

## Applying ESL Credits

### Code definitions

- “English as a second language (ESL) program” means a daily class period of second-language acquisition instruction within an LIEP and based on a student’s English language proficiency that teaches the English language development standards and incorporates the cultural aspects of the students' experiences in their ESL instruction.
- “High-intensity ESL program” means an instructional program alternative in which students receive two or more class periods each day in session of ESL instruction. One period is the standard ESL class, and the other period is a tutorial or ESL reading class.

### Givens

- All multilingual learners in a district with 10 or more students of any language must receive one period of ESL daily.
  - ESL may be provided in a push-in, pull-out, or co-teaching program design setting.
- All K-12 multilingual learners must meet the world language standards.
  - K-8
  - 9-12 (graduation – 20 credits)
- All K-12 multilingual learners must meet the English language arts standards.
  - K-8
  - 9-12 (graduation – 5 credits)

### **N.J.A.C. 6A:15-1.4(k)** (*this section of code applies specifically to high school multilingual learners*).

- Establish a process for MLs in high school to meet the world language **or** ELA course graduation requirements, by applying credits earned in an ESL course.

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### Implementation.

The chart below is for illustrative purposes only. For complete information, review [N.J.A.C. 6A:15](#) and the [NJSLS](#). ESL courses used to meet the world language or ELA course requirements must address the ELD standard and the specific NJSLS.

| ESL Course  | ESL Program Definition   | NJSLS  | Standard                              | Applying Credits<br><i>(May only be applied in a push-in or co-teaching setting)</i>  | Teaching Endorsement                                   |
|---|--|--|---------------------------------------|---|--|
| A LEA implementing a LIEP with <b>one</b> ESL period may apply ESL credits to only one content area standard.   |  |  |                                       |   |  |
| “Standard”<br>ESL<br>(1 period of<br>ESL)   | Period 1: second-language acquisition instruction, teaches the English language development standards, incorporates the cultural aspects of the students' experiences. | <a href="#">ELA</a>                          | <a href="#">2023 NJSLS-ELA (K-12)</a> | Integrated English language development (ELD) standards based on grade-level ELA standards scaffolded by student’s English language proficiency level.                              | ESL or ELA with ESL                                    |
|   |  | <a href="#">WL</a>                           | <a href="#">2020 NJSLS-WL</a>         | Integrated ELD standards based on grade-level bands for WL standards scaffolded by student’s English language proficiency level to meet the appropriate proficiency targets.        | ESL or WL with ESL                                     |
| A LEA implementing the high-intensity LIEP with <b>two</b> periods of ESL may apply each ESL course as follows to the respective content area standard. |  |  |                                       |   |  |
| Hi-Intensity<br>ESL<br>(2 periods of<br>ESL)  | Period 1: Standard ESL.  | <a href="#">WL</a> or<br><a href="#">ELA</a> | <a href="#">2020 NJSLS-WL</a>         | WL: Integrated ELD standards based on grade-level bands for WL standards scaffolded by student’s English language proficiency level to meet the appropriate WL proficiency targets. | ESL or WL with ESL<br><b>or</b><br>ESL or ELA with ESL |
|   | Period 2: tutorial or ESL reading class.   | <a href="#">ELA</a><br>(only)                | <a href="#">2023 NJSLS-ELA (K-12)</a> | Integrated ELD standards based on grade-level ELA standards scaffolded by student’s English language proficiency level.   | ESL or ELA with ESL                                    |