ENGLISH AS A SECOND LANGUAGE

TURQUOISE TRAIL CHARTER SCHOOL

ESL/ELL Program Plan
August 2019

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NEW MEXICO ESL CURRICULUM REGULATIONS

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English Learner Programs

ELs are protected under the Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, which require public schools to ensure that all ELs have equal access to a high-quality education and an opportunity to achieve their full academic potential. In order for an EL program to meet legal obligations under civil rights laws and other federal requirements, it has to meet the following two goals:

1. ELs attain English language proficiency, and
2. ELs can participate meaningfully in the standard instructional programs without EL supports within a reasonable amount of time.

To meet these two goals of an EL program, its design has to include a dedicated English language development (ELD) block or class of at least 45 minutes, where the primary goal is for ELs to learn English. EL students are grouped based on their ELP level. This block of time addresses not only receptive language (listening and reading) but especially expressive language (speaking and writing). ELD can be a pull-out class or course at the elementary, middle school, or high school level, or a dedicated block within the self-contained classroom in the elementary setting.

As ELs improve their ELP through appropriate ELD instruction that is differentiated based on the ELP level of the ELs, they are able to use English in increasingly sophisticated ways and attain ELP, as measured by the ACCESS for ELLs assessment. The following questions are helpful when planning for ELD instruction:

- Does the ELD instruction prepare ELs to participate in the standard grade-level curriculum in English?

- Is the ELD instruction tailored to the ELP levels of the ELs?

- How is the progress toward ELP measured on an ongoing basis?

To ensure that ELs succeed in content areas while they are learning English, instruction is sheltered with appropriate language supports. Teachers use the state's adopted English language development standards and framework to support ELs in all classes and set high academic expectations for EL students. "*The basis for holding high expectations for all children under our care is respect for them as individuals and the belief in their unlimited range of possibility as learners.*" (Schreck, 2011)

In order for the district's EL program or service to meet federal civil rights requirements, it should meet the following standards as established by the United States Court of Appeals for the Fifth Circuit in Castañeda v. Pickard, 1981, which are the standards applied by the OCR and DOJ.

Program standards must consider the following three specific areas:

By meeting the two goals of an EL program, districts and schools ensure that ELs can successfully reach their academic potential and meet college and career readiness standards. The following table includes guidance on how ELD instruction can be delivered in various grade levels and includes appropriate language supports through sheltered instruction in all content areas.

1. English language development (ELD) pull-out course and sheltered instruction in content areas
English language instruction in the ELD course is differentiated based on the English language proficiency level of the students.
2. English language development (ELD) block and sheltered instruction in content areas (elementary grades only)
The English language is differentiated based on the English language proficiency level of the students (minimum of 45 minutes daily)
3. Integrated English language development (ELD)—English language arts (ELA) course and sheltered instruction in content grades (secondary grades only)
For ELs with an ACCESS for ELLs overall composite score that is nearing proficiency. English language instruction in the ELD-ELA course is integrated with grade level ELA instruction.

ELs may also be served through bilingual multicultural education, as long as the selected program model is appropriately designed to ensure ELs achieve both of the following:

- attain English language proficiency
- meet college-and-career readiness standards

Reentering a Reclassified Fluent English Proficient Student into English

Learner Status

A student who has exited from EL status (RFEP) must be monitored for academic progress for at least two years. If the student is not progressing academically as expected and the monitoring suggests that the student still needs English language supports, an SAT team must convene. This SAT team must include a second language acquisition specialist, such as a teacher holding a TESOL or bilingual endorsement. The SAT gathers available data on the student, develops a hypothesis regarding the possible cause for the difficulties in academic progress, and then designs an individualized SAT intervention plan and/or behavioral intervention plan (BIP), as necessary. **If the interventions and frequent progress monitoring indicate that difficulties are related to lack of ELP, the SAT team can, in limited cases, make the decision to re-administer the W-APT for a student in kindergarten or the WIDA Screener for a student in grades 1-12 to the student at that time**. If the ELP screening assessment identifies the student as an EL, the school must obtain parental consent in order to re-enter the student as an EL and offer EL programs and services that will meet the academic and language learning needs of the student.

Monitoring RFEPs is an integral part of providing an EL program that meets the needs of its students. The monitoring process informs districts about the effectiveness of its programs to ensure the continued success of ELs once they exit EL status and reclassify to RFEP.

English Learners with Disabilities

Districts and schools must provide special education and related services to ELs with disabilities who are eligible for such services (English Learner Toolkit, 2015). ELs with disabilities are protected under IDEA 2004, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, and the EEOA. Thus, **special education services do not supersede language support services** for which the EL student is eligible, or vice versa. A student who is identified as an EL with a disability qualifies for both services: language support services as well as the services per the student's IEP. The US Department of Education's EL Toolkit (2015) in chapter 6 on ELs with disabilities states that "*it is essential that the IEP team include participants who have knowledge of the student's language needs. It is also important that the IEP team include professionals with training, and preferably expertise, in second language acquisition and how to differentiate between the student's needs stemming from a disability or lack of ELP*." Although an IEP is the program

based on the student's disability and related services the whole student is discussed, including the status as an EL and any ELP data and assessment results.

The determination of how ELD instruction is provided for ELs with disabilities can look different depending on the student's disability, the services under the IEP, and individual needs. If the student's disability services also support English language development, then this would be noted in the student's IEP including how the teacher is qualified to support language. For example, a student who qualifies for services under IDEA due to a diagnosis of ADHD might participate in pull-out ELD instruction in addition to disability-related services, which depending on the student's needs may not be specific to language. On the other hand, a student, who has been identified with a specific learning disability in reading, may be working with a reading specialist, who could be building English through reading skills. In such a case, pull-out ELD instruction may not be needed depending on the student's needs and ELP level.

English Learners in Gifted Programs

ELs must be provided equal access to gifted programs by their districts and schools, however, as stated in the Exploratory Study on the Identification of ELs for Gifted and Talented Programs by the National Center for Research on Gifted Education (2018) "*English learners (ELs) are the fastest growing population of learners in the United States (National Center for Education Statistics, 2013). However, despite the growing numbers of ELs, their representation in gifted identification and programming continues to lag behind not only traditional populations of learners from advantaged communities (Callahan, 2005), but also other underserved populations of learners (Iowa Department of Education, 2008; Matthews, 2014)*." For the full report on the study, please see https://ncrge.uconn.edu/wp-content/uploads/sites/982/2018/06/NCRGE-EL-Report-1.pdf

One reason for the lack of parity in Gifted Programs is the use of language-based intelligence tests, which are unlikely to provide accurate data on ELs, since language-heavy assessments may reflect ELP rather than intelligence. Therefore, districts and schools must ensure that evaluation procedures do not unfairly screen ELs due to such factors as ELP and cultural bias.

English Learners in Advanced Courses: Middle School and High School

Not only are districts and schools required to offer equal access to the core curriculum and to all curricular, co-curricular, and extracurricular activities but also provide equal access

to Advance Placement (AP), honors, and International Baccalaureate (IB) courses (English Learner Toolkit, 2015). Districts and schools must ensure that ELs are entitled to an equal opportunity to participate in all programs available. Just offering participation may not be enough; rather district and schools should evaluate the parity of participation of ELs in these programs as compared to IFEP and RFEP students.

Supporting English Learner Programs and Services

Personnel

Districts and schools must provide the necessary personnel to implement the EL program and services they choose. In order for ELs to become proficient in English and to be able to meaningfully participate in grade-level content area instruction within a reasonable amount of time, teachers must be trained to teach in the EL program and content-area teachers must be trained to appropriately support ELs. Administrators must be trained to evaluate teachers who serve ELs. Additionally, educational assistants who support ELs must have adequate training, and they must work under the direct supervision of a qualified teacher (see Tool 5: Summary of Staffing Requirements).

Professional Development

Districts and schools must prepare and support their staff by providing adequate professional development (PD) and follow-up training in order to effectively implement the EL program or service. Teachers serving ELs must be well-prepared and effectively use their training and skills in the classroom to ensure that the EL program successfully achieves its educational objectives— assist ELs develop ELP and ensure that ELs have access to grade-level content. Below are the five core principles for effective PD (Casteel & Ballantyne, 2010) as outlined in Chapter 3 of the EL Toolkit.

The purpose of PD is to produce adult behavior changes in the classroom that benefit students and thereupon affect student behavior and outcomes in a positive and measurable way. These five core principles of effective PD are based on tenets of adult learning theory and should be used to structure PD opportunities to facilitate successful outcomes for teachers of ELs and their students.

(1) **Build on a foundation of skills, knowledge, and expertise.** The PD links new knowledge and activities to the foundation of skills and knowledge that the educators already have; thus, the PD builds on the foundation of knowledge of the participants.

(2) **Engage participants as learners.** It is important to engage educational personnel as learners—with a variety of opportunities to: apply new skills and knowledge, experiment with innovative methods in a safe environment prior to moving on to the next topic, and prepare for the new methodologies' use with students. As in the classroom, effective PD is delivered in variety of modes that invite participants to engage with the material as it suits their different learning preferences and needs.

(3) **Provide practice, feedback, and follow-up.** Linking new information to current knowledge and skills allows participants to construct their own meaning. After participants have had a chance to practice applying the new skill, it is essential to observe, provide feedback, and reinforce this nascent knowledge through follow-up activities.

(4) **Measure changes in teacher knowledge and skills.** Effective PD increases the skills and knowledge level of the participants to be manifested in their practice. The increase in skills should be measured by *the variety of skills* the participant uses in the instructional setting and *the effect of these skills on student learning or behavior.*

(5) **Measure changes in student performance.** Increased skill and knowledge translates into measurable improvements in student performance, achievement, and/or behavior. Such a link to student outcomes informs the district or school whether the PD is effective. A district or school that is building a long-term professional development plan has to establish the measurable outcome that it wants to change and then measure the effect of the PD by the actual changes in the student outcome in order to establish whether or not the particular PD is having the desired effect and thus is useful.

