteria for Receiving Direct ESL Service

The following criteria will be applied to newly enrolled students at the WCED ALC & Beacon Program:

1. Information on the Home Language Questionnaire indicates that a language other than English is the primary language spoken at home.
2. Student's score on the ACCESS Test is lower than a 4 OR less than a 5 on the cumulative score.

Students meeting ESL initial criteria or from referring district will receive services and continue to work on increasing English proficiency. Student progress will be monitored through curriculum based assessments, progress monitoring, teacher observation, and formal ACCESS Testing. Formal ACCESS Testing will be implemented until a score of 4 or higher on individual tests AND a score of 5 or higher on the cumulative score.

ESL Teachers within the referring districts will provide consult support to the teachers at the Area Learning Center and Beacon Program.

Assessments

ACCESS Test: The purpose of this assessment is to determine level of English proficiency. This test is broken up into the following areas: Listening, Speaking, Reading, & Writing. Oral Language score is obtained from a combined score of Listening and Speaking. Literacy score is obtained from a combined score of Reading & Writing. Comprehension score is obtained from a combined score of Listening & Reading.

State Testing: MCA (MN Comprehensive Assessment): Reading administered in grades 3-8, 10, Math administered in grades 3-8, 11, and Science in grades 5, 8, 10

Classroom Performance/Achievement: Review of grades/report cards

Teacher Observation: MN SOLOM (MN Structured Oral Language Observation Matrix) This is used to assess oral language proficiency only. The MN SOLOM is a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe on a continual basis in a variety of situations. MN SOLOM scores represent whether a student can participate in oral language tasks typically expected in the classroom at his/her grade level. This matrix is completed in the spring of each school year.

Language Levels

Level 1: Students at this level do not understand or speak English with any degree of fluency, but may know a few words or expressions in English. Students at this level may experience a "silent period" during which they may not speak, but can respond using a variety of strategies including pointing to an object, picture or person; performing an act, such as standing up or closing a door; gesturing or nodding, or responding with a simple "yes" or "no". Teachers should not force

students to speak until they are ready to do so. Students at this level need to learn conversational English to function in the school environment, understand routines and rules, and function in everyday situations.

Level 2: Students at this level understand basic spoken English with some repetition or clarification. Students at this level can usually speak in one or two word phrases, can comprehend new material by giving short answers to simple yes/no, either/or, or who/what/where questions. Students at this level are continuing to develop basic conversational skills.

Level 3: Students at this level have mastered the understanding of most language related to classroom routines. Students at this level usually have sufficient vocabulary to converse in English. Students at this level continue to have difficulty with academic vocabulary and structures used in mainstream classes.

Level 4: Students at this level have sufficient vocabulary to converse in English. Students at this level may have a few difficulties with academic English used in the mainstream classes. Cognitive academic language development is essential for success in content areas. Oral language proficiency, by itself, is not an accurate measure of holistic language proficiency nor is it a predictor of academic success.

Level 5: (Transitional Student) Students understand and speak conversational and academic English well enough to no longer need direct ESL services, but will continue to be monitored. Students will continue to need support from the classroom teacher in reading and writing in content areas to achieve at a level appropriate for the age or grade.

Home Language Questionnaire

ED-01336-08E

The following is to be completed by School District Personnel:

STUDENT IDENTIFICATION INFORMATION		
Student's Full Name		
Date Of Birth	Age	Grade Level

DISTRICT INFORMATION/VERIFICATION INFORMATION	
School name	District number
I hereby verify that the above information is true and accurate to the best of my knowledge and belief.	
_____ Name (Printed)	
_____ Signature – Responsible Authority	_____ Title
_____ Date	

The following is to be completed by Parent/Guardian:

