



THE SCHOOL DISTRICT OF PALM BEACH COUNTY
 MULTICULTURAL EDUCATION DEPARTMENT

Student English Language Learner (ELL) Folder

STUDENT NUMBER

ENROLLMENT INFORMATION

STUDENT NAME <i>(last, first, middle initial)</i>	DATE OF BIRTH / /	CURRENT GRADE <i>(circle)</i> K 1 2 3 4 5 6 7 8 9 10 11 12	PRIOR GRADE RETENTIONS <i>(circle)</i> K 1 2 3 4 5 6 7 8
STUDENT'S COUNTRY OF ORIGIN	BASIS OF ENTRY <i>(circle one)</i> A R L	STUDENT LANGUAGE	PARENT LANGUAGE

ENTRY CRITERIA

HOME LANGUAGE SURVEY DATE / /	ESOL ENTRY DATE / /	CLASSIFICATION DATE / /	ORAL TEST AND SCORE	WRITTEN TEST AND SCORE	INITIAL ENTRY CATEGORY A B C D E	INITIAL ELDC LEVEL
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REEVALUATION CRITERIA

	ADMINISTRATOR / DESIGNEE SIGNATURE	TESTING INFORMATION K-3	TESTING INFORMATION 3(R) - 12
4TH YEAR EXTENSION DATE / /		CELLA L/S _____ CELLA R _____ CELLA W _____ LAS-O _____ LRW _____	CELLA L/S _____ CELLA R _____ CELLA W _____ FCAT R _____ LRW _____
5TH YEAR EXTENSION DATE / /		CELLA L/S _____ CELLA R _____ CELLA W _____ LAS-O _____ LRW _____	CELLA L/S _____ CELLA R _____ CELLA W _____ FCAT R _____ LRW _____
6TH YEAR EXTENSION DATE / /		CELLA L/S _____ CELLA R _____ CELLA W _____ LAS-O _____ LRW _____	CELLA L/S _____ CELLA R _____ CELLA W _____ FCAT R _____ LRW _____

EXIT CRITERIA

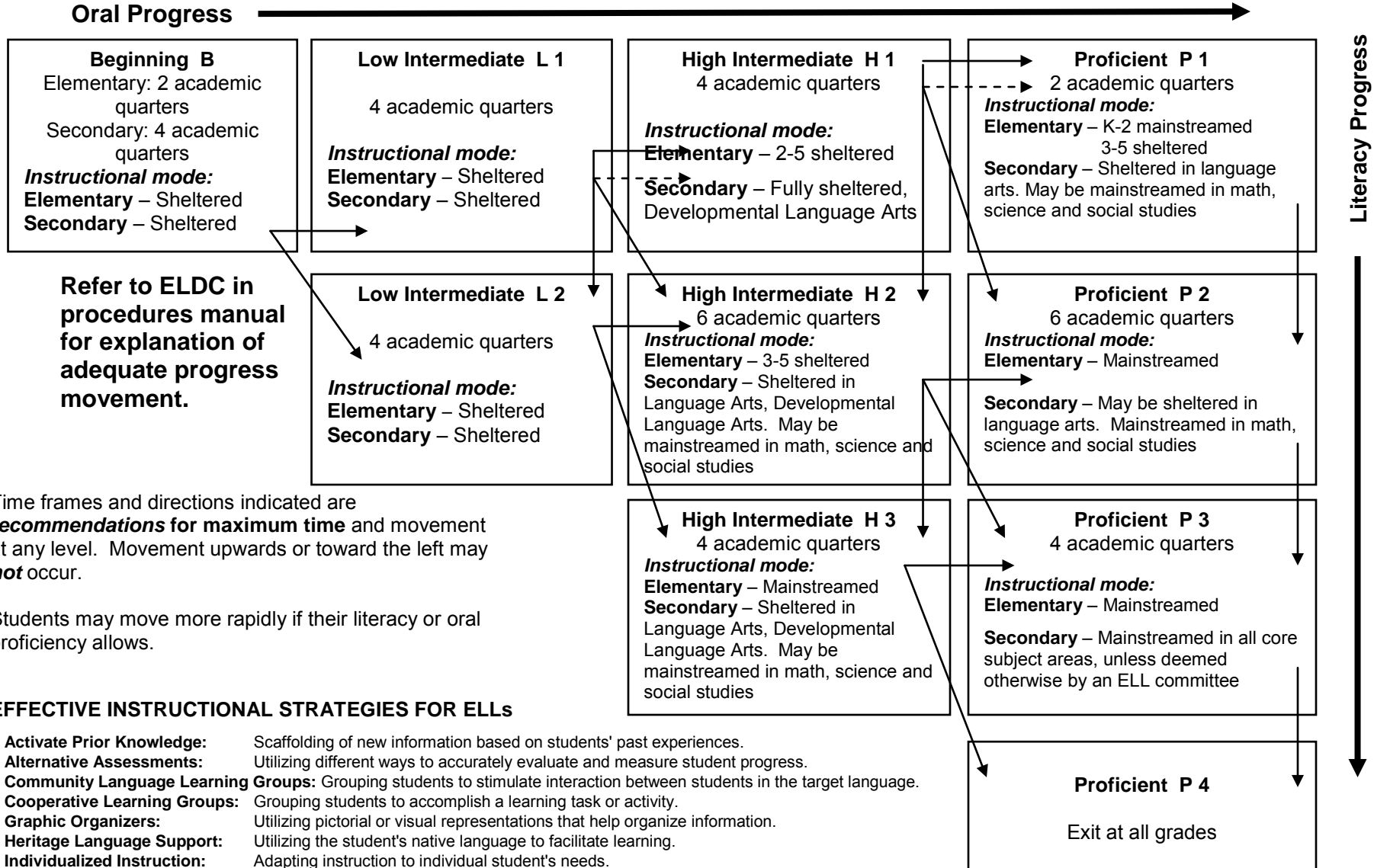
EXIT DATE	TESTING INFORMATION K - 3	TESTING INFORMATION 3(R) - 12	BASIS OF EXIT
/ /	CELLA L/S _____ CELLA R _____ CELLA W _____ LAS-O _____ LRW _____	CELLA L/S _____ CELLA R _____ CELLA W _____ FCAT R _____ LAS-O _____ LRW _____	B C D E L