Development of English Learner Students' Academic Language Across Content Areas

All teachers working with ELs are required to use the current ELD Standards during instruction. The NMTEACH Educator Effectiveness System classroom observation protocol makes this expectation explicit. Teachers of ELs must not only ensure that they intentionally address and plan for academic content but also, based on student data, be responsive to the language learning needs of each EL student. The proper assessment and placement of ELs and the degree of knowledge that the instructor has about first and second language acquisition are important considerations for providing effective ELD instruction, additional support, and/or language services. All teachers, including secondary or content area specialists, must develop EL students' academic language related to their disciplines (subject or content areas).

What is Academic Language?

The WIDA ELD standards framework organizes social, instructional, and academic language into three features: discourse, sentence, and word/phrase level.

WIDA ELD'S STANDARDS FRAMEWORK FOR ACADEMIC LANGUAGE	
Feature of Academic Language	**Performance Criterion**
Discourse level	Linguistic complexity
Sentence	Language forms and conventions
Word/phrase level	Vocabulary Usage

Assessment of English Learner Students

English Language Proficiency Assessment – ACCESS for ELLs

All ELs must participate in the annual ELP assessment, ACCESS for ELLs. The student's ELP is determined by his or her receptive language skills, which include listening and reading domains, as well as by the student's expressive language skills, which include speaking and writing domains. Once an EL student achieves an overall composite score of 5.0 or higher on this assessment, the student is considered proficient in English (achieving RFEP status) and will no longer be assessed using the ACCESS for ELLs. The overall composite score is calculated by combining the four domain tests according to the following weight: 35% Reading; 35% Writing; 15% Listening; and 15% Speaking.

ACCESS for ELLs is a computer-based assessment administered at school sites by trained test administrators. Each test administrator (TA) must have on file a valid certificate for administering the ACCESS for ELLs assessment for the school year in which he or she is administering this assessment. This training material and support is available on the WIDA website. Login credentials are necessary to access secure sections of the website.

English Language Proficiency Assessment – Alternate ACCESS

All ELs with the most significant cognitive disabilities must participate in an annual ELP assessment. Students who take or are expected to take the NMAPA can be administered the Alternate ACCESS if this is written in the student's IEP and as long as the student meets WIDA's Participation Criteria; please see the following link.

Alternate ACCESS is a large-print, paper-based, individually administered ELP assessment to students in grades 1-12, who are identified as ELs with the most significant cognitive disabilities who also take or are expected to take the NMAPA. Alternate ACCESS is thus designed for ELs who have disabilities that prevent them from meaningfully participating in ACCESS for ELLs Online or Paper. Alternate ACCESS meets U.S. federal requirements for monitoring and reporting ELs' progress toward ELP under the Individuals with Disabilities Education Act of 2004 (IDEA) and Every Student Succeeds Act (ESSA).

Alternate ACCESS tests student's language in four domains: Listening, Reading, Speaking, Writing. Test scores can be used to inform instruction and monitor progress of ELs in a school or district. The student's ELP is determined by his or her receptive language skills, which include listening and reading domains, as well as by the student's expressive language skills, which include speaking and writing domains. Once an EL student achieves an overall composite score of P1 or higher on this assessment, the student is considered proficient in English (achieving RFEP status) and will no longer be assessed using the Alternate ACCESS. The overall composite score is calculated by combining the four domain tests according to the following weight: 35% Reading; 35% Writing; 15% Listening; and 15% Speaking.

Academic Achievement Assessment

All EL students must participate in the New Mexico's statewide student assessment program. Students who have been in US schools for fewer than three consecutive years must participate in the state assessment program in one of three ways. The student may participate in the

1. standard administration of the English language version of the assessment without accommodations;

2. English language version of the assessment with appropriate accommodations; or
3. standard administration of the Spanish language version of the assessment

Students who are enrolled **for the first year** in a US school may receive a language exemption from the standards-based assessment for the **reading subtest only**. In this situation, the student's score on the ACCESS for ELLs assessment, if available, will be substituted for the reading subtest and will count toward the district or school's required 95 percent participation rate. Please note, the statewide assessment in English language arts is a content assessment, not an ELP assessment; thus the results are not interchangeable.
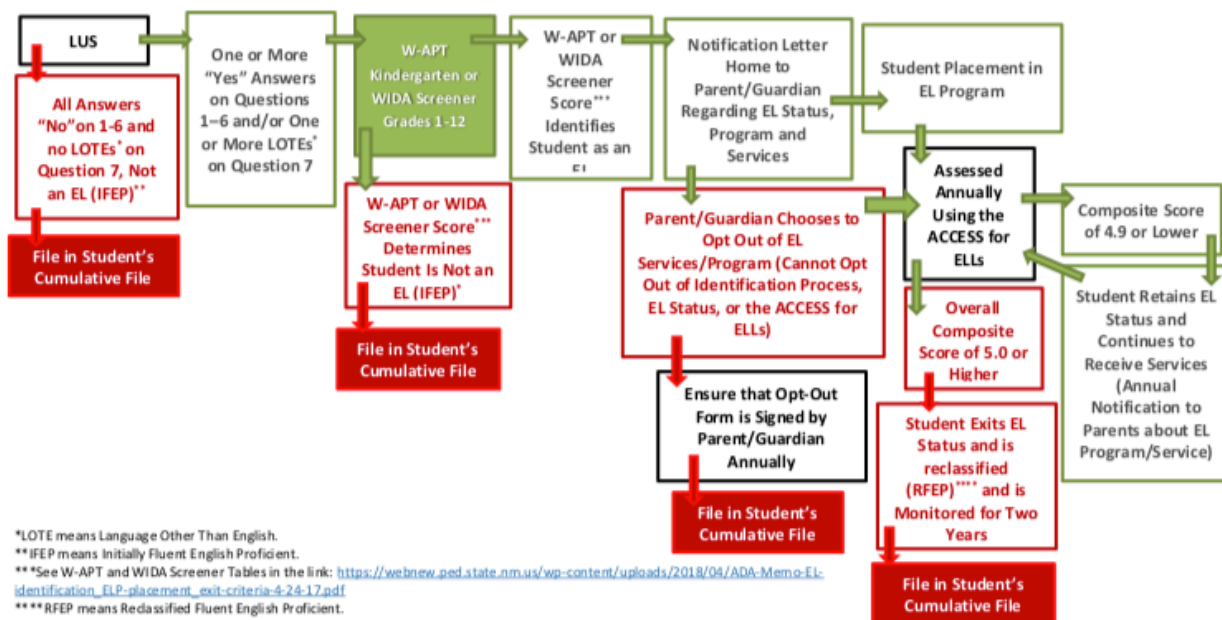
Testing Accommodations for English Learners

As stated in state regulation 6.29.1.9.M "...districts and charter schools shall provide accommodations to English language learners after consideration of their appropriateness for the individual student." Appropriate accommodations to EL students must be decided by a school-based team, which consists of at least three members from the school staff. The accommodations have to be based on what is used daily in the classroom and must be determined on a case-by-case basis and **justified by data** including the student's ELP level in each of the four domains of language, annual review of the student's progress to attain ELP, the primary language of instruction used in the content area to be assessed, the length of time that the student has received instruction in that language, as well as the grade level of the student. The accommodations must be documented and kept in the student's cumulative file.

ENTRY CRITERIA

The target population for the ESL program is defined in terms of each student's competency level in English. Any student who is classified within Levels 1-4, as outlined below, should be provided English as a Second Language Instruction.

Language Usage Survey Process Map (New student, no LUS on file)


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LUS → One or More "Yes" Answers on Questions 1–6 and/or One or More LOTEs* on Question 7 → W-APT Kindergarten or WIDA Screener Grades 1-12 → W-APT or WIDA Screener Score*** Identifies Student as an EL → Notification Letter Home to Parent/Guardian Regarding EL Status, Program and Services → Student Placement in EL Program

All Answers "No" on 1-6 and no LOTEs* on Question 7, Not an EL (IFEP)**
    File in Student's Cumulative File

W-APT or WIDA Screener Score*** Determines Student Is Not an EL (IFEP)*
    File in Student's Cumulative File

Parent/Guardian Chooses to Opt Out of EL Services/Program (Cannot Opt Out of Identification Process, EL Status, or the ACCESS for ELLs)
    Ensure that Opt-Out Form is Signed by Parent/Guardian Annually
        File in Student's Cumulative File

Assessed Annually Using the ACCESS for ELLs → Composite Score of 4.9 or Lower → Student Retains EL Status and Continues to Receive Services (Annual Notification to Parents about EL Program/Service)

Overall Composite Score of 5.0 or Higher → Student Exits EL Status and is reclassified (RFEP)**** and is Monitored for Two Years → File in Student's Cumulative File
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*LOTE means Language Other Than English.
**IFEP means Initially Fluent English Proficient.
***See W-APT and WIDA Screener Tables in the link: https://webnew.ped.state.nm.us/wp-content/uploads/2018/04/ADA-Memo-EL-identification_ELP-placement_exit-criteria-4-24-17.pdf
****RFEP means Reclassified Fluent English Proficient.

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Serving English Learners LCB Technical Assistance Manual

Registration and Identification

Turquoise Trail Charter School District students' registration is conducted through our registration process in the main office. All registering students (including ELL) must present a complete the Home Language Survey within the Turquoise Trail School District. In accordance with state and federal laws, no ELL student will be subject to scrutiny that is not part of the normal enrollment process.

Individuals answering any question of the Home Language Survey with a response of a language other than or in addition to English will result in the student being given a formal English language proficiency screening assessment provided by our district's ESL teachers to determine if ESL placement and instruction is needed.

Screening Assessment and ESL Placement

A student identified as an ESL (Primary Home Language other than English) will be evaluated by an ESL teacher using the W-APT Test (Grades K-12) and the Idea Proficiency Test (IPT) in kindergarten only to determine ESL instructional level placement.

ESL students shall be placed in a grade level that is appropriate according to educational experience and their age. Any deviation from an age-appropriate placement shall be based on factors other than proficiency in the English language. Principals or designees will notify parents of their child's participation in the ESL program. Progress is monitored on an on-going basis to assess students' current instructional needs.

ESL Levels and Teaching Strategies

Upon analysis of the language screening assessment results, the ELL who is categorized using one of the levels listed below will be provided instruction in the ESL program.

PreK - K

ELD Standard 1: Social and Instructional Language, Formative Framework   WIDA CONSORTIUM   NMPED

	Example Topics	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Music & movement	Mimic musical beats or movements modeled by teachers in a whole group (e.g., hop, hop, jump; one clap, two claps)	Respond to chants based on illustrations using gestures, movement or instruments modeled by teachers in a whole group	Respond to songs based on illustrations using gestures, movement or instruments modeled by teachers in a whole group	Interpret songs, (e.g., melodies from diverse cultures) based on illustrations through movement or playing of instruments in small groups or whole class	Follow lyrics of songs and respond accordingly in small groups or whole class (e.g., "Put your right foot in…")
SPEAKING	Spatial relations	Repeat answers to questions about position or location of real-life objects or persons (e.g., "Where's Maria? Here.")	Answer questions or commands about position or location of real-life objects or persons using relational words (e.g., "Where's the bunny? Over there.")	Relate position or location of real-life objects or persons using phrases (e.g., "under the table," "on the floor," "in the corner")	Indicate contrasting or opposite position or location of real-life objects or persons using phrases or short sentences (e.g., "The ball goes up. The ball comes down.")	Describe position or location of real-life objects or persons using sentences
READING	Hygiene & safety	Identify environmental print related to hygiene or safety around classroom or school (e.g., washrooms, fire extinguisher) in L1 or L2	Find real-life objects or pictures related to hygiene or safety that match environmental print around classroom or school (e.g., labels for soap, sink) in L1 or L2	Identify icons, symbols and words related to hygiene or safety found in environmental print or pictures around classroom or school in L1 or L2	Connect environmental print or pictures related to hygiene or safety to teacher reading of illustrated books in L1 or L2	Share "oral reading" of illustrated books related to hygiene or safety with a partner
WRITING	Games	Produce drawings of familiar games from home or school based on class models using language experience in L1 or L2	Describe familiar games from home or school based on class models using language experience in L1 or L2	Tell how to play familiar games from home or school based on class models using language experience in L1 or L2	Depict stories about familiar games from home or school with the class using language experience in L1 or L2	Create class books about games from home or school using language experience in L1 or L2

Level 6 - Reaching

	Example Topics	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Recreational objects & activities	Identify recreational objects (e.g., balls, swings) from pictures (e.g., of school, playground or park scenes) as directed orally	Follow one-step oral directions from pictures of recreational objects used in activities and oral statements	Follow two-step oral directions pertaining to use of recreational objects in activities from pictures and oral descriptions (e.g., "Pick up the ball. Then give it to a friend.")	Indicate use of recreational objects in activities from pictures and complex oral directions (e.g., "Show me how to pass the ball from person to person.")	Simulate playing activities according to pictures and sequential oral descriptions (e.g., "Make two rows. Choose a friend. Have the friend go between the rows.")	Level 6- Reaching
SPEAKING	Social behavior	Repeat polite words or expressions when modeled (e.g., "Please" and "Thank you") in short dialogues	Make polite requests from models or gestures (e.g., "Please sit down.")	Use polite language in conversations (e.g., role play, telephone talk)	Give compliments, offer apologies or express gratitude within conversations	Adapt polite language to social situations appropriate to audience	
READING	Classroom	Pair shapes of words related to illustrated classroom objects with print versions	Match labeled pictures of familiar objects to those in illustrated classroom scenes (e.g., "Here is a picture with a word inside. Find the same word.")	Associate initial sounds or letters of illustrated classroom objects with words in print	Distinguish letters, words and sentences in illustrated classroom scenes	Identify words or phrases within illustrated classroom scenes	
WRITING	Routines	Trace, copy or depict daily routines in drawings	Reproduce initial letters associated with daily routines from labeled drawings or illustrated models	Label pictures of daily routines from illustrated models using words with invented spellings	Describe daily routines from illustrated models using words and phrases with invented spellings	Compose notes about daily routines using phrases or short sentences with invented spellings	

ELD Standard 1: Social and Instructional Language, Summative Framework

WIDA CONSORTIUM   NMPED

PreK - K   3

WIDA CONSORTIUM

Example Topics and Genres: Content Related to New Mexico's English Language Development Standards

NMPED

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
Example Topics • Classroom & school rules • Everyday objects • Feelings & emotions • Following directions • Interests, opinions & preferences • Leadership & team skills • Leisure activities • Likes, dislikes & needs • Personal correspondence • Personal information • School areas, personnel & activities • Sharing/Cooperation • Social acceptance & understanding • Technology knowledge	**Example Genres** • Fiction (literary text) • Folktales • Non-fiction (expository text) • Pattern books/ Predictable books • Poetry **Example Topics** • Compound words • Elements of story • Homophones • Phonemic awareness • Phonics • Rhyming words • Role play • Sequence of story • Spatial relations • Story elements • Story telling • Word families	**Example Topics** **Number & Operations** • Basic operations (addition & subtraction) • Estimation • Money • Number sense • Place value • Quantity • Whole numbers **Algebra** • Patterns • Quantitative & qualitative change **Geometry** • Capacity • Shapes • Space & location • Symmetry • Two- & three-dimensional shapes **Measurement** • Size • Standard & metric measurement tools • Time (digital & analog) • Weight **Data Analysis & Probability** • Graphs • Interpretation of data • Predictions based on data	**Example Topics** **Science as inquiry** • Scientific method **Physical science** • Chemical & physical attributes • Force & motion • Gravity • Light • Magnetism • Sound **Life science** • Animals • Body parts/functions • Life cycles • Living/Non-living things • Organisms & environment • Plants • Senses **Earth & space science** • Astronomy • Earth & sky • Solar system • Water cycle • Weather • Weathering & erosion **Science in personal & social perspectives** • Health • Natural resources • Renewable & non-renewable resources **History & nature of science** • People as scientists	**Example Topics** **Civics** • Citizenship • Community workers • Families & responsibilities • Jobs & careers • Neighborhoods & communities **History** • Artifacts of the past • Cultural heritage • Historical figures & leaders • Indigenous peoples, cultures & natural resources • Time & chronology **Economics** • Money & banking • Products in the marketplace **Geography** • Homes & habitats • Land forms/Bodies of water • Representations of the earth (maps & globes) • Seasons • Use of resources & land **Sociology** • Celebrations/Customs • Conflict resolution • Cooperation • Cross-cultural awareness • Gender • Race • Special needs • Trust & respect

Grades 1-2   13

ELD Standard 1: Social and Instructional Language, Formative Framework

WiDA CONSORTIUM | NMPED

	Example Topics	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Following directions	Follow oral directions according to simple commands using manipulatives or real-life objects (e.g., "Show me your paper.")	Follow oral directions according to complex commands using manipulatives or real-life objects (e.g., "Put the cubes in a row across the paper.")	Follow oral directions by comparing them with visual cues, nonverbal cues or modeling (e.g., "Fold the paper in half. Then place it on your table the long way.")	Follow oral directions without visual or nonverbal support and check with a peer (e.g., "Put your name on the top line of the paper.")	Follow a series of oral directions without support (e.g., "Put your name on the left-hand side of the paper. Then put the date on the right-hand side.")	Level 6- Reaching
SPEAKING	Likes, dislikes & needs	Answer yes/no or choice questions about likes or dislikes with a partner in L1 or L2 (e.g., "Do you like school?")	Share likes, dislikes or needs with a partner in L1 or L2	Paraphrase or combine likes, dislikes or needs with a partner (e.g., "She likes cake and ice cream.") in L1 or L2	Give reasons for likes, dislikes or needs with a partner (e.g., "I like _____ because...") in L1 or L2	Convince a partner to share your likes, dislikes or needs in L1 or L2	
READING	Leisure activities	Match icons or pictures to same on board games or other leisure activities with a partner	Place labeled pictures with corresponding pictures on board games or other leisure activities with a partner	Respond to words or phrases on board games or other leisure activities by carrying out actions with a partner	Carry out directions according to a series of sentences for board games or other leisure activities with a partner	Follow grade-level written directions for board games or other leisure activities	
WRITING	Feelings & emotions	Draw or orally dictate personal experiences involving feelings and emotions in L1 or L2 from pictures or photographs	Label personal experiences involving feelings and emotions in L1 or L2 using pictures or photographs	Produce phrases or sentences about personal experiences involving feelings and emotions in L1 or L2	Maintain diaries or journals of related sentences about personal experiences involving feelings and emotions in L1 or L2	Compose illustrated stories based on personal experiences involving feelings and emotions	

WiDA CONSORTIUM | **Example Topics and Genres: Content Related to New Mexico's English Language Development Standards** | NMPED

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
Example Topics	**Example Genres**	**Example Topics**	**Example Topics**	**Example Topics**
• Assignments	• Biographies & autobiographies	**Number & operations**	**Science as inquiry**	**Civics**
• Classroom supplies/ Resources	• Fables	• Basic operations (Multiplication	• Scientific method	• Branches of government
• Following directions	• Fairy tales	& Division)	**Physical science**	• Communities
• Health & safety	• Fantasies	• Decimals	• Electricity	• Needs of groups, societies & cultures
• Information gathering	• Folklore	• Fractions	• Energy sources	• U.S. documents
• Leadership & team skills	• Informational texts	• Large whole numbers	• Heat	**History**
• Leisure activities	• Legends	• Percent	• Magnetism	• Ancient civilizations
• Opinions	• Mysteries	• Place value	• Simple machines	• Colonization
• Personal experiences	• Myths	• Strategies for problem solving	• States of matter	• Explorers
• Personal information	• Narratives	**Algebra**	**Life science**	• Historical events, figures & leaders
• Rules & procedures	• Prose	• Algebraic expressions	• Body systems	• Prehistoric animals
• Social acceptance & understanding	• Science fiction	• Patterns & relationships	• Cells & organisms	• State history
• Technology knowledge	• Tall tales	• Quantitative relationships	• Ecosystems	• Times long ago
	Example Topics	**Geometry**	• Foods & nutrition	• Tools & artifacts
	• Affixes & root words	• Angles	• Forces of nature	**Economics**
	• Comprehension strategies	• Area	• Fossils	• Goods & services
	• Conventions & mechanics	• Attributes of two- & three-dimensional shapes	• Living systems	• Resources & products
	• Editing & revising	• Perimeter	• Reproduction & heredity	• Trade routes
	• Explicit & inferential information	• Polygons	**Earth & space science**	**Geography**
	• Fact or opinion	**Measurement**	• Geological forms	• Immigration/Migration
	• Fluency strategies	• Cost/Money	• Natural resources	• Legends & scales
	• Hyperbole	• Metric & standard systems	• Solar system	• Maps & globes/Locations
	• Main ideas/Details	• Scale	• Weather patterns	• Neighbors North & South
	• Organization of texts	**Data Analysis & Probability**	**Science & Technology**	• Topography: rivers, coasts, mountains, deserts, plains
	• Phonemes/Phonology	• Data analysis	• Technological design	• U.S. regions
	• Points of view	• Descriptive statistics	**Science in personal & social perspectives**	**Sociology**
	• Story elements & types of genres	• Possible outcomes	• Ecology & conservation	• Conflict resolution
	• Story grammar	• Sets	**History & nature of science**	• Cooperation
	• Text structure & organization		• Earth history/Materials	• Cross-cultural experiences
			• Nature	• Gender
				• Race
				• Special needs
				• Trust & respect

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	Example Topics	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Classroom supplies/ Resources	Identify materials needed to complete tasks from realia and oral commands and check with a partner (e.g., "Take out a number 2 pencil.")	Select materials or resources needed to complete tasks based on realia and compound sentences and check with a partner (e.g., "You need your activity sheet and math book.")	Match materials or resources needed to complete tasks with their uses based on realia and oral directions and check with a partner	Sequence use of materials or resources needed to complete tasks based on realia and oral directions and check with a partner	Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., "I may need to change my answer. Which kind of writing tool would be best?")	**Level 6- Reaching**
SPEAKING	Information gathering	Seek assistance from peers or teachers to gather information (e.g., for assignments) in L1 or L2	Respond to questions from peers or teachers about information gathering (e.g., finding meaning of words) in L1 or L2	Ask questions to obtain information to share with peers in L1 or L2	Clarify information by restating or rephrasing ideas to peers in L1 or L2	Offer specific information that supports ideas with peers	
READING	Personal experiences	Identify words or phrases related to self or personal experiences from illustrated text or word/phrase walls	Make predictions from illustrated text using prior knowledge or personal experiences	Confirm predictions based on prior knowledge or personal experiences from illustrated text	Compare/contrast personal experiences with those in illustrated text	Evaluate validity of information in grade-level text based on personal experiences	
WRITING	Health & safety	Draw, label or list substances or objects around school, home or community related to health or safety from visuals in L1 or L2	Describe health or safety practices around school, home or community from visuals (e.g., pedestrian safety) in L1 or L2	Sequence health or safety procedures or practices at school, home or community from visuals (e.g., fire or disaster drills, accidents on the playground) in L1 or L2	Provide examples and strategies for maintaining health or safety at school, home or community from visuals in L1 or L2	Create pieces (e.g., brochures or newsletters) about safety or health issues with classroom, school, home or community examples	

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Example Topics and Genres: Content Related to New Mexico's English Language Development Standards

NMPED

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
Example Topics • Assignments/Research • Character development • Instructions/Assignments • Leadership & team skills • Resources & supplies • School behavior • School life • Social acceptance & understanding • Social interaction • Technology knowledge • Use of information • Use of multiple resources • Use of register	**Example Genres** • Adventures • Ballads • Editorials • Historical documents • Human interest • Mythology • Poetry/Free verse • Science fiction • Technical texts **Example Topics** • Alliteration • Author's purpose • Biographies • Comprehension strategies • Dialogue • Editing • Figures of speech • Literacy devices • Metaphors & similes • Multimedia • Multiple meanings • Personification • Synonyms & antonyms • Test-taking strategies • Word origins	**Example Topics** **Number & Operations** • Decimals • Estimation • Factors • Fractions • Integers • Multiplication & division • Percent • Rational, irrational • Square root • Whole & real **Algebra** • Algebraic equations • Linear relationships • Patterns • Ratio & proportion **Geometry** • Area, volume & circumference • Complex two- & three-dimensional figures • Geometric relations • Line segments & angles • Parallel lines • Perimeter **Measurement** • Metric & standard units **Data Analysis & Probability** • Data interpretation & statistics • Data sets & plots • Measures of central tendency (mean, median, mode, range) • Probability	**Example Topics** **Science as inquiry** • Scientific method **Physical science** • Atoms & molecules • Chemical building blocks • Elements & compounds • Forms of energy • Light • Matter & energy • Motion & force • Sound **Life science** • Bacteria to plants • Body systems & organs • Reproduction **Earth & space science** • Climate/Temperature change • Climate zones • Comets & meteorites • Solar system • Universe: stars & planets • Water **Science & technology** • Scientific tools or instruments • Web research **Science in personal & social perspectives** • Natural disasters • Personal health • Populations, resources & environments • Science & technology in society **History & nature of science** • Scientific inventions or discoveries	**Example Topics** **Civics** • Bill of Rights • Civic rights & responsibilities • Forms & organization of government • Freedom & democracy • U.S. Constitution **History** • American history • Ancient/Medieval civilizations • Civil wars • Colonization • Revolution • Slavery • State History • World History **Economics** • Agriculture • Economic trends • Human resources **Geography** • Countries & continents • Longitude/Latitude/Time zones • Maps **Sociology** • Conflict resolution • Cooperation • Cultural perspectives & frames of reference • Gender • Race • Special needs • Trust & respect

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	Example Topics	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Character development	Point out school behavior from gestures or illustrations and oral statements with a partner (e.g., in class, on the playground, in gym class, on the bus)	Identify examples of school etiquette based on gestures or illustrations and oral descriptions with a partner (e.g., turn-taking)	Interact in social and cultural school situations to depict character development based on oral descriptions in small groups (e.g., in the lunchroom)	Role play school situations involving character development based on oral descriptions in small groups (e.g., succumbing to peer pressure)	Interpret oral scenarios or readings on character development through role play or dramatization	Level 6- Reaching
SPEAKING	Social interaction	Respond to and offer greetings, compliments, introductions or farewells with teachers or peers in L1 and L2	Ask questions or exchange information with teachers or peers in L1 and L2	Initiate or engage in conversation with peers or in small groups	Initiate, respond to or clarify meaning of idiomatic expressions, slang or nuances in conversation with peers	Express or respond to humor or sarcasm in conversation	
READING	Use of multiple resources	Search for topics on websites, in libraries or other sources with a partner from a list	Classify topics identified on websites or other sources (e.g., class-generated list) with a partner	Sort information on topics of choice gathered from multiple sources with a partner	Arrange information on topics of choice gathered from multiple sources in logical order with a partner	Confirm or rearrange information after re/reading of topics of choice gathered from multiple sources	
WRITING	Use of register	Respond to requests or invitations supported visually using words and polite phrases	Respond to or initiate correspondence (e.g., e-mail, messages, postcards or notes) to friends or siblings using informal register	Respond to or generate text (e.g., suggestions, announcements, journal entries, complaints, apologies or thank yous) within the school context using semi-formal register	Respond to teachers (e.g., feedback from journals) or complete assignments using formal register	Produce a variety of writing forms using register appropriate to audience	

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EXIT CRITERIA

The exit criteria provided below for English Language Learners (ELLs) represents valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program. In order to meet the required State exit criteria for New Mexico's English language instructional programs for ELLs, LEAs must use both of the required exit criteria listed below. In addition, LEAs must ensure that students meet one of the two additional exit criteria provided below to exit from an English language instructional program: Required Exit Criteria:

English Learner Status and Reclassification (NMPED information)

If a student is not yet proficient in English, as measured by the W-APT or the WIDA Screener, the student is classified as an EL. The student must take the department approved annual English language proficiency (ELP) assessment, ACCESS for ELLs, annually until s/he achieves an overall composite score of 5.0 or higher, at which point the student is no longer classified as an EL.. ELs with the most significant cognitive disabilities who also take the New Mexico Alternate Performance Assessment

(NMAPA), exit EL status when they earn a P1 or higher composite overall score on the annual Alternate ACCESS for ELLS (Alternate ACCESS) assessment.

With an overall composite score of 5.0 or higher on the ACCESS for ELLs or overall composite score of P1 or higher on the Alternate ACCESS, the student is considered proficient in English. Per 6.29.5.12 NMAC, the former EL's English proficiency status must be changed to reclassified fluent English proficient (RFEP) and the student must be monitored for two years to ensure that s/he succeeds academically. After scoring proficient, RFEP students must **no longer** be assessed for ELP on the ACCESS for ELLs assessment**.**

For resources and tools, including sample forms, for monitoring the academic progress of RFEPs, please see the EL Toolkit, chapter 8, in the link below.

http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf

If an RFEP student is not making the expected academic progress, please see section on Reentering an RFEP Student into EL Status on page 19 of this TAM under the Response to Intervention (RtI) Framework.

Parent notification of a student's EL status must be provided no later than 30 days after the beginning of the school year (6.29.5.11 NMAC and ESSA, Section 1112(e)(3)(A)) or within two weeks if the student enrolls after the start of the school year.