



Using Existing Policy to Support English Language Learners

**Individualized Student Learning Opportunities
(also known as Option 2)**



Introduction

The [New Jersey Principals and Supervisors Association](#) (NJPSA) is a membership services organization dedicated to the promotion of educational excellence through the ongoing support of New Jersey's school leaders. NJPSA's English Language Learner (ELL) Supervisors' Committee established a working group representing several districts currently exploring the application of an existing administrative code policy, Option 2, to benefit the academic success of ELLs. Typically, school districts have not capitalized on using Option 2 for ELLs, particularly students who have limited and/or interrupted formal education (SLIFE/SIFEs). Currently, in addition to the language in the administrative code, there are no guidance or resources on the Department's website to assist school districts interested in learning advanced ways to expand use of their district's current Option 2 policy. This document provides guidance on using existing policy to support ELLs to reach graduation success.

Background

New Jersey schools are enrolling an increasing number of students who enter New Jersey schools with varied learning experiences. In particular, the New Jersey Department of Education (NJDOE) [enrollment data](#) reported a growing number of English language learners (ELLs). In the 2018-2019 school year, over 84,000 students were identified as ELLs. Some ELLs may enter with formal academic education, while others may have experienced limited or interrupted formal education. All ELLs enter New Jersey schools with rich experiences that ELLs bring from their home country, including background knowledge, linguistic skills, and academic achievements" (Enrollment for Newcomers, 2018 (p.1). It is this acknowledgement from the NJDOE that advocates several best practices to ensure students obtain credits for courses they have already successfully completed and encourages the development of new ways beyond the traditional classroom to earn graduation requirements. Innovative ways for students to demonstrate what they know outside the classroom are more critical than ever as New Jersey schools learn lessons from the unprecedented school closings due to the Novel Corona Virus (COVID-19) experienced during the Spring 2020. As per the NJDOE document [The Road Back: Restart and Recovery Plan for Education](#) (p.79) Districts should "Recognize the impacts that home environments may have on learning as students reacclimate to in-person learning and adjust to new instructional models and schedules. Consider implementing project-based learning, learner-centered/student guided learning, and Option 2 (high school courses)."

As districts recognize multiple and diverse paths to student success and look to support students with diverse academic experience and varying learning styles, school leaders are tapping into existing policy and procedures to assist students in meeting graduation requirements. These additional paths are necessary, particularly as educators identify opportunities to demonstrate learning during remote home instruction. Students are given more leverage to tap into their funds of knowledge and integrate their home life experiences to connect with learning in meaningful ways.

What is Option 2?

According to NJDOE's [Enrollment for Newcomers](#) document, Option 2 is an alternative to traditional high school courses. Chapter 8 of New Jersey's administrative code for graduation requirements charges the district's board of education to "implement local graduation requirements that prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century" ([N.J.A.C. 6A:8-5.1\(a\)](#), p. 28). In addition, recognizing that students learn in different ways, code permits for "The 120-credit requirement set forth in (a)1 above may be met in whole or in part through program completion of a range of experiences that enable students to pursue a variety of individualized learning opportunities" ([N.J.A.C. 6A:8-5.1\(a\)\(2\)](#)). This allowance to demonstrate the New Jersey student learning standards (NJSLS) in an individualized way is commonly known as "Option 2".

Note: For the purpose of this document, the term "Option 2" will be used henceforth.

How does Option 2 work?

The New Jersey Student Learning Standards (NJSLS) establish a core body of knowledge and skills that all students must complete to earn a high school diploma. The NJDOE acknowledges, however, that all students will not achieve the standards in the same way or at the same pace. Option 2 is an alternative to traditional high school courses and involves in-depth experiences that focus on student interest and abilities. N.J.A.C. 6A:8-5.1(a)(1)(ii) provides the regulatory framework for district boards of education to adopt policies and procedures for implementation of Option 2. Districts should consider how the flexibility afforded using Option 2 will provide enriching, stimulating, and meaningful learning experiences that meet the educational needs of diverse groups of students, including ELLs. Examples of programs currently may include dual or concurrent enrollment programs (e.g., early college high school)" (p.15). In general, Option 2 permits district boards of education to determine and establish curricular activities or programs aimed at achieving the standards for promotion and graduation purposes ([Enrollment for Newcomers](#), 2018 (p.11)). Option 2 must include:

- A connection to the state standards based upon instructional objectives;
- A method for assessing how the state standards were met; and
- A standard process for awarding credits toward graduation requirements.

