



Monthly Happenings

Office of English Learning and Migrant Education

May 2015

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ACCESS 2.0 Resources

WIDA is preparing for next year's online ELP assessment, which is called ACCESS 2.0. The IDOE will be supporting schools and corporations as we transition. Test administrators, EL directors, corporation testing coordinators, and technology coordinators may wish to become familiar with WIDA's [ACCESS 2.0 website](#), which will have important updates. The preparation resources [link](#) has three newly posted checklists, one each for

- [Test Coordinators](#)
- [Test Administrators](#)
- [Technology Coordinators](#)

WIDA National Conference

Registration for the [WIDA National Conference](#), which is October 15-17, 2015 in Las Vegas, is now open. The IDOE is presenting along with hundreds of other colleagues and experts around the country and world.

U.S. Department of Education Releases Second Chapter of English Learner Tool Kit

"[Tools and Resources for Providing a Language Assistance Program](#)," the second chapter of the English Learner Tool Kit, has been published. The Tool Kit is intended to help state and local education agencies (SEAs and LEAs) in meeting their legal obligations to ELs. It should be read in conjunction with the joint [Dear Colleague Letter \(DCL\) on "English Learner Students and Limited English Proficient Parents"](#) from the Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ).

Check out these great opportunities for professional development!

- **May 12, 2015** *Global Learning Workshop*; Terre Haute, IN. Contact cbplitzer@doe.in.gov
- **May 20-21, 2015** *Research to Practice* (IEP Resource Center); Indianapolis, IN. Click [HERE](#).
- **Summer 2015** *High Ability Language Arts Curriculum Workshops*; Various locations. Click [HERE](#).
- **October 15-17, 2015** *WIDA National Conference*; Las Vegas, NV; Click [HERE](#).

Parent IREAD Information

Spanish translated versions of the IREAD-3 2014-2015 Parent Letter, Guidance Letter, and Result Letter can be found in the Test Coordinator Corner for Corporation Testing Coordinators and the Title III/NESP Community under files/bookmarks > Assessment > IREAD-3.

More information about IREAD-3 can be found [HERE](#), especially the [Frequently Asked Questions](#) that have several items to consider regarding English learners.

WIDA Training and Resources

Dates for additional WIDA training will be released soon. Several dates will be offered in the summer and fall across the state. Additionally, there are additional resources that schools and corporations may wish to use when holding their own local training. The resources are posted in the Title III/NESP Community under files/bookmarks > WIDA > Trainer of Trainers.

Promising Practices Flyer

See the attached promising Practices Flyer from Manchester Community Schools regarding their updated Individual Plan and how they are implementing student-centered planning.

Interpreting WIDA ACCESS Results

WIDA ACCESS results should be arriving to school corporations the week of May 11. **Remember to use the exit criteria** listed in our [WIDA Assessment and Accountability Transition Guidance](#), located on page 11.

When providing the results to parents, the school corporation **should** utilize the "Sample Letters to Accompany Parent/Guardian Report". The parent-friendly letters explain the results in over 20 languages. See the righthand side under Downloads & Products

www.wida.us/assessment/ACCESS

DOWNLOADS & PRODUCTS

ACCESS for ELLs

Sample Letters to Accompany Parent/Guardian Report

Show

New Resource

An annotated bibliography from the Center on Enhancing Early Learning Outcomes (CEELO), [Resources for Supporting Teachers and Administrators to Improve Outcomes for Dual Language Learners in Pre-K through Third Grade](#) (March 2015), identifies selected resources on best practices and policy to support effective teaching and learning for dual language learners (DLL) in early childhood and elementary programs.

Setting Goals...Making Goals



Manchester Community Schools



WE ARE North Manchester, Indiana. We are a rural community serving roughly 1,570 students in our corporation. 50.8% of our students are on Free or Reduced Lunch. Manchester Elementary School was just named a Four-Star School.

OUR STUDENTS & FAMILIES

Currently, 5% of our schools' populations are EL students. Spanish is our largest language spoken, followed by Mandarin Chinese.

OUR TEACHERS Currently, we have 2 EL teachers on staff, including the director. Our staff has been trained on the basics of WIDA and will begin Sheltered Instruction Training in the 2015-2016 school year.

OUR PROMISING PRACTICE Our corporation has developed a new Individual Language Plan (ILP) that will help the teachers see what specific area the EL student might be struggling in. The ILP includes S.M.A.R.T. Goals, which will be defined and set at the end of the school year with the EL Director, EL Teacher and the student's classroom teacher.

These goals are an effective and simple way to help ensure our EL students are mastering and acquiring the English language. These goals are measurable, and can help give direction on where our students need the most assistance. With our teachers being an active part in setting these goals, they will have ownership of the students' needs.

OUR STEPS Our ILPs are completely digitized. This way, our teachers can access them whenever they need. The original ILPs will be printed, signed and filed in the student's permanent file. The S.M.A.R.T Goals will be reviewed before the end of every school year with the current teacher. They will be adjusted annually based on ACCESS scores and teacher input.

"Manchester Community Schools EL Program has made tremendous gains in vertical alignment between all buildings under the leadership of Mrs. Villafaña." Wesley Mullett, MES Principal

OUR SOURCES



Students working cooperatively and sharing ideas...



For more information about our school or corporation, email: *Andrea Villafaña* at andrea_villafana@mcs.k12.in.us or visit our website: <http://www.mcs.k12.in.us/>

Individual Language Plan for School Year _____

Student Information:

5/11/2015

Student's Name:	
State Student ID Number:	
School:	(none)
Grade Level:	
Current ACCESS for ELLs ® Test Tier (A, B, or C):	(none)

Program Model:

Sheltered Instruction in Gen Ed. (SIOP)	<input type="checkbox"/>
Push-In	<input type="checkbox"/>
Pull-Out	<input type="checkbox"/>
Dual Language Program	<input type="checkbox"/>
Transitional Bilingual Education	<input type="checkbox"/>
Newcomer Program	<input type="checkbox"/>
FEP (Fluent English Proficient)*	<input type="checkbox"/>

Placement Test Information:

Test:	Date:	Score:
Pre-Screener		
K W-APT		
W-APT (1-12)		
Other:		

ACCESS for ELLs ® Test Information:

	Score:	Proficiency Level (PL):
Speaking Domain		(none)
Listening Domain		(none)
Reading Domain		(none)
Writing Domain		(none)
Literacy (Reading + Writing) Composite		(none)
Overall composite		(none)
<i>PL 1= Entering PL 2=Emerging PL 3=Developing PL 4=Expanding PL 5=Bridging PL 6=Reaching</i>		

Additional Comments: _____

Individual Language Plan for School Year _____

STUDENT'S ENGLISH LANGUAGE DEVELOPMENT (ELD) GOALS FOR:

Complete this chart using the student's current ACCESS for ELLs® Test Data or placement test information, the WIDA ELD Standards, and the WIDA CAN DO Descriptors. S.M.A.R.T. Goals should be developed to target the domain(s) that require intervention or accommodations to attain state proficiency targets.

S = Specific M = Measurable A = Attainable R = Realistic T = Time-Sensitive

LANGUAGE DOMAIN:	GOAL:
Listening	
Speaking	
Reading	
Writing	

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

Check the assessment(s) below in which the student will participate during the school year.

Annual English Language Proficiency (ELP) Assessment (ACCESS for ELLs Test)	<input type="checkbox"/>
Annual English Language Proficiency (ELP) Assessment (Alternate ACCESS for ELLs Test)	<input type="checkbox"/>
ISTEP+	<input type="checkbox"/>
IREAD-3 (Third Grade Only)	<input type="checkbox"/>
ECAs—ISTEP+ End of Course Assessments Algebra I, English 10 and Biology I	<input type="checkbox"/>
Acuity	<input type="checkbox"/>
MClass	<input type="checkbox"/>

ACCOMODATIONS FOR INDIANA STATE ASSESSMENTS

To meet the needs of this student, the checked accommodations will be used **prior to and during** state required assessments. These accommodations must be appropriate to the student's English language proficiency level and reflective of the student's individual needs.

- Student provided preferential seating
- Student tested in small group by a familiar teacher
- Math/Science/Social Studies items and answers read verbatim
- Approved word to word dictionaries (if literate in native language)
- All test items can be read to the student (Except those that measure Reading Comprehension)
- Student may use whisper phone

MAINSTREAM MODIFICATIONS/ADAPTATIONS

To meet the individual needs of this student, the checked accommodations and/or modifications will be used during regular classroom instruction.

PACING:

- Extended time requirements
- Omit assignments
- Other:

ENVIRONMENT:

- Preferential seating
- Assign peer buddy
- Other:

TESTING:

- Allow student to answer orally
- Use multiple choice
- Read test to student
- Modify format
- Shorten test length
- Other:

GRADING:

- Use S's and U's
- Use of student portfolio
- Simplify Language

Other:

ASSIGNMENTS:

- Lower Reading Level
- Read directions to student
- Shorten assignments
- Modify Homework
- Other:

MATERIALS:

- Use of Word-to-Word dictionary/Picture Dictionary
- Use of electronic translator
- Use of visuals/realia/picture files

PRESENTATION OF SUBJECT MATERIALS:

- Small group/individual instruction
- Simplify language
- Use manipulative
- Use of body movement/gestures
- Pre-teach vocabulary/key concepts
- Plan for cooperative learning
- Use of graphic organizers

Teacher Signature: _____ Date: _____
EL Teacher Signature: _____ Date: _____
Principal Signature: _____ Date: _____