POST RECLASSIFICATION DATES

First report card after exit (must be a full term after exit) _____ SIGNATURE OF ADMIN / DESIGNEE DATE	First year after exit date _____ SIGNATURE OF ADMIN / DESIGNEE DATE
Second report card after exit _____ SIGNATURE OF ADMIN / DESIGNEE DATE	Second year after exit date _____ SIGNATURE OF ADMIN / DESIGNEE DATE

RECLASSIFICATION INTO ESOL (If student reenters program during 2 years monitoring program)	Reentry Date ____/____/____	Reexit Date ____/____/____
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The English Language Development Continuum



Time frames and directions indicated are **recommendations for maximum time** and movement at any level. Movement upwards or toward the left may **not** occur.

Students may move more rapidly if their literacy or oral proficiency allows.

EFFECTIVE INSTRUCTIONAL STRATEGIES FOR ELLs

- **Activate Prior Knowledge:** Scaffolding of new information based on students' past experiences.
- **Alternative Assessments:** Utilizing different ways to accurately evaluate and measure student progress.
- **Community Language Learning Groups:** Grouping students to stimulate interaction between students in the target language.
- **Cooperative Learning Groups:** Grouping students to accomplish a learning task or activity.
- **Graphic Organizers:** Utilizing pictorial or visual representations that help organize information.
- **Heritage Language Support:** Utilizing the student's native language to facilitate learning.
- **Individualized Instruction:** Adapting instruction to individual student's needs.
- **Modification of Text:** Adapting the text to ensure comprehension.
- **Total Physical Response:** Demonstrating comprehension through kinesthetic activities.
- **Use of Visuals:** Making information comprehensible with concrete or pictorial representations.
- **Integration of Oral and Written English Language Instruction:** Ensuring that all four skill areas (listening, speaking, reading and writing) mutually support each other.

