

Revere Public Schools

The English Language Learner and the ELL Program Mission

An English Language Learner (ELL) is someone who:

- Was not born in the United States and whose native language is not English; or
- For the above reason, is not currently able to perform ordinary classroom work in English.

ELL Mission Statement:

The mission of the ELL program is to help students from other language backgrounds learn and use English effectively, succeed academically, and become productive, contributing citizens while continuing to cherish their cultural heritage.

Why is the ESL Program Required?

To ensure that English Language Learners are receiving the necessary support in order to succeed and access the same curriculum as their peers.

Questions and Answers concerning English Language Learners

1. Must an ELL student be born outside of the country?

No. An ELL child may have been born in the United States but the child's first language may not be English.

2. How do the districts identify English Language Learners?

By the registration process which includes completion of a HOME LANGUAGE SURVEY.

3. What must a parent write on the H.L.S. which indicates that the child is ELL?

By answering that a language other than English is spoken in Questions 1-5, the child will be assessed to see whether the child is ELL and in need of ELL support.

4. What happens at the Parent Information Center?

The registration process begins. A child will be tested using an initial English Proficiency Assessment test.

5. What initial assessment tests are administered at the Parent Information that may identify a student as an English learner?

W-APT (WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system.

6. What is the next step?

If the W-APT assessment indicates that the child is Limited English Proficient (ELL) in all areas (speaking, listening, reading and writing) then the child will be designated as ELL.

7. What happens after the child is designated as ELL?

The child will receive ELL/ESL support at his/her school.

8. What must the ESL/SEI support look like?

ELL students must be placed in classrooms where teachers meet all state qualifications to teach ELLs.

9. What is the program model?

The program model is Sheltered English Immersion.

10. What are the components of SHELTERD ENGLISH IMMERSION?

There are two components, Sheltered Content Instruction and English as a Second Language.

11. What are the differences between the two components?

Sheltered Content Instruction: ELL students receive the same instruction as their peers but with the classroom teacher using sheltered instruction strategies that help ELL students acquire content standards.

ESL/ELL Instruction: Focus is on English Language Development (listening, speaking, reading, and writing skills).

12. Who is qualified to teach ELL students in an SEI classroom setting?

Teachers need to be certified in their subject matter, and possess the training necessary to teach ELLs. Teachers must have an SEI endorsement from the Department of Elementary and Secondary Education (DESE)

13. How does a teacher become qualified to teach ELLs in an SEI Classroom setting?

By participating successfully in and implementing the knowledge and the strategies of the DESE RETELL course (Rethinking Equity in the Teaching of English Language Learners)

14. How much ESL instruction must an ELL student receive? The recommended periods of ESL instruction are:

Students at Level 1 and Level 2/3 Proficiency Levels: (2-3 periods per day)

Students at Level 3, 4, 5 Proficiency Levels: (1 period per day)

15. May ESL pull-out be a model?

Yes, if it meets the above criteria.

16. May an ELL child be in a classroom with an unqualified teacher?

Absolutely NOT! Submersion is not an option! RETELL requires that all teachers be qualified to teach English Language Learners.

17. What state mandated testing must and ELL student take annually?

MCAS- PARCC English, Math, Science (curriculum frameworks)

18. What other mandated testing is required?

ACCESS (Assessing Comprehension and Communication in English State-to-State).

19. Who must participate in ACCESS?

Mostly all ELLs in grades K-12 are required to participate in ACCESS listening, speaking, reading, and writing tests except for students with significant disabilities who require an alternative assessment as determined by IEP/504.

20. When is ACCESS administered?

These assessments are administered in mid-January to mid-February.

21. What does ACCESS tell us?

These assessments tell us how well an ELL student is progressing in English and in the academic/content language of Social Studies, Mathematics, and Science.

These assessments also provide an ELD Level (English Proficiency Level) for each student based on the WIDA-World Class Instructional Design and Assessment Performance.

Level 1: Entering

Level 2: Emerging

Level 3: Developing

Level 4: Expanding

Level 5: Bridging

Level 6: Reaching

22. What frameworks does ACCESS align with?

WIDA-World Class Instructional Design and Assessment and Common Core State Standards

23. What educational services are ELL students entitled to?

English Language Learners receive the same services as all other services.

24. Must notices be sent home to parents in their first language?

Yes, the district must translate notices, report cards, and handbooks in a language that parents will understand.

25. May native language be used in instructing ELL students?

Yes, for clarification and support when necessary.

26. How long does an ELL student remain in an SEI program?

Until he or she is ready to exit the program.

27. When do we know that and ELL child is ready to exit an SEI program and enter regular education classes with no language support?

ELD level based on ACCESS –English Proficiency Levels 5-6
MCAS/PARCC Results
Teacher observations: assessments, report card grades
Teacher recommendations

28. When do we reclassify ELL students as FLEP (Former Limited English Proficient)?

Anytime, but preferably in June provided they meet the above criteria.

29. What is the process?

The process begins with the ELL teacher using the Exit Review Form.

30. What happens to former ELL or FLEPs?

Former ELL/FLEPs are monitored for up to two years. Monitoring (check-in) should be done at least twice per year. If the FLEP is not succeeding in the regular education classroom then he may be reclassified as ELL.

31. May a parent of an ELL student refuse ELL/SEI services for his/her child?

Yes, but all English Language Learners must take the annual ELL assessment (ACCESS).

32. Is SEI the only program available to parents?

Yes and No. State regulations provide parents with the right to request Transitional Bilingual Education or Two-Way Dual Language program if parents believe that the SEI program is not helping their child's overall academic and English program.

The parent must visit the school, request a waiver form and it may either be accepted or rejected by the principal.

