School District of Manawa

English Learner (EL) Plan

Meeting the Needs of ALL Students

Approved by the Manawa Board of Education on

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Procedure for Identifying Incoming EL Students

- Families complete the Enrollment Form, including the Home Language Survey (HLS).

- All Home Language Surveys are sent to the EL Coordinator.

- When a language other than English is indicated, the EL Coordinator sends the Home Language Survey to building principal. Hard copy will be filed in the cumulative folder when the identification process is complete. All other Home Language Surveys are sent to building secretaries to be filed in students' cumulative folders.

- EL Coordinator researches student's cumulative folder for EL information. (i.e. previous Home Language Surveys, previous placements or servicing, previous assessments, forms written in another language, student's previous school is not in the USA)

- EL Coordinator consults previous assessments when questionable information is found.

If a Language Proficiency Level is found:	If a Language Proficiency is NOT found:
- If a current ACCESS score of 1.0-5.9 does exist the EL Coordinator will designate the student as requiring appropriate EL services *(if a student in grades 4-12 has a current ACCESS score of 5.0-5.9 and there are school records to support academic success, the EL coordinator will proceed with the manual reclassification process).* - EL Coordinator will contact parent/guardian to review language results and EL services. - EL Coordinator places the original copy of Parent Approval Form or Refusal of Services Form in the student's cumulative folder in the main office. - EL Coordinator will update Skyward. - EL Coordinator uses results from current ACCESS scores to write Language Development Plan (LDP) for appropriate services. - The EL Coordinator will update the building principal regularly of students identified for EL services and for those students not qualifying for services.	- EL Coordinator contacts parents/guardians to discuss student's educational and language background either before or after screener as appropriate. - If there is not a current ACCESS score, the EL Coordinator will conduct a WIDA MODEL (Kindergarten) or W-APT screener to determine the student's present English language proficiency level. - Parent or guardian will meet with the EL Coordinator to review language results and EL services. - EL Coordinator will place the original copy of Parent Approval Form or Refusal of Services Form and screener in the student's cumulative folder in the main office. - EL Coordinator will update Skyward. - EL Coordinator uses results from screeners or current ACCESS scores to write a Language Development Plan (LDP) for appropriate services. - The EL coordinator will update the building principal regularly of students identified for EL services and for those students not qualifying for services.

EL Screening Process

All new registrants who are potentially Limited English Proficient (LEP) and have no previous Language Proficiency will be screened. The School District of Manawa utilizes the WIDA MODEL or W-APT. The WIDA MODEL is used for Pre-K, Kindergarten and first semester 1st grade students.   The W-APT assesses students in second semester 1st grade -12th grade. This screening is to be completed within 30 days if at the beginning of school in September, or 14 days after September 30. (DPI—ESEA bulletin number 07.01)

- Based on information gathered during the identification process, the EL Coordinator will screen potentially LEP students.

- The EL Coordinator will ensure the district has the necessary screening materials available.

- The EL Coordinator will be trained to administer screeners.

- Upon completion of the screener, the EL Coordinator fills out the composite score calculation.

- EL Coordinator will reference WIDA.us score calculator.
    - If the student scores below a 5.1 the student the student is most likely eligible for services. In some cases, more information is needed before eligibility can be determined.
    - If the student scores a 5.1 or above on the screener, it should be noted that the student is not Limited English Proficient and does not qualify for services.

- The principal is informed of the screening results.

- EL Coordinator will file all results in Skyward.

EL Placement

Age Appropriate Placement

EL students will be placed in an age appropriate setting. There is a normal age range when placing students at grade level. The following table shows that range.

Grade	Normal Age Range	Maximum Age Range
K	5-6	7
1	6-7	8
2	7-8	9
3	8-9	10
4	9-10	11
5	10-11	12
6	11-12	13
7	12-13	14
8	13-14	15
9	14-15	16
10	15-16	17
11	16-17	18
12	17-18	19-21

A student should not be retained if such retention will result in the student attaining an age **above** the stated maximum.   Retention of students within normal age ranges should be based on developmental progress rather than language or   academic achievement

"Retention of students in grade "solely based on language" is considered a civil rights violation by OCR (Office for Civil Rights, US ED) and runs counter to research on best practices for these students."

Tim Boals, WI DPI

Referrals of EL Students to Other Programs School-based Programs and Extracurricular Activities

In the School District of Manawa, students identified as English Learners (ELs) are full-fledged members of their respective school communities. ELs are provided equal access to the full range of district programs, including, but not limited to, special education, Title 1, and all non-academic and extracurricular activities. The district encourages all students, including those identified as English Learners, to become involved in extracurricular and non-academic

activities, such as sports, clubs, and organizations. None of these may discriminate based on language.

Application Process for School-Based and Extra-Curricular Activities

At times, the district will offer special opportunity programs or activities to its students. The district assures that the application process and selection for these programs will not be dependent on a student's proficiency in English.

Special Education

The School District of Manawa does not place any student in a special education program based on his/ her English proficiency. The guidelines for special education are the same for both EL and non-EL students in accordance with the Individuals with Disabilities Act. When necessary, arrangements may be made for translators to assist with testing when it is determined that a special education evaluation is appropriate and the student's level of English proficiency would not yield reliable test results. English Learners identified as special education students may continue to receive EL services as determined by the student's IEP. EL modifications and accommodations would be made in the regular classroom by the regular classroom teacher. Special education services would be provided by appropriately qualified special education teachers.

Special Programs and Related Services

EL students will receive equal access to all district special opportunity programs. These programs include, but are not limited to Title I and at-risk programming, literacy coaches, speech and other forms of special education, vocational and technical courses, and all extracurricular and nonacademic activities available to other students. The district assures that the selection or application process for special opportunity programs will not rely solely on measures of English language proficiency. The School District of Manawa will seek to provide assistance necessary for effective participation by EL students in these programs.

Assessment

Screeners
W-AAPT and WIDA Model (Kindergarten) are the screener tests used to determine the student's English language proficiency level.

ACCESS for ELLs 2.0
ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. It is given annually to monitor students' progress in acquiring academic English.

The ACCESS test is administered during strict time parameters determined by the Wisconsin department of Public Instruction. Students' in grades 1-12 complete the test in the online format, while the kindergarten and Alternate ACCESS for ELLs are completed in paper format.

ACCESS for ELLs 2.0 Online administration allows for students in multiple grade-level clusters and tiers to be within the same group for ease of administration. See below for exceptions to this.

Can administer together:	Exceptions (Must Administered Separately)
Same domain, different grade-level clusters and tiers • Ex: During the Writing test session, students taking either Tier A and Tier B/C and/or students from Grade-level clusters 4-5 and 6-8 can be together.	Speaking Pre Tier A • Administer separately from students taking the Tier A and Tier B/C Speaking tests.
Writing domain, students who keyboard and handwrite in booklets	Writing 1 and 2-3 • Cannot be combined with Writing test sessions for Grades 4-5, 6-8, and 9-12. • Must be separated into test sessions by both grade-level cluster and tier (e.g. Grade 1 Tier A, Grade 1 Tier B/C, Grades 2-3 Tier A, and Grades 2-3 Tier B/C).
	Kindergarten • All individually administered.
Test domains should not be combined into one test session. For example, the Listening test should be administered in a different test sessions than the Reading, Writing, or Speaking test.	

The image below outlines the Tier Placement Protocol educators use in assigning tiers with ACCESS for ELLs 2.0. It is important to note that while the Tier Placement Protocol is defined by three tiers, within the Speaking domain you will only see two potential tiers: A and B/C. The criteria below still encompass all relevant information regarding tier placement for the Speaking domain as well as the Listening, Reading, and Writing domains.

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching

TIER A is most appropriate for English language learners who:
- have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR
- currently receive literacy instruction ONLY in their native language, OR
- have recently tested at the lowest level of English language proficiency

TIER B is most appropriate for English language learners who:
- have social language proficiency and some, but not extensive, academic language proficiency in English, OR
- have acquired some literacy in English though have not yet reached grade level literacy

TIER C is most appropriate for English language learners who:
- are approaching grade level in literacy and academic language proficiency in the core content areas, OR
- will likely meet the state's exit criteria for support services by the end of the academic year

EL Expectations and Teaching Suggestions by English Proficiency Level

Level One Students (ENTERING):
- Have a few isolated English words and expressions
- Produce words, phrases, or chunks of language when presented with one-step commands, directions, wh- questions, or statements with visual graphic support
- Are in a silent period of infrequent verbal communication, during which they are working to make sense of a new language, culture, and educational setting
- Benefit from an accepting and encouraging environment
- Benefit from one or two same-sex buddies who can show them how to adjust to the new school environment
- Benefit from the use of visuals, pantomime, and hands-on activities, which will provide them ways to be active participants in class activities

Level Two Students (BEGINNING):
- Function in conversational and academic English with hesitancy and difficulty
- Understand only parts of lessons and simple directions
- Produce phrases or short sentences
- Have pre-emergent or emergent skills in reading and writing English
- Are significantly below grade level in ability to function in English
- Understand only some spoken English that deals with subjects they are already familiar with
- May become frustrated with their own rate of English language acquisition and may appear to be uncooperative
- Benefit from an accepting and encouraging environment
- Benefit from much visual support in instruction (think stick figures)
- Benefit from teachers who model and encourage correct usage in a positive way
- Benefit from teachers who avoid the use of idiomatic language

Level Three Students (DEVELOPING):
- Speak and understand "hallway" and academic English with decreasing hesitancy and difficulty
- Produce expanded sentences in oral interaction or written paragraphs
- Are developing reading and writing skills (which probably lag behind listening and speaking skills)
- Are often thought to have better comprehension than is the case
- May be reluctant to ask the questions they need to ask from a desire to fit in and not appear needy
- Still face a significant challenge when learning academic vocabulary
- Benefit from assistance when demonstrating academic knowledge in content areas
- Benefit from significant support to acquire knowledge in the content areas

Level Four Students (EXPANDING):
- Speak and understand conversational English without apparent difficulty
- Continue to acquire reading and writing skills in content areas
- Still need assistance to achieve grade level expectations in the reading and writing skills in many content areas
- Still have difficulty reading between the lines
- Are challenged by complex sentence structure and specialized vocabulary
- Will often have difficulty with usage variations and idiomatic language
- Benefit from continued support in acquiring the language skills and specialized vocabulary needed to succeed in the content areas
- Benefit from teachers who are sensitive to their desire to avoid the appearance of needing help

Level Five Students (BRIDGING):
- Understand and speak conversational English well

- Are nearly proficient in reading, writing, speaking, and content area skills needed to achieve grade-level expectations
- Are still refining writing skills and expanding vocabulary
- Still benefit from occasional support

Level Six Students (Formally EL):
Formerly LEP (Limited English Proficient)/ Now Fully English Proficient

A note about new arrivals: Students who are newly arrived from their home country are not only dealing with a new language and school environment, but they are also coming to terms with the loss of friends, familiar surroundings, and food (think school cafeteria). Often, they have left an extended family support network behind. Our climate may be shocking and unbearable. They may be chronically unprepared for the weather and school activities. They can exhibit and initial enthusiasm toward learning English, which might be followed by are period of moodiness, withdrawal, and lack of cooperation. They have realized how difficult it will be to learn English. They may be reluctant to ask questions because it is inappropriate in their home culture. Communication patterns in the home culture between children and adults may lead to behavior considered rude or inappropriate in mainstream US culture. Teachers can focus on modeling the behavior they would like to elicit.

Modifications & Accommodations for EL Students

The School District of Manawa will provide modifications and accommodations to identified English Learners in grades PreK-12 to assist them in achieving the overall goals of the district. The WIDA Standards, in conjunction with the Common Core State Standards, will provide the foundation for English language acquisition and the academic development of identified ELs in the district. The school district is aware that English academic language proficiency may take between five and ten years. It is understood that this time frame can be impacted by the student's previous educational and social experiences.

A number of different modifications and accommodations will combine to provide a support that meets the needs of all identified English Learners in the district. The design of each Language Development Plan (LDP) will be flexible each year according to each student's proficiency levels and needs. These modifications and accommodations include, but are not limited to:

- Use graphic organizers
- Pre-teach vocabulary
- Provide background knowledge for cultural-related topics
- Prepare note pages
- Provide study guides to organize material
- Emphasize important information after lesson
- Give directions in writing
- Use cooperative learning groups
- Provide peer tutoring
- Provide mentor tutoring
- Teach study skills
- Teach basic note taking skills
- Allow access to computerized programs
- Allow bilingual/electronic translator dictionaries
- Provide bilingual picture dictionaries at appropriate grade level
- Highlight key concepts in textbooks and/or provide modified versions of text
- Provide CD copies of books
- Use adapted or modified textbooks
- Allow and use of computer/word processing for papers
- Allow copying from book
- Adapt class worksheets – modify or shorten assignments based on ELP level
- Provide extended time for assignments
- Do not deduct for spelling and grammar errors in writing assignments
- Allow assignments to be done in a different manner (ex. Speak rather than writing or write rather than speak)
- Allow students to answer test questions orally
- Provide work banks on fill-in-the-blank tests
- Provide matching activities

- Shorten test length
- Create an alternative assignment
- Extend time for tests
- Require only selected test items
- Read test to student
- Use portfolios (body of work) to assess
- Allow test corrections
- Other modifications/accommodations based on specific student need

Transition from EL Services & Monitoring Performance

Students are exited (from the EL program) and monitored when they meet state and federal criteria as delineated in the two attached documents:
- • ESEA Information Update #07.02
- • ESEA Information Update #08.01

In order to ensure success for all exited EL program students and meet legal requirements, the EL Coordinator will monitor a student's progress in the academic areas each semester for two years after being exited from the program. On a semester basis, the monitor form will be sent to classroom and content area teachers.

If a student is experiencing academic difficulties, the EL coordinator and general education teacher(s) will provide appropriate intervention(s). If the student is continuing to demonstrate academic difficulty based on language proficiency, then a reentry meeting will be set up with the student's parents. The parents will have to sign for permission in order to receive EL services.

Appendix

PARENT/GUARDIAN HOME LANGUAGE SURVEY
ENCUESTA PARA PADRES/CUSTODIOS SOBRE IDIOMA EN CASA

Student Name *Nombre del Estudiante*	Grade *Grado Escolar*

Relationship of person completing this survey (X)
Relación de la persona completando esta encuesta (X)

Mother ☐   Father ☐   Guardian ☐   Other (specify):
Madre   *Padre*   *Custodio*   *Otro (especifique):*

Where was your child born?
¿Dónde nació su hijo(a)?

What languages are spoken at home?
¿Que idiomas se habla en casa?

What is the first language your child learned to speak?
¿Cual es el primer idioma que su hijo(a) aprendió hablar?

Has your child attended school somewhere other than the United States? (X)
¿Su hijo(a) ha asistido a la escuela en otra parte admas de los Estados Unidos? (X)

Yes ☐   Where?   How many years?   No ☐
Sí   *¿Dónde?*   *¿Cuantos años?*   *No*

Has your child attended school in the United States? (X)
¿ Su hijo(a) ha asistido a la escuela en los Estados Unidos?(X)

Yes ☐   Where?   How many years?   No ☐
Sí   *¿Dónde?*   *¿Cuantos años?*   *No*

Does your family want translation services? (X)
¿Desea recibir su familia los servicios de traducción? (X)

Yes ☐   Written translations ☐   No ☐
Sí   *Traducciones escritas*   *No*

         Oral translations ☐
         Traducciones orales

Signature of Person Completing Survey: *Firma de la persona completando la encuesta:*	Date: *Fecha:*

Return to the EL coordinator

EL Coordinator reviewed (signature) _____

Date _____

EL Program Placement Recommended   ☐ Yes   ☐ No

Cumulative Folder Review date: _____

W-APT Screener date: _____   ESL Level scored: _____

ACCESS Test date: _____   ESL Level scored: _____

Bilingual/EL Program type:

☐ No additional services   ☐ Heritage language

☐ Content area tutoring   ☐ Sheltered English instruction, content-based ELL

☐ Developmental bilingual   ☐ Instruction in English – Structured Immersion

☐ Dual language or two-way immersion   ☐ Pull-out ESL

Support Delivery Model:

☐ Inclusionary support

☐ Pull-out   ☐ Parental refusal for services

☐ Self-contained   ☐ Not applicable

Comments:

Date form processed in Skyward by the EL Coordinator: _____

After processing, this form will be sent to the school secretary to be filed in the student's cumulative folder.

Return to the EL coordinator

School District of Manawa

"Students Choosing to Excel, Realizing their Strengths"

800 Beech Street | Manawa, WI 54949 | (920) 596-2525
District Fax (920) 596-5308 | Elementary Fax (920) 596-5339 | Jr./Sr. High Fax (920) 596-2655

Dear Parent/Guardian:

Welcome to the school year! We are confident that your child will have a productive and enjoyable year.

Your child has been recommended to receive English Learner (EL) services. The goals of the English Learner services are to help students learn English more quickly by providing accommodations and modifications for students in core academic subject areas. The services your child will receive will help him/her be more successful in school. We encourage you to take advantage of these valuable services.

Your cooperation and participation will be sought throughout the school year. With a school/home partnership we should be able to make significant progress. As the first step, we need your approval for your child to be enrolled in the program. You have the right to remove your child from the program by contacting the EL Coordinator.

Please sign below and indicate if you would like your child to participate in the English Learner Program. If you have any questions or concerns, please feel free to contact us at the numbers provided below. Thank you.

Danielle Brauer
EL Coordinator
dbrauer@manawaschools.org
920-596-5301

- -

RETURN TO YOUR CHILD'S SCHOOL OFFICE

Student's Name _____ LEP Level_____ Literacy Subscore_____

_____   **YES,** I would like my child to participate in the English Learner Program.

_____   **NO**, I do not want my child to participate in the English Learner Program.

_____   ____/____/____
                Parent/Guardian Signature   Date

English Language Learner Language Development Plan
ELL LDP

Student's Name	Grade Level	School Year
Date of Entry in the School District of Manawa	Native Language	Native Country
School ☐Manawa Elementary School ☐Little Wolf Jr./Sr. High School	Primary Teacher(s)	

Previous Academic Background Information

Preferred Method of Communication with Parents

Assessments						
Most current ☐W-APT ☐ACCESS			Date Administered			

Scores

Speaking	Listening	Reading	Writing	Oral Lang.	Comprehension	Overall
STAR Reading	Fall previous year	Winter previous year	Spring previous year	Fall current year	Winter current year	Spring Current year
STAR Math	Fall previous year	Winter previous year	Spring previous year	Fall current year	Winter current year	Spring Current year

Other Testing and Scores:

Classroom teachers and/or EL Coordinator will create, monitor, and evaluate two individual English language goals. Goals are created, monitored, and evaluated, so that the individual student will make necessary yearly progress of at least .4 growth on the ACCESS until the student meets the requirements for exiting the EL program.

Listening Goal
Students apply oral information and follow directions.
The student will:
- ☐ follow single step directions. (L1-L2)
- ☐ identify information from visual and auditory descriptions (match, sort, point). (L1-L2)
- ☐ follow multi-step directions. (L3-L5)
- ☐ categorize and sequence information. (L3-L5)
- ☐ other: _____

Evidence:

Speaking Goal
Students will orally express and discuss information in various formats.
The student will:
- ☐ ask and answer wh- or choice questions. (L1-L2)
- ☐ use descriptive language. (L1-L2)
- ☐ restate facts or statements. (L1-L2)
- ☐ make predictions. (L3-L5)
- ☐ retell stories. (L3-L5)
- ☐ other: _____

Evidence:

Reading Goal
Students explain, interpret, and analyze text.
The student will:
- ☐ identify facts and explicit messages. (L1-L2)
- ☐ identify main ideas and central themes. (L1-L2)
- ☐ draw conclusions and infer. (L3-L5)
- ☐ interpret information or data. (L3-L5)
- ☐ other:
_____

Evidence:

Writing Goal

Students write in a variety of forms for different audiences and purposes.

The students will:

☐ give information in writing. (L1-L2)

☐ request information in writing. (L1-L2)

☐ create original compositions. (L3-L5)

☐ produce clear and coherent expository and narrative texts. (L3-L5)

☐ other:

_____

Evidence:

Vocabulary Goal

Students use specific vocabulary in social and academic contexts.

The student will:

☐ acquire social and instructional vocabulary sufficient for listening and speaking. (L1-L2)

☐ acquire academic and domain specific vocabulary sufficient for reading and writing. (L3-L5)

☐ other:

_____

Evidence:

Cultural Competency

Students comprehend and appreciate texts/media containing various ethnic backgrounds and heritages.

The student will:

☐ identify cultural similarities and differences. (L1-L2)

☐ express ideas about culture through classroom interactions using spoken and written language. (L3-L5)

☐ other:

_____

Evidence:

Program Plan:

☐ Structured English Immersion

☐ Other:

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Universal Instructional/Classroom Accommodations

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√ Use simplified language

√ Avoid idiomatic expressions (ex. talk a mile a minute)

√ Use slower, but not louder, rate of speech

√ Provide many examples
√ Use pairs and small group instruction
√ Repeat directions and paraphrase if necessary
√ Give oral directions in clear step-by-step manner
√ Use gestures along with words to convey meaning
√ Link content to students' previous knowledge
√ Use oral, auditory, visual, and kinesthetic learning modalities
√ Demonstrate concepts
√ Frequently check for understanding
√ Use supplementary materials

Suggested Instructional/Classroom Accommodations

☐ Use graphic organizers
☐ Pre-teach vocabulary
☐ Provide background knowledge for cultural-related topics
☐ Prepare typed note pages
☐ Provide study guides to organize material
☐ Emphasize critical information after lesson
☐ Give directions in writing
☐ Use cooperative learning groups
☐ Provide peer tutoring
☐ Provide mentor tutoring
☐ Teach study skills
☐ Teach basic note taking skills
☐ Allow access to computerized programs such as *Rosetta Stone*

☐ Allow bilingual/electronic translator dictionaries
☐ Provide bilingual picture dictionaries at the appropriate grade level
☐ Highlight key concepts in textbooks and/or provide modified versions of text
☐ Provide CD copies of books
☐ Use adapted or modified textbooks
☐ Allow the use of computer/word processing for papers
☐ Allow copying from book
☐ Adapt class worksheets – modify or shorten assignments based on ELP level
☐ Provide extended time for assignments
☐ Do not deduct for spelling and grammar errors in writing assignments
☐ Allow assignments to be done in a different manner (ex. speak rather than write or write rather than speak)

General Classroom Assessment Accommodations

☐ Allow students to answer orally
☐ Provide word banks on fill-in-the-blank tests
☐ Provide matching activities
☐ Shorten test length
☐ Create an alternative assignment
☐ Extend time for tests

☐ Require only selected test items
☐ Read test to student
☐ Use portfolios (body of work) to assess
☐ Allow test corrections
☐ Other (add comment below):

State Assessment Accommodations

☐Per state statute, any students who have arrived within the last 12 calendar months <u>may be permitted to abstain one time</u> from the English/Language Arts portions of the Badger Exam or the reading portion only of the ACT suites including the ACT plus writing and Aspire.

Badger Exam (Grades 3-8)

☒**Universal tools** are access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection.
<u>Embedded</u>:
Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom
<u>Non-embedded</u>:
Breaks, English Dictionary, Scratch Paper, Thesaurus

☐**Designated Supports** are features that are available for use by any student for whom the need has been indicated by an educator or team.
<u>Embedded</u>:
Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools
<u>Non-embedded</u>:
Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Noise Buffers, Read Aloud, Scribe, Separate Setting, Translated Test Directions, Translation (Glossary)

☐**Accommodations** are for students with disabilities and English Language Learners; they do not change the content being assessed or the skill level. Examples of accommodations include a large-print test or using a scribe to record student answers.
<u>Embedded</u>:
American Sign Language, Braille, Closed Captioning, Streamline, Text-to-Speech
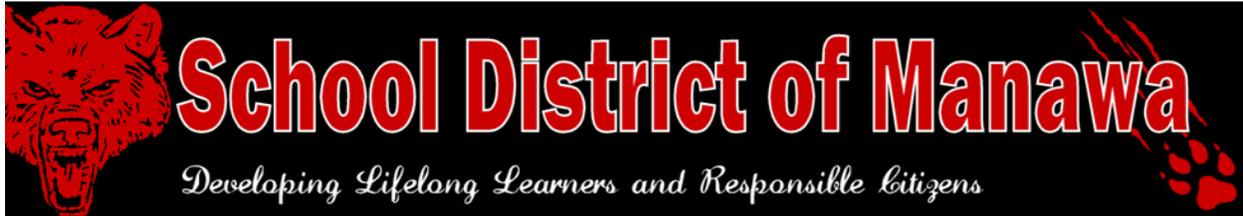<u>Non-embedded</u>:
Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-Text

Modifications do change what is being assessed and are **not** allowed for any student during Wisconsin Student Assessment System (WSAS) testing. Examples of modifications include reducing the number of answer choices or shortening the length of the test.

ACT Suites (Grades 9-11)

☒**Default Embedded System Tools**:
Embedded System Tools are those common supports that are made available to ALL users upon launch/start of test by default. No advance request is needed. These tools are either embedded in the

basic computer test delivery platform, or may be automatically provided as needed at the local level. Examples of default embedded system tools may include, but are not limited to: a computer QWERTY keyboard, a mouse, electronic cut, copy and paste functions in a text entry box, as well as low tech items used with paper format tests, like 'Number 2' pencils, erasers, and similar basic tools such as non-specialized personal calculators for some tests.

☐**Open Access Tools**:
Open Access Tools may be used by anyone, but to be activated they must be identified in advance and selected from the pull down menu inside the test to activate them (CBT version), or must be planned in advance and provided locally. Thoughtful decision-making informed by multiple observations and prior successful user experience is strongly recommended. Users should be practiced, familiar and comfortable with using these types of tools – and comfortable using them in combination with any other tools they will also be using. Decisions to use these tools must be made well before the test it taken.

☐**Accommodations:**
Accommodation-level supports listed in the Accessibility Features List are available to "qualified users"—as determined by the responsible educational authority. These supports (used in content areas where permitted) allow the user to independently demonstrate the measured construct. ACT Aspire recommends that students who use accommodation-level supports have a formally documented need as well as relevant knowledge and familiarity with these tools to qualify. Accommodations must be requested through the online ACT Aspire Personal Needs Profile (PNP) process. Any other formal qualifying procedure that is required by the responsible educational authority must be completed prior to completing the ACT Aspire PNP request process. Examples include:
Needs for braille or tactile graphics, English text audio, Sign language interpretation, or other language translation

Modifications:
Modifications are not permitted in ACT Aspire tests for any user. Such extreme levels of support actually prevent meaningful access to the construct being tested by doing too much for the student, thus removing any ability for the user to demonstrate actual skill levels that might be present. Modifications, if used during the early instructional period may help some students to successively approximate and to eventually learn a new and difficult skill. However, even then, the intent is always to fade this extreme level of support away so that the student can increasingly demonstrate independent competence. In summative assessment, we are trying to observe what the student independently knows and can do. Therefore, if used during the assessment process, Modifications create a barrier to independent performance of competence.

Other

Disability status:
☐Student does not have an identified disability at this time.
☐Student has an identified disability and these ELL accommodations meet the objectives of the student's Individual Education Plan (IEP) or 504 Plan?

Gifted and Talented status:
☐Student has been identified as a Gifted and Talented learner.
☐Student has not been identified as a Gifted and Talented learner.

Adequate Yearly Progress:
☐Student has met adequate yearly progress
☐Student has not met adequate yearly progress
☐Not applicable

Plan Summary	
Team Members	
Parent	Building Administrator
Teacher	Teacher
Guidance	ELL Coordinator

Date_____

Name_____

Name of Parent of Guardian_____

English Learner (EL) services provide assistance to students in developing English language skills. When students are proficient in English and able to succeed in school without EL assistance, they exit from the program.

Based on ACCESS testing, your student is now ready to exit from the ELL program and will no longer receive ELL services. We are confident that your student will continue to be successful without EL assistance. Please call the school if you have any questions.

Sincerely,

_____

Danielle Brauer
dbrauer@manawaschools.org
920-596-5301

Distribution:
Original to parent or guardian
Copy to Cum Folder

EL Monitor Report

Student: _____

Teacher: _____

Please check the following information where appropriate.

1. **Classroom Participation**
   - ❏ Participates in class
   - ❏ Asks questions
   - ❏ Is prepare for class
   - ❏ Asks for help
   - ❏ Works independently

2. **Classroom Comprehension**
   - ❏ Understands/follows verbal directions
   - ❏ Understands written directions
   - ❏ Understands reading assignments

3. **Class Work Performance**
   - ❏ Completes assignments
   - ❏ Missing work
   - ❏ Late work
   - ❏ Incomplete work

Based on what you know about the student, do you feel s/he is successful without EL services?
   - ❏ Yes
   - ❏ No

Comments:

Please return by: _____