Option 2 policies vary across districts in New Jersey. There is no requirement to obtain approval from the state Department of Education. However, districts must have a board approved policy. One example of Option 2 can be an Independent Learning Opportunity (ILO) Program which allows students “to earn seat time and/or demonstrate academic mastery in a given content area and content standards. Students can be responsible for designing a project in collaboration with the member(s) of the independent learning opportunity committee (e.g. administrator, content supervisor, counselor, case manager (if appropriate), teacher of record, student and parent (optional)). This project must demonstrate mastery of the required NJSLs for the course. Program participants are required to attend regular meetings and provide evidence toward project completion on an established timeline. Absences/lateness to school, class, ILO meetings, or mentor meetings may result in a student’s removal from this program” (New Brunswick Public Schools, n.d.).

Students participating in Option 2 may demonstrate completion of assessments that verify student achievement in meeting or exceeding the NJSLs at the high school level, including standards achieved by means of the individualized student learning opportunities enumerated as outlined in [N.J.A.C. 6A:8-5.1\(a\)2](#). “District boards of education shall choose assessments that are aligned with or exceed the NJSLs and may include locally designed assessments.”

District boards of education shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting or exceeding the NJSLs at the high school level, including standards achieved by means of the individualized student learning opportunities enumerated at (a)2 above. Such programs or assessments may occur all or in part prior to a student’s high school enrollment.

Option 2 can meet the [NJDOE standards](#) in whole or part. For instance, tasks and activities designated as part of Option 2 to meet [Visual and Performance Arts Dance Standards 2.1](#) can address Anchor Standards one to eleven, or only one or some of the Anchor Standards within 2.1 Dance Standards.

Assigning Credits

The district policy on Option 2 should establish a method for assigning credits for completed tasks and activities and ensure the assignment of credits provides equitable access for all students, including ELLs. Credits should be commensurate with the number of credits awarded to students who are enrolled in traditional coursework for the given standard. In addition, credits should be determined depending on whether the tasks and/or activities address the standard in whole or part. For example, the Computer Science and Design Thinking 8.1 Computer Science standard has 5 components, Computing Systems, Networks and Internet, Impact of Computing, Data & Analysis, and Algorithms and Programming. If a district assigns 5 credits for this course, an ISLO under Option 2 may also assign 5 credits if the tasks and activities reflect all the components. However, if the ISLO only addresses two of the five components under 8.1 Computer Science, the ISLO may consider only assigning two credits for completion of the tasks and activities. Still, districts should use appropriate and consistent discretion when assigning credits based on the student's actual achievement of the standard.

In awarding credit for life experiences, high schools may follow the lead of New Jersey's colleges and universities in providing multiple pathways of awarding credit for prior life experiences, as outlined on the website of [Thomas Edison University](#). Of particular interest is the use of the [portfolio assessment](#), which follows a similar format and intent to that which is described below.

According to the NJDOE Newcomer Enrollment document, "the decision to award transfer credit shall be based on whether the transcript and other records indicate that the work is consistent with New Jersey Student Learning Standards (NJSLS) and is of comparable scope and quality to the course content done in the district awarding the credit (2018, p.10). The district should create a process for evaluating previous work that may count toward graduation

- Consider Rubric with transcript- with no transcript- [Appendix](#)- NJDOE Enrollment for Newcomers Document

Who can access Option 2?

Option 2 (N.J.A.C. 6A:8-5.1(a)1ii) offers alternative paths to credits that meet or exceed the New Jersey Student Learning Standards and are based on students' interests or career goals. All students, grades 9 to 12, including all English Language

Learners (ELLs) such as newcomers, students with interrupted formal education (SIFEs) and students with limited formal education (SLIFEs), may participate in a Board approved Option 2 program. Students may choose to earn Option 2 credit in order to:

- Earn credits required for graduation.
- Earn additional credits above and beyond those required for graduation.
- Meet prerequisite requirements for certain courses offered during the school year.