STUDENT LANGUAGE INFORMATION	
<i>Dear Parents and Guardians:</i>	
<i>In order to help your child learn, your child's teachers need to determine which language your child uses most.</i>	
<i>Please respond to the questions below by checking the appropriate box.</i>	
1. Which language did your child learn first?	<input type="checkbox"/> English <input type="checkbox"/> Other (specify): _____
2. Which language is most often spoken in your home?	<input type="checkbox"/> English <input type="checkbox"/> Other (specify): _____
3. Which language does your child usually speak?	<input type="checkbox"/> English <input type="checkbox"/> Other (specify): _____

PARENT/GUARDIAN INFORMATION	
I hereby verify that the above information is true and correct to the best of my knowledge and belief.	
_____ Name (Printed)	
_____ Signature – Parent/Guardian	_____ Date

Name: _____ Grade _____ MARSS # _____

Minnesota Modified Student Oral Language Observation Matrix: MN-SOLOM

		1	2	3	4	5	Score
Listening	Academic Comprehension	Understands little or no simple grade level content terminology or academic discourse	Has difficulty following grade level content terminology and academic discourse, even when spoken slowly and with frequent repetition and rephrasing.	Understands most grade level content terminology and academic discourse when spoken at a slower than normal speeds with some repetition and rephrasing.	Understands most grade level content terminology at normal speed, although occasional repetition and rephrasing may be necessary	Understands grade level content terminology and academic discourse without difficulty	
	Social Comprehension	Understands little or no social conversation	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetition and rephrasing.	Understands most of what is said in social conversations at slower than normal speed with some repetition and rephrasing.	Understands social conversation, although occasional repetition and rephrasing may be necessary	Understands social conversation in a variety of settings including classroom directions.	
Speak	Fluency	Speech is so halting and fragmented that conversation is virtually impossible	Usually hesitant often gives up due to lang limitations gives mainly 1-2 word answers	Speech in social conversation and classroom discussion frequently disrupted by student's search for correct manner of expression. Uses short phrases and sentences	Speech in social conversation and classroom discussion generally fluent with occasional lapses while student searches for the correct manner of expression	Speech in social conversation and classroom discussion fluent and effortless; close to a native English speaker	
	Vocabulary	Vocab limitations are so extreme as to make conversation virtually impossible	Difficult to understand because of misuse of words and very limited vocabulary	Frequent use of wrong words; conversation somewhat limited because of inadequate vocabulary	Occasional use of inappropriate terms and/or rephrasing because of inadequate vocabulary.	Use of academic vocabulary and idioms approximate those of a native English speaker	
	Pronunciation	Pronunciation and intonation make speech virtually unintelligible	Pronunciation and intonation make speech difficult to understand; most frequently repeat in order to be understood	Pronunciation and intonation necessitate concentration by the listener and occasionally lead to misunderstanding	Usually intelligible although pronunciation or intonation may slightly interfere with understanding	Pronunciation and intonation approximate those of a native English speaker. Accent may be present but does not interfere with intelligibility	
	Grammar	Errors in grammar and word order so severe that speech is virtually unintelligible	Difficult to understand because of errors in grammar and word order, must either rephrase or restrict speech to basic patterns	Frequent errors in grammar and word order; meaning occasionally obscured	Occasional errors in grammar or word order; meaning not obscured	Grammar and word order approximate that of a native English Speaker	

MN-SOLOM Levels of Oral Proficiency

Total Points MN-SOLOM Score	Speaking/Listening Oral Proficiency Level
0-8	Level 1; Beginner
9-14	Level 2; Early Intermediate
15-21	Level 3; Intermediate
22-26	Level 4; Early Advanced
27-30	Level 5; Advanced

Individualized Student Plan

Date:

Student Name: _____ DOB: _____

Parent Name: _____ Phone #: _____

Address: _____

MARSS #: _____

ACCESS SCORE: _____ Level: _____ Date: _____

Intervention

Goal:

When/how/who will provide this instruction:

Progress Review:

Date of Review:

Progress communicated with parents: how/when: _____

Next step: