

2018 NJTESOL/NJBE ESL Secondary SIG Meeting: Hot Topics

Hana Prashker

NJTESOL/NJBE ESL Secondary SIG

Representative

hprashker@gmail.com

Dumont High School

<http://www.state.nj.us/education/ESSA/plan/Overview.pdf>


Every Student Succeeds Act - Long Term Goals (p.26)

New Jersey's plan requires that by 2030, for all students and all subgroups:

- 95% of students will graduate from high school in four years, and 96% will graduate in five years.

New Jersey's plan requires that by 2023 :

- 86% of English Learners will make expected progress towards English language proficiency



School and District Reporting: Enhancements (p.29)

Translation of reports into languages other than English

All Reports have been translated into Spanish.

<https://rc.doe.state.nj.us/SearchForSchool.aspx>

Run Report:

DUMONT HIGH SCHOOL (DUMONT BORO)
101 NEW MILFORD AVE
DUMONT, NJ 07628-2913

Reports (in English):

Detail Report

Summary Report

Translated Reports (in Spanish):

Informe Detallado

Informe Resumido

Translated Resources:

- [Reference Guide \(Guía de Referencia: Detallado\)](#)
- [FAQ \(Preguntas Frecuentes\)](#)
- [Summary Report Guide \(Guía de Referencia: Resumen\)](#)
- [Privacy Rules \(Reglas de Privacidad de Datos\)](#)

School and District Reporting: Enhancements (p.30)

Additions for 2016-2017 and 2017-2018

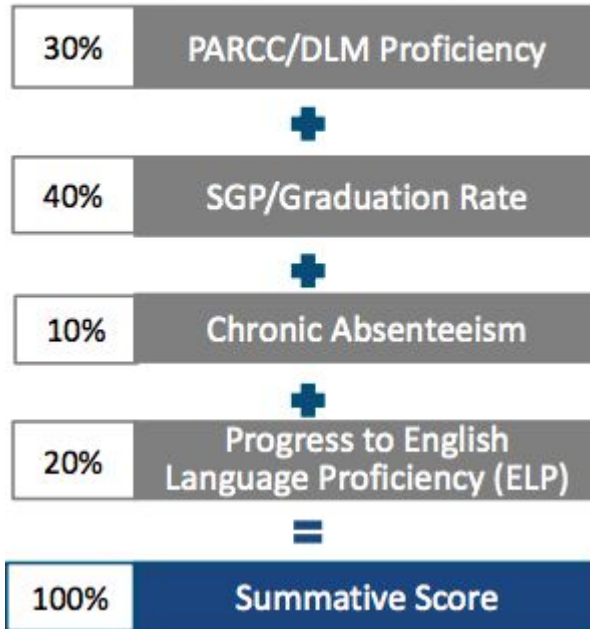
- Full-day Pre-K and K access
- Preschool enrollment
- In-school vs. out-of-school suspensions
- Post-secondary outcomes
- Per-pupil expenditures
- Teacher experience
- Teacher credentials
- Incidences of violence, school-related arrests, referrals to law enforcement
- Additional subgroups: homeless, military-connected, and foster care students
- Performance on ACCESS for ELLs 2.0

2018-19 and Beyond

NJDOE will continue to seek feedback on how to improve data and visuals.

ESSA School Accountability: Formula (p.39)

**Schools who meet minimum n-size
for English Learners**



School and District Reporting: Enhancements (p.33)

Starting in school year 2017-2018 **all** English learners must demonstrate growth of approximately **one level** on the ACCESS for ELLs test per year for a **maximum of 5 years**



ESSA School Accountability: English Learner Progress Indicator (p. 47)

- New Jersey's English Learner Progress Indicator will measure the percentage of students who made progress towards attaining English Language proficiency
- New Jersey English Language Proficiency is defined as attaining a 4.5 on the ACCESS for ELLs assessment
- Starting in school year 2017-2018, all English learners must demonstrate growth of approximately one level on the ACCESS for ELLs test per year for a maximum of 5 years
- The number of years allowed to achieve proficiency varies by student based on their starting level of proficiency

Progress toward achieving English language proficiency

<http://www.state.nj.us/education/ESSA/plan/plan.pdf> (pp. 53-55)

Overall chart plus 3 specific examples



Factoring English Learners into Other Indicators (p.48)



ESSA Requirements and Flexibility for States



NJ Policy

States may exempt English learners who have been enrolled in U.S. schools for less than one year from one administration of the statewide English language arts/literacy assessment (PARCC ELA).

New Jersey will continue current practice and use this flexibility.


States may allow English learners who have exited English language programs to be included in the English learner ESSA school accountability subgroup for up to 4 years after exiting the programs. Previously under NCLB, states could include these students in the subgroup for just 2 years.

New Jersey will give better credit for student success and use this flexibility to include English learners for four years after they exit.

Seal of Biliteracy

<http://www.state.nj.us/education/aps/cccs/wl/biliteracy/over.htm>

In order for students to be eligible to receive the Seal of Biliteracy, they must meet certain criteria:

- Students must demonstrate a proficiency level of Intermediate Mid in a World Language.
 - Students must demonstrate proficiency in English by meeting State high school graduation requirements in English or its alternatives, including through State ELA assessments.
- 

English Language Learner (ELL) Programs

<http://www.state.nj.us/education/bilingual/policy/programs/guide.pdf>

Programs for Small ELL Populations	Alternatives to Full-Time Programs	Full-Time Programs
<p>English Language Services English as a Second Language (ESL)*</p> <p>* Always a component of alternative and full-time programs</p>	<p>Sheltered Instruction High-Intensity ESL Bilingual Tutorial Bilingual Resource Bilingual Part-Time Program</p>	<p>Full-Time Bilingual Dual Language (Two Way Immersion)</p>

Class Sizes (as of June 2017)

Framework for Bilingual Class Size Maximums*		
	Classes including ELP 1-2 students	Classes including only ELP 3 and higher students
K-1	21 Students	25 Students
2-12	18 Students**	25 Students

<http://www.nj.gov/education/bilingual/policy/ImplementingELLPrograms.pdf>
(p.8-9)

**These class sizes also reflect maximum size for classes with SLIFE.

Framework for ESL Class Size Maximums*		
	Classes including ELP 1-2 students	Classes including only ELP 3 and higher students
K-1	21 Students	25 Students
2-12	15 Students**	20 Students

Recommended Maximum Grade Grouping for ESL and Bilingual Classes.

<http://www.nj.gov/education/bilingual/policy/ImplementingELLPrograms.pdf>
(p.9)

ESL Grade Span Maximums				
K-1	1-3	2-5	4-8	9-12

Bilingual Grade Span Maximums							
K	1-2	2-3	3-4	4-5	5-6	6-8	9-12

English Learner Entry and Exit Criteria

<http://www.state.nj.us/education/ESSA/plan/plan.pdf> - APPENDIX F (pp375-386)

Appendix F.1: ELL State-Wide Definition

Appendix F.2: New Jersey Identification Process Forms

Appendix F.3: New Jersey Exit Process Form



Exiting ELLs

A student can be eligible for exit if they score a 4.5 at any tier, but **multiple measures** must be taken into account before exiting.

<http://www.state.nj.us/education/ESSA/plan/plan.pdf> (p.384)

Appendix F.3: New Jersey Exit Process Form



ELL Exit Process

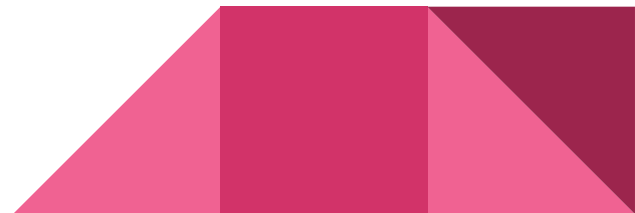
ELL Exit Step 1: Department-established standard on ELP test

- Exit criteria on WIDA Tests

- o The student took the ACCESS for ELLs 2.0 or WIDA MODEL and scored a composite proficiency level of 4.5 or higher; or

- o The student took the Alternate ACCESS and scored a composite proficiency level of A3 Engaging or higher

ELL Exit Step 2: English Language Observation Form (pages 385-386)



ELL Exit Process (continued)

Final Decision:

Student is exited from ELL status because he/she meets received a “**Yes**” on ELL Exit steps 1 **and** 2

Or

Student is still an ELL because he/she received a “**No**” on ELL Exit steps 1 **and/or** 2



ELLs with Disabilities

<http://www.state.nj.us/education/bilingual/news/FAQse.htm>

“...neither federal nor state regulations prohibit a student who is receiving ESL services from being evaluated....”

<http://www.nj.gov/education/bilingual/policy/ImplementingELLPrograms.pdf>

(p.13)

“District and/or school personnel do not have the authority under federal law to remove a student's ELL designation solely because the student has an IEP.”



Students with a Limited or Interrupted Formal Education (SLIFEs or SIFEs):


a subset of ELL newcomers to U.S. schools, above the age of seven, who have missed more than six consecutive months of formal schooling prior to enrolling in a U.S. school and/or are more than two years below grade level in content due to limited educational supports.



Parent Advisory Committee

<http://www.nj.gov/education/bilingual/policy/programs/guide.pdf>

A parent advisory committee must be established so that parents can provide input about ELL programs for all programs EXCEPT the English Language Services (ELS) and English as a Second Language (ESL) programs.



Implementation of World Languages Graduation Requirements for ELLs

Students' Native Language - ELLs may use their native language to satisfy the requirement when *entering the ninth grade or at subsequent grade levels* as newly arrived students from their native country. Students that have been speaking their native language since a very young age and throughout their prior educational experience will satisfy the world languages requirement. Districts may do proficiency testing, if desired.

Study of English - ELLs who take an *additional* English or English as a Second Language (ESL) class may use that second English class to fulfill the world languages requirement.

<http://www.nj.gov/education/bilingual/policy/wl.htm>



High School Graduation Assessment Requirements

The Classes of 2018 and 2019 – Students graduating as members of the Classes of 2018 and 2019 can meet graduation assessment requirements through any of these three pathways:

- (1) Achieving passing scores on high-level PARCC assessments;
- (2) Achieving certain scores on alternative assessments such as the SAT, ACT, or Accuplacer; or
- (3) The submission by the district of a student portfolio through the Department's portfolio appeals process. (Special Education students whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies will continue to follow the graduation requirements set forth in their IEPs.)

High School Graduation Assessment Requirements

The Class of 2020 – Students in the Class of 2020 can demonstrate graduation assessment proficiency through the same three pathways as those in the Classes of 2017 through 2019, provided that students in the Class of 2020 take **all** PARCC assessments associated with the high-school level courses for which they were eligible* and receive valid scores, as of the September 6, 2016 effective date the amendments were adopted by the State Board of Education.



High School Graduation Assessment Requirements

<http://www.state.nj.us/education/assessment/parents/GradReq.pdf>

The Class of 2021 and Beyond – Starting with the Class of 2021, students will only have two pathways to meet the high school graduation assessments requirements:

- (1) Pass the ELA 10 and Algebra 1 assessments; or
- (2) The submission by the district of a student portfolio through the Department's portfolio appeals process, assuming the student has taken **all** PARCC assessments associated with the high-school level courses for which they were eligible* and receives valid scores.

Portfolio Appeals and High School Graduation for ELLs

<http://www.nj.gov/education/bilingual/policy/appeals.htm>

Districts may translate constructed response tasks (CRTs) into an ELL's native language, and an ELL may respond in his/her native language. The PARCC Portfolio Appeals program also allows electronic translators, Dragon speak, etc. The district must translate or transcribe the student's responses and the CRTs into English before sending the PARCC Portfolio Appeals to NJDOE. The MAC II Test of English Language Proficiency is not required for the PARCC Portfolio Appeals program.

Note: For an **ELL to test in his/her native language**, ELL status must be determined by a State-approved English language proficiency test (see <http://www.nj.gov/education/bilingual/resources/>), and an ELL must currently be enrolled in a language assistance program. In addition, he/she must have entered a U.S. school, not including Puerto Rico, in the ninth grade or later. If you have questions regarding the eligibility requirements for ELLs, please contact ELL@doe.nj.gov.

ALL 9th, 10th and 11th Graders MUST take PARCC

<http://www.nj.gov/education/bilingual/policy/PARCELLsFAQ.htm>

Q: With PARCC, will any newcomers to high school (designated <) be exempt from language arts (LA) portion of the test? All English language learners (ELLs) tested in grades 9, 10, and 11?

A: Newly arrived EL high school students *must* participate in the PARCC ELA/L assessments with the appropriate EL test accommodations only if they need to take the assessment to meet graduation requirements.




ELLs and PARCC

Q: Will students whose parents refused services still receive ELL accommodations?

A: Yes. They should receive ELL accommodations until they exit ELL status.

Q: Do English Learners receive 150 percent time for the PARCC assessments?

A: English Learners may have the testing accommodation of "extended time". Students with extended time have until the end of the school day to complete a single unit of testing during the prescribed window; therefore, time is not limited to 150 percent time.



WIDA ACCESS Score Reports

Districts receive reports – Printed and online (On)	6/14/18	6/14/18
Post reporting data validation – LEAs in AMS	6/14/18	6/27/18
Data available to State	7/12/18	7/12/18

Considerations for ESL Grading Recommendations

<http://www.nj.gov/education/bilingual/resources/grading.pdf>

Students at WIDA proficiency levels 1.0 (entering) – 3.5 (developing)*	Students at WIDA proficiency levels 2.0 (developing) – 5.5 (bridging)*	Students at WIDA proficiency levels 3.5 (developing) – 6.0 (reaching)*
<ul style="list-style-type: none"> • A student is given a passing grade (P) if he or she performs the following tasks: <ul style="list-style-type: none"> ○ is prepared for class with needed materials ○ tries all the work assigned to him or her <ul style="list-style-type: none"> ▪ uses reference materials (math dictionary, picture dictionary, vocabulary sheets, word walls, and/or bilingual dictionary) ▪ attempts as much of an assignment as he or she can ▪ completes portions of modified work ▪ is attentive during instruction/ group work ▪ copies notes when necessary ▪ communicates needs and feelings verbally or non-verbally • A student is given a failing grade (F) if he or she generally does not perform the above tasks. 	<ul style="list-style-type: none"> • A student is given standard grades for modified work. Examples of modified work include, but are not limited to the following: <ul style="list-style-type: none"> ○ Assessments read aloud, extended time, language modifications, word banks, reducing problems or steps because of linguistic complexity, drawing pictures, completing graphic organizers, etc. (modifications should be a collaboration between the ESL and subject-area teacher). ○ See grade level appropriate “Can Do Descriptors” to determine what you should and should not expect from students as a result of their proficiency. • Individual grades can be added for class participation, note taking, and use of references to better reflect classroom effort in a student’s final grade. 	<ul style="list-style-type: none"> • A student is given standard grades for work that is mostly comparable to his or her peers. <ul style="list-style-type: none"> ○ Homework/class work assignments may be modified but only the following test modifications can be made: <ul style="list-style-type: none"> ▪ A student should be given 1 ½ time to complete their tests. ▪ Bilingual dictionaries are given.
<ul style="list-style-type: none"> • Note, “Pass/Fail grade due to language proficiency,” on report card. 	<ul style="list-style-type: none"> • Note, “Working with ESL test modifications,” on report card. 	<ul style="list-style-type: none"> • Note, “Test modifications limited to 1 ½ time and bilingual dictionary,” on report card.

Monitoring Exited ELLs

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap8.pdf>

3 Sample Tools

1 - MONITORING ENGLISH LEARNER PROGRESS IN ENGLISH LANGUAGE PROFICIENCY

2 - MONITORING ENGLISH LEARNER PROGRESS IN CORE CONTENT AREAS

3 - DIGITAL PROGRESS MONITORING



Age limit for ELLs

<http://nj.gov/education/bilingual/resources/ParentHandbook.pdf> (p.2)

Grades 9 – 12 (High School): Children usually enter high school at age 14 and graduate at age 18. However, a student **can remain in high school up to age 20.**



Driver's Education

High Schools are only allowed to give the written Permit test in English.

Some districts allow ELL teacher to explain language on the test. Other districts do not allow teachers to explain language on the test.

Manuals in languages other than English are not available at DMVs.

NJ Drivers Manual in Spanish at:

<https://driving-tests.org/new-jersey/nj-drivers-manual-spanish/>



ELL Student Profile

Name: Fung Chin

Language: Chinese

Country of Origin: Republic of China

Born in United States: N

Year of Entry into United States: 2015

Fung, a 9th grader, has a good sense of humor. He enjoys working with other students in small groups. This year, the hope is that he will ask teachers for help in his content-area classes when he does not understand, rather than wait for teachers to ask him.

ACCESS or WIDA Scores



CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, with support English language learners can:

Language Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures, or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare and contrast functions or relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions or infer from oral information Construct models based on oral discourse Make connections between ideas based on oral discourse
Speaking	<ul style="list-style-type: none"> Name objects, people, pictures Answer wh- (who, what, when) or choice questions 	<ul style="list-style-type: none"> Ask wh- or choice questions Describe pictures, events, objects, people Restate facts or statements 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples, and justify responses Express and defend points of view
Reading	<ul style="list-style-type: none"> Match icons and symbols to words, phrases, or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Glean information from multiple sources Draw conclusions or infer from explicit and implicit text
Writing	<ul style="list-style-type: none"> Draw in response to oral directions Label objects, pictures, diagrams Produce icons, symbols, words, to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms of writing

Level 6 Reaching

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences, and diagnosed learning disabilities (if applicable), are to be considered in using this information.

The CAN DO Descriptors are available by grade level cluster (PreK-K, 1-2, 3-5, 6-8, 9-12) at www.wida.us.

April 2012

NJDOE Bilingual/ESL Podcasts

<http://www.state.nj.us/education/bilingual/podcasts/>

On the bottom of this page, there is also a link at the bottom for Archived Podcasts.



NJTESOL/NJBE Scholarships for High School ELLS

- **\$1,500 Raquel Sinai Newcomer Scholarship** – a student in ESL and/or bilingual classes in grade 12
- **\$2,000 Pedro J. Rodriguez scholarship** – an ESL/bilingual high school senior who plans to study in a New Jersey college
- **\$2,000 Seal of Biliteracy Scholarship** – a high School Senior or a current college student – a current or former ESL/bilingual student who earned the NJ Seal of Biliteracy in 2016 or 2017 OR who will receive it in 2018

<http://njtesol-njbe.org/scholarships/> - applications due in April

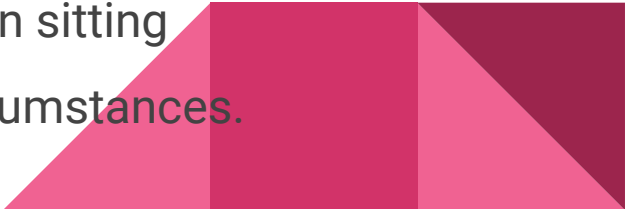


Talking Points for Next Generation of Statewide Assessments

English Learners are over-tested. Much instructional time is wasted due to the onslaught of testing (ACCESS, PARCC and NJSLA-S).

ESL and bilingual teachers are often used as administrators and proctors for all of the assessments, thus classes are cancelled or covered by substitutes for weeks at a time.

These students would benefit from instruction, rather than sitting for assessments that are not valid for their particular circumstances.



Talking Points (continued)

Suggestions:

1. Choose an assessment that provides differentiated versions with linguistically appropriate text according to an English learner's English proficiency level and more appropriate accommodations; e.g. digital bilingual dictionaries; glossaries, more visuals, simplified directions.

Ensure that accommodations on statewide assessment are equitably administered. (Voice on Math, scribe, translation of directions, bilingual dictionaries)



Talking Points (continued)

2. Provide assessments in Spanish (in accordance with ESSA requirements)
3. Provide alternative assessment for ELs as a graduation requirement (ACCUPLACER ESL).
4. One assessment in high school at a time when ELs will have a greater chance of passing (11th grade).
5. Exemption for all first year ELs (grades 3 – high school) in ELA.



#NJTESOLBE



Presentations & Handouts for Some Spring Conference 2018

Workshops:

<http://www.njtesol-njbe.org/handouts18/index.htm>