How are N.J. Schools Currently Using Option 2?

Option 2 has been available to New Jersey districts since 2004 as a means of providing credit towards high school promotion and graduation. Typically, reasons for which students would apply for Option 2 credit include remediation and recovery, extraordinary educational opportunities (such as study abroad), and alternate activities that fulfill the standards for a particular content area. The amount of credit that can be provided through Option 2 is not specified in Code. However, district policies often have limits on the amount of credit that can be obtained through Option 2 experiences.

Typically, the students who have obtained access to credits through Option 2 have been college-bound students looking to pursue enrichment opportunities that the school cannot offer, such as study abroad experiences, volunteer experiences, and other opportunities to enrich and accelerate a course of study. Because it is up to districts to promote the use of Option 2, the application of this type of credit toward graduation varies greatly from district to district. Generally, however, students who benefit from the use of this mechanism tend to have parents who are experienced with advocating for their children within the U.S. educational system. These families, therefore, tend to have greater socioeconomic and political capital than more disadvantaged students. Additionally, district staff, such as school counselors, have not had the professional learning opportunity to explore how existing policies, such as Option 2, could benefit other subgroups, including ELLs. This document represents an opportunity to develop an inclusive, assets-based method of ensuring that all of our students may be recognized for the unique experiences and skill sets that they bring to their quest for degree attainment.

Option 2 for ELLs

There are many advantages to optimizing the use of Option 2 for ELLs, particularly to students who arrive in New Jersey school districts with limited or interrupted formal education. Administration of Option 2 credit can make graduation from high school accessible to ELLs who arrive as teenagers and are missing years of schooling in their home countries. Very often, these students have life experiences that require facility with concepts such as mental math, accounting, the arts, or other skills that can be mapped to the NJSLS for different courses. Using a Funds of Knowledge approach to curriculum development and teaching is a culturally responsive teaching and learning strategy - an alternative, meaningful learning experiences for the whole school community. As described above and detailed on the [Thomas Edison University](#) website, the precedent also exists within higher education for awarding credit toward graduation based on students' life experiences. New Jersey's ELLs should have equal access to these opportunities for credit. Furthermore, access to these opportunities may be a critical component in getting disadvantaged students to graduation.

Closing the Opportunity Gap

School districts are measured based on their graduation rates. Nationally, ELLs have the lowest graduation rate of any subgroup. Nationally, only 67% of ELLs graduate within 4 years, as compared to 84% of the general population (Sugarman, 2019.) In New Jersey, the data reflects similar disproportionate rates. The statewide graduation rate is 90.6%, while the rate for ELLs is 75.4% (NJDOE data, 2019). This statistic impacts the graduation rates of districts with large numbers of ELLs disproportionately. As more and more of the high school ELL population arrives with limited formal education, districts will need to respond with innovative policies and programs to assist this disadvantaged population.

Moreover, insights on the educational impact on students and their families are starting to emerge from the COVID-19 global pandemic. These insights shed light on how low-income, high school age students, including ELLs, are being disproportionately impacted. Students who arrive to our N.J. schools "over-aged, under-educated" meet many challenges to remain engaged in traditional schoolwork while facing competing priorities, such as earning money to help with home and personal expenses. Prior to COVID-19, many students held responsibilities that included working to supplement income for the family. This need is exacerbated during COVID-19, with families experiencing a reduction of work hours or loss of job. Students who may experience an urgency to contribute to the family's economic well-being may find the "immediacy of

work more appealing than the long-term payoff of a high school diploma” (K. Smalls, personal communication, April 30, 2020).

It is the New Jersey Department of Education and school district’s responsibility to ensure that all students have access to equitable educational opportunities that will promote a pathway to graduation and long-term social and economic well-being. For most learners, *learning by doing* is an effective way for students to think critically about the knowledge they are acquiring and how it applies to real-life context. For ELLs, students who are still in the process of acquiring English, experiential learning can aid them in understanding the content; there is an explicit connection in this “method for helping students’ integrate course material into their day-to-day lives” (Beckem & Watkins, 2012). Learning by doing allows students to connect in a more tangible way to the academic content and increase their ability to associate their newfound knowledge with experiences and skills they are already familiar with. Instruction which integrates the threads of [FABRIC](#), a NJ educational paradigm, allows students to relate to the material in a manner that feels less intimidating and more accessible. These academic tenets have proven to be especially necessary during the recent, unexpected transition to remote home instruction. Opportunities that have stemmed from the global pandemic have included practicing and integrating tangible ways to connect school and home learning concepts in a way that adds value and increases retention because of the applicability in a student’s personal life.

Appropriate Program Placement for ELLs

Correct placement of ELLs in an appropriate program of study is crucial. For example, an Assessment and Placement Center in the school district for newcomers can address the proper placement of incoming students who speak a language other than English. Staff conducting intake of new students and counselors are instrumental in gathering educational history from students and parents on all new entrants. Intake may include an assessment of education background and an evaluation of students’ academic strengths and weaknesses. The following steps should be considered when implementing the district’s Option 2 policy for ELLs (New Brunswick Public Schools, 2019):

- a. Determine student eligibility
- b. Collect documentation (grades, assessment data, teacher recommendation, student needs)
- c. Determine teacher of record, course needed, and credits
- d. Counselor holds initial meeting with the assigned teacher of record to provide background of needs, interests, and strengths

- e. Teacher of Record sets a meeting with the student and develops a plan (ISLO).
- f. Plan is submitted to the counselor and administrator for approval.
- g. ILO committee meets and finalizes plan.
- h. Student and Parent signatures should be required.

In addition, the following questions for parents and students can also help with the correct placement and development of individualized learning opportunities for ELLs:

- What was the last grade completed?
- What is the age & date of birth of the student?
- What is the student's present level of English language proficiency?
- Are the student's transcripts or most current report card available?
- Has the student had any retentions?
- Are there any special education documents?
- Are there any gaps in the student's education?
- What specific skills/strengths/abilities does the student have?

Staffing Option 2 for ELLs

Option 2 may occur during the regular school year hours, after school, and during summer program months. Utilizing appropriate staff to oversee and/or direct an Option 2 program is important because of the content (graduation credit) and language (English proficiency) objectives that need to be considered. A team of existing staff may include personnel from the following areas:

- Content Area Curriculum Supervisor
- ESL/Bilingual Supervisor
- Content Area Teachers
- ELL Specialists
- Counselors
- School Leadership

The Professional Learning Community (PLC) process may serve as a vehicle for designing and implementing Option 2 policies and programs for ELLs, including the development of assessments for Option 2 and the assignment of credits.

Funding Option 2 for ELLs

Applicable funding sources may include Title I, Title III, CTE, and local funds. These examples are for purposes of illustration. Please consult your Business Administrator, Grants Coordinator, or Department of Education representative prior to committing federal funds.

Appendices

The appendices offer examples of how schools can adapt current Option 2 policies to be more inclusive and culturally responsive to the students who are entering their classrooms.

The goal is not to reinvent policies. Instead schools should take the following steps to ensure all students including ELLs, and in particular SIFEs, have an appropriate and relevant path toward graduation. Districts should:

1. Convene a team of professionals that may include administration, a language specialist, content area supervisor, academic school counselor, or other district personnel as deemed appropriate.
2. Perform a data analysis of:
 - a. What students have used Option 2 in the past (e.g. demographics, grade level);
 - b. How did students learn of Option 2 opportunity (e.g. parents, counselors, etc.)
 - c. In what ways have Option 2 been used by these students (e.g. individualized program type, credits assigned);
 - d. What resources were necessary to support use of Option 2 in the past (e.g. staff, community partners, budget);
3. Conduct a comprehensive review of the district's Option 2 policy
4. Identify areas that would address ways to expand the policy to afford ELLs/SIFEs an opportunity to access this academic path.

The appendices present a profile for a student as an exemplar. Each profile showcases an experience exemplar implemented by a district that can meet Option 2 criteria. In this manner, each exemplar will include:

- Student Profile
- District Example, including program description (e.g. activities), mapping to curriculum/lesson plan, and content and language objectives
- Connection to NJSLs

Appendix A: Student Profile 1

Student Profile

Student one has not been to school since third grade. Has been selling items on the street for the past seven years. He is now 16. He is an unaccompanied minor and speaks Spanish and Zapotec. Based on screening, the student can do the math, but his reading skills are low.

District Example

This student clearly possesses mathematical skills that can be connected to the standards. The student may be competent in foreign currency calculation. To develop the most appropriate Option 2 experience, consider which standard this student has already mastered and which areas this student still needs to demonstrate mastery. One example: Using prior experience combined with an understanding of current paycheck

Connection to NJSL: Financial Literacy Standard

| Standard | Description | Example (Prior Experience and/or Current Structured Learning Experience) | Assessment |
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| 9.1.12.A.1 | Differentiate among the types of taxes and employee benefits. | This portion would be fulfilled with a structured learning experience with the express purpose of meeting standards that cannot be met outside of the US (e.g., US taxation.) | Student could take an oral or written assessment describing what each section of his or her paycheck means. |
| 9.1.12.A.2 | Differentiate between taxable and nontaxable income. | This portion would be fulfilled with a structured learning experience with the express purpose of meeting standards that cannot be met outside of | Student could take an oral or written assessment describing what each section of his or her paycheck means. |

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| | | the US (e.g., US taxation.) | |
| 9.1.12.A. 3 | Analyze the relationship between various careers and personal earning goals. | Student analyzed the environment in which they would be offering their services to determine what people would pay for (market analysis) | Student could take oral or written assessment describing the decisions made and if they changed course at any point based on what they noticed about what people were buying and selling or change of market conditions. Assessment should include prompts to elicit student's funds of knowledge. You could select/adapt existing questions from district formative and summative assessments. |
| 9.1.12.A. 4 | Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt. | Arrival in the US/school district was the goal. What was required to attain it? How does that experience prepare the student to move forward to meet future goals? | Student can create an outline or take a written or oral assessment on how s/he planned for the journey, what was required, etc. What will be required of the student from this point to continue to reach their goals? |
| 9.1.12.A. 5 | Analyze how the economic, social, and political conditions of a time period can affect the labor market. | What was it about the economic, social, or political conditions of your situation that made you or your family decide to leave where you were and specifically come to the US? | Student could take oral or written assessment describing the decisions made and if they changed course at any point based on changing information or circumstances. Assessment should include prompts to elicit student's funds of knowledge. You could select/adapt existing questions from district formative and summative assessments. |

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| 9.1.12.A. 6 | Summarize the financial risks and benefits of entrepreneurship as a career choice. | What financial risks were you or your family experiencing in your previous country? What was the risk/benefit analysis in deciding which goods and services to offer? | Student could take oral or written assessment describing the decisions made and if they changed course at any point based on changing information or circumstances. Assessment should include prompts to elicit student's funds of knowledge. You could select/adapt existing questions from district formative and summative assessments. |
| 9.1.12.A. 7 | Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income. | Does/Did the student have any assets back home? Did they liquidate any assets (e.g., businesses, farms, livestock) or property in order to move? If you have property or assets in the home country, how do you keep track of it? | |
| 9.1.12.A. 8 | Analyze different forms of currency and how currency is used to exchange goods and services. | What would the value of goods and services be in different currencies and how much change do you give in one currency if you receive payment in another based upon current exchange rates and commissions? | Task-based assessment using prompts to elicit students' funds of knowledge. |

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| 9.1.12.A.9 | Analyze how personal and cultural values impact spending and other financial decisions. | Compare and contrast cultural values associated with how long to keep consumer goods; Remittances to relatives in another country; analyze the impact of these decisions on your current financial status. Managing the expectations of others' regarding your financial status. Perception of rich and poor in other countries vs. the US. Perception of the value of what you have and what you can do that influences your financial decisions. | Task-based assessment using prompts to elicit students' funds of knowledge. |
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Appendix A: Student Profile 2

Student Profile

Student two speaks Haitian Creole. The student completed sixth grade in Haiti in a rural setting. No transcripts or academic records documentation have been provided. The student comes from a family of musicians and has been playing guitar with the family musical group for several years.

District Example

Connection to NJSLS: Visual and Performing Arts

| Standard | Description | Example (Prior Experience and/or Current Structured Learning Experience) | Assessment |
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| Standard 1.1 The Creative Process | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. | What is the student's experience in performing in front of an audience? Do they write their own songs and choreography or only play cover songs? Do they create their own costumes, stage sets, or other accompanying artwork? Does the student sell their visual or performing artwork? Is the artifact a component of their culture? | Task-based or performance-based assessment using prompts to elicit students' funds of knowledge. |
| Standard 1.2 History of the Arts and Culture | All students will understand the role, development, and influence of the arts throughout history and across cultures. | Student will be able to describe the history and traditions associated with their art form in their home country context, compare and contrast with available US art forms. | Task-based or performance-based assessment using prompts to elicit students' funds of knowledge. |
| Standard 1.3 Performing | All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. | Student will be able to describe the benefits and drawbacks of various choices in the selection of the components of their art form, and how a different selection might change the final product. | Task-based or performance-based assessment using prompts to elicit students' funds of knowledge. |
| Standard 1.4 Aesthetic Responses & Critique Methodologies | All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, | Student will be able to describe the philosophies from their home country and associate their art form in their home country context, compare and | Student may write about or tell about an art form indigenous to their home country, its history and cultural relevance, and compare that to an art form popular in the US. |

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| | theatre, and visual art. | contrast with available US art forms. | |
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Appendix A: Student Profile 3

Student Profile

Student three is 17 and is a refugee from Syria. Schooling was on track until three years ago (seventh grade), and then was schooled intermittently in the refugee camp. Student is high in math and reading, but not at grade level.

District Example

Connection to NJSL: Math

| Standard | Description | Example (Prior Experience and/or Current Structured Learning Experience) | Assessment |
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| F-LE.A.1 | Distinguish between situations that can be modeled with linear functions and with exponential functions. | This portion would be fulfilled with a structured learning experience with the express purpose of meeting standards that may have been not met outside of the US. | Task-based or performance- based assessment using prompts to elicit students' funds of knowledge. |
| F-if.B.4 | For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key</i> | This portion would be fulfilled with a structured learning experience with the express purpose of meeting standards that may have been not met outside of the US. | Task-based or performance- based assessment using prompts to elicit students' funds of knowledge. |

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| | <i>features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i> | | |
| A-CED.A.2 | Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. | This portion would be fulfilled with a structured learning experience with the express purpose of meeting standards that may have been not met outside of the US. | Task-based or performance-based assessment using prompts to elicit students' funds of knowledge. |
| A-SSE.A.1 | Interpret parts of an expression, such as terms, factors, and coefficients. | This portion would be fulfilled with a structured learning experience with the express purpose of meeting standards that may have been not met outside of the US. | Task-based or performance-based assessment using prompts to elicit students' funds of knowledge. |
| F-IF.C.7 | Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. | This portion would be fulfilled with a structured learning experience with the express purpose of meeting standards that may have been not met outside of the US. | Task-based or performance-based assessment using prompts to elicit students' funds of knowledge. |
| A-REI.B.4 | Solve quadratic equations in one variable. | This portion would be fulfilled with a structured learning experience with the express purpose of meeting standards that | Task-based or performance-based assessment using prompts to elicit students' funds of knowledge. |

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| | | may have been not met outside of the US. | |
| F-BF.B.4.a | Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. <i>For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</i> | This portion would be fulfilled with a structured learning experience with the express purpose of meeting standards that may have been not met outside of the US. | Task-based or performance-based assessment using prompts to elicit students' funds of knowledge. |

Appendix A: Student Profile 4

Student Profile

Student four is a 15 year-old from Guatemala. Student has been a migrant field worker for the past three years since the student's arrival in the US. The student has been traveling around the US in accordance with what is being planted and harvested. Prior to that, the student worked on the family farm.

District Example

This student clearly possesses experiences that can be connected to the NJSLS for science. The number of years experience the student has in both the United States and Guatemala may be sufficient to earn full credit for the Environmental Science course. The following standards are addressed in the Environmental Science curriculum. The Option II experience for this student will be developed around assessment activities to determine the degree to which (represented in percentages) the students has, in fact, mastered the science standards for this course.

Connection to NJSLS: Science

| Standard | Description | Example (Prior Experience and/or Current Structured Learning Experience) | Assessment |
|----------|--|--|---|
| ESS3-1 | Explain how natural resources have influenced human activity | The student will compare and contrast regional natural resources in the U.S. and explain how explain their influences on the local community | Oral assessment in the form of scenarios in which the student, calling on his or her background knowledge, will provide evidence of meeting the standards |
| SEP-3: | Plan and carry out an investigation | <i>Plant Experiment</i> conducted within the school's greenhouse. | A botanical experiment, created and conducted by the student, in which the student can demonstrate mastery of the standards. |

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| SEP-7: | Engage in Argument from Evidence | As part of the <i>Plant Experiment</i> , the student will propose a hypothesis as to optimal conditions for plant growth. | A botanical experiment, created and conducted by the student, in which the student can demonstrate mastery of the standards. |
| LS2-4. | Explain the cycling of matter and flow of energy among organisms in an ecosystem. | Use an example from the field to explain the role of photosynthesis in crop growth. | Oral assessment in the form of scenarios in which the student, calling on his or her background knowledge, will provide evidence of meeting the standards |
| ETS1-3. | Evaluate a solution to a real-world problem based on criteria that account for a range of constraints | The student will be asked to consider an environmental problem that he or she experienced and explain how that problem was solved. | Writing prompt with an open- ended response (<i>in the student's native language or English</i>) created to encourage a solution to a real world environmental problem in which the student has played a role in solving. |
| LS2-1. | Use mathematical representations to explain factors that affect the carrying capacity of ecosystems at different scales. | <i>Plant Experiment</i> conducted within the school's greenhouse. | A botanical experiment, created and conducted by the student, in which the student can demonstrate mastery of the standards. |
| LS2-6 | Evaluate the claims that the complex interactions in | The student will discuss a particular crop and explain the key considerations of its | Oral assessment in the form of scenarios in which the student, calling on his or her |

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| | ecosystems maintain relatively consistent numbers and types of organisms in stable conditions | survival. | background knowledge, will provide evidence of meeting the standards |
| LS4-2. | Explain that the process of evolution is based on several factors. | Discuss how advances in genetic engineering have led to higher crop yields. | Oral assessment in the form of scenarios in which the student, calling on his or her background knowledge, will provide evidence of meeting the standards |
| LS2-7. | Design a solution for reducing the impacts of human activities on the environment and biodiversity. | As part of the <i>Plant Experiment</i> , the student will propose a hypothesis as to optimal conditions for plant growth. | A botanical experiment, created and conducted by the student, in which the student can demonstrate mastery of the standards. |
| ESS3-3. | Illustrate the relationships among natural resources, human populations, and biodiversity. | T-chart or other graph organizer listing the importance of several crops to both local and national communities. | Assessment in the form of graphic organizer in which the student, calling on his or her background knowledge, will provide evidence of meeting the standards. |
| LS4-5. | Explain how changes in environmental conditions may impact the number of species | Discuss the ways in which a particular environmental condition (drought, flood, invasive species) had an impact on a particular crop. | Writing prompt with an open- ended response <i>(in the student's native language or English)</i> created to encourage a solution to a real world environmental problem in which the student has played a role in solving. |

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| ESS3-4. | Evaluate a technological solution that reduces impacts of human activities on natural systems. | Consider and evaluate the impact of technology in crop production. | Writing prompt with an open- ended response <i>(in the student's native language or English)</i> created to encourage a solution to a real world environmental problem in which the student has played a role in solving. |
| ESS2-5. | Conduct an investigation of the properties of water and its effects on Earth materials and surface processes. | <i>Plant Experiment</i> (from curriculum or Appendix?) conducted within the school's greenhouse. | A botanical experiment, created and conducted by the student, in which the student can demonstrate mastery of the standards. |