ORAL ABILITY

		Beginning - Oral	Low Intermediate - Oral	High Intermediate - Oral	Proficient - Oral
LITERACY LEVEL	<p align="center">BEGINNING ORAL 1 (B)</p> <p>Initial placement criteria: LAS - Cat A WLDI-P - Grades 4-12 Grades 2 & 3 (optional)</p> <p>Instructional mode: Elementary - Sheltered</p> <p>Secondary - Sheltered</p>	<p align="center">LOW INTERMEDIATE 1 (L 1)</p> <p>Initial placement criteria: LAS - Cat B WLDI-P - Score of 1</p> <p>Instructional mode: Elementary - Sheltered</p> <p>Secondary - Sheltered</p>	<p align="center">HIGH INTERMEDIATE 1 (H 1)</p> <p>Initial placement criteria: LAS - Cat C WLDI-E - Score of 1</p> <p>Instructional mode: Elementary - 2-5 sheltered</p> <p>Secondary - Fully sheltered, Developmental Language Arts</p>	<p align="center">PROFICIENT 1 (P 1)</p> <p>Initial placement criteria: LAS - Cat D or E LRW ≤ 100</p> <p>Instructional mode: Elementary - K-2 mainstreamed 3-5 sheltered</p> <p>Secondary - Sheltered in Language Arts. May be mainstreamed in math, science and social studies</p>	
		<p align="center">LOW INTERMEDIATE 2 (L 2)</p> <p>Initial placement criteria: LAS - Cat B WLDI-P - Score of 2</p> <p>Instructional mode: Elementary - Sheltered</p> <p>Secondary - Sheltered</p>	<p align="center">HIGH INTERMEDIATE 2 (H 2)</p> <p>Initial placement criteria: LAS - Cat C WLDI-E - Score of 2</p> <p>Instructional mode: Elementary - 3-5 sheltered</p> <p>Secondary - Sheltered in language arts, Developmental Language Arts. May be mainstreamed in math, science and social studies</p>	<p align="center">PROFICIENT 2 (P 2)</p> <p>Initial placement criteria: LAS - Cat D or E LRW - 101-129</p> <p>Instructional mode: Elementary - Mainstreamed</p> <p>Secondary - May be sheltered in language arts. Mainstreamed in math, science and social studies</p>	
	<p>Initial Placement Chart for English Language Learners</p>		<p align="center">HIGH INTERMEDIATE 3 (H 3)</p> <p>Initial placement criteria: LAS - Cat C WLDI-E - Score of 3</p> <p>Instructional mode: Elementary - Mainstreamed</p> <p>Secondary - Sheltered in Language Arts, Developmental Language Arts. May be mainstreamed in math, science and social studies</p>	<p align="center">PROFICIENT 3 (P 3)</p> <p>Initial placement criteria: LAS - Cat D or E LRW - 130-141</p> <p>Instructional mode: Elementary - Mainstreamed</p> <p>Secondary - Must be mainstreamed in all content areas and monitored closely</p>	
		Administer WLDI-P if LAS is Category A or B	WLDI-E if LAS is Category C	LRW if LAS is Category D or E	

SCHOOL ATTENDANCE HISTORY

To be completed when transferring ELL folder.

DATE OF TRANSFER	SENDING SCHOOL	RECEIVING SCHOOL	SIGNATURE/TITLE

CONTENTS OF FOLDER (check if information listed is included)

Registration Packet (Stapled together with registration cover sheet on top)

1. Registration form
 - Home Language Survey completed
 - Registration form must be signed and dated
2. Programmatic Assessment Form
3. Transcripts or report cards (if available)
4. Parent Notification
 - Signed and dated - at least two attempts
5. Initial English Language Proficiency Placement Test(s)
 - Pre-LAS (K only)
 - LAS-O (1-12)
 - LAS Reading/Writing for 3-12 (if applicable)
 - WLDI-P or WLDI-E (if applicable)

Student ELL Plan Insert

To include:

1. Two signatures/dates required per semester
2. Instructional Model (IM)
3. Testing Information (CELLA, FCAT, RRR/SRI, etc.)

Packets by Year

Information inside the folder is to be arranged by school year with the most recent year on top. Clip (or staple) each packet together and label the front of the packet with the school year. Arrange the information in each packet as follows:

LY Students

- Annual Notification of Program Status
- CELLA Results
- Student Schedule
- Report Cards
- FCAT Accommodation Letter (if applicable)
- Progress Monitoring Plan PMP (if applicable)
- ELL Committee/Conference Form (if applicable)
- ELL Committee Meeting Parent Invitation (if applicable)

LF Students

- Exit Packet
- Annual Notification of Program Status
- ELL Committee Meeting Parent Invitation (if applicable)

Post Exit Information

- Student Post Exit Report Card Monitoring Form
- Report Cards

Reclassification (if applicable)

- Signed and Dated ELL Committee/Conference Form
- ELL Committee Meeting Parent Invitation
- Report Card
- Other pertinent information