Plant Experiment

Objective

1. Identify the components necessary for proper plant growth

- Propose a hypothesis as to the best conditions (water, plant food, light, color, pH) for plant growth.
- Perform plant experiment
 - test variable
 - measure height and health
 - record data
 - enter data in Google Sheets
- Write experimental procedure from images
- Create line and bar graphs of all data
- Develop a conclusion based on experimental data
- Present finding

Appendix A: Student Profile 5

Student Profile

Student five has not been in school for the last three years. She is from Myanmar and has been working in the agricultural sector to help support her family. She speaks Burmese and is now 15. She is a talented artist as evidenced by her fine collection of drawings and paintings depicting rural life in her small village.

District Example

This student clearly possesses artistic skills that can be connected to the standards. To develop the most appropriate Option 2 experience, consider which standard this student has already mastered and which areas this student still needs to demonstrate mastery. The student will select artwork from her portfolio to demonstrate mastery of certain visual arts standards. Her participation in the Afterschool Film Club and subsequent participation at the evening “Performing and Visual Arts Showcase” in addition to oral and/or written assessments/interviews, will provide further evidence of her mastery of the standards.

Connection to NJSLS: Visual & Performing Arts

| Standard | Description | Example (Prior Experience and/or Current Structured Learning Experience) | Assessment |
|-----------------|---|--|-----------------------|
| 1.5.12prof.Cr1a | Use multiple approaches to begin creative endeavors | As a participant in the after-school film club, the student will work collaboratively to produce a film. She will participate in all stages of the production from | Student-produced film |

| | | | |
|-----------------|--|--|---|
| | | developing the screenplay and blocking scenes to performing, filming and editing. | |
| 1.5.12prof.Cr2a | Engage in making a work of art or design without having a preconceived plan | As a participant in the after-school film club, the student will work collaboratively to produce a film. She will participate in all stages of the production from developing the screenplay and blocking scenes to performing, filming and editing. | Student-produced film |
| 1.5.12prof.Cr3a | Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress | Utilizing both instructor and peer feedback, the student will revise and refine the film throughout each of its stages of development. | Student-produced film |
| 1.5.12prof.Cr4a | Analyze, select, and curate artifacts and/or artworks for presentation and preservation. | In addition to the student-produced film, the student will select from a variety of previously completed artworks to be presented at the "Performing and Visual Arts Showcase" | Peer and instructor developed rubric Audience feedback |
| 1.5.12prof.Cr5a | Analyze and evaluate the reasons and ways | The student will serve as a member of the "Performing | Feedback from fellow committee members |

| | | | |
|-----------------|--|---|---|
| | an exhibition is presented. | and Visual Arts Showcase” planning committee | |
| 1.5.12prof.Cr6a | Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. | As a component of the “Get to Know the Artist” section of the “Performing and Visual Arts Showcase”, the student will prepare a bio in which she details the impact that the collection has had on her personal beliefs. For example, the student may provide a commentary on the theme of immigration. | Student biography |
| 1.5.12prof.Cr7b | Analyze how one’s understanding of the world is affected by experiencing visual arts. | The student will respond to a writing prompt or an oral interview in which she reflects on her experiences with the visual arts. | Oral or written assessment: “How has your understanding of the world been shaped by the visual arts?” |
| 1.5.12prof.Cr8a | Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. | The student will evaluate several collections from the “Performing and Visual Arts Showcase” | Student/Teacher-created rubric |
| 1.5.12prof.Cr9a | Establish relevant criteria in order to evaluate a work of art or collection of works. | The student will work collaboratively to develop a rubric used to evaluate the entries from the | Student/Teacher-created rubric |

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|------------------|---|---|--------------------------|
| | | “Performing and Visual Arts Showcase” | |
| 1.5.12prof.Cr10a | Document the process of developing ideas from early stages to fully elaborated ideas. | The student will compile a daily journal in which she reflects upon the process of creating the student-produced film. | Daily Journal |
| 1.5.12prof.Cr11a | Describe how knowledge of culture, traditions, and history may influence personal responses to art. | The student will respond to a writing prompt or an oral interview in which she reflects on the ways her culture and traditions have shaped her worldview. | Oral or written response |

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