



ELL Parent Back to School Night



October 4, 2017
6:30pm
IMC/Library





My name is Nora Rose, I am one of the ELL teachers at Oradell Public School. This is my 6th year teaching ELL at Oradell Public School. I have been teaching for 13 years and am married with 3 kids. My family and I also share our home with our Boxer, Addy.

I will be working with students for 30-40 minutes on designated days. There are days that I will work with them in their classroom and other days that they will work with me in my classroom. I work closely with their teachers so that there is never any missed information.

We will work on many different themes throughout the year. We will read and discuss books, pictures, and learn new vocabulary. We will also have celebrations and participate in school wide events. It is going to be a great year!





My name is Mrs. Cleary. This is my first year teaching at Oradell Public School, but I have been teaching English Language Learning to children and adults for several years in many different educational settings. Before becoming a teacher, I worked as a registered nurse and as a policy analyst in the federal government. I like being a teacher most of all because I like helping students learn new concepts and skills. I especially like teaching ELL because I know the English language skills students learn in my class will allow them to connect with others and enhance all aspects of their school life and their engagement with the wider community.

Who is eligible for the program?

- A child whose first language is not English and are learning English at school.
- Children who speak English plus another language at home.

How does the school determine if children should be in ELL?

- The ELL teacher administers a screening test required by the New Jersey Department of Education when children enter the school if they speak another language at home.
- ACCESS for ELLs 2.0 Test scores, when available, are used as one of the screening tools, for grades 1-6.
- The classroom teacher and ELL teacher observe oral language, listening skills, reading, and writing.
- Previous academic records (if coming from another school)
- Reading Levels
- PARCC scores

Benefits of the Program

- The ELL program gives your child the opportunity to master English while keeping his/her home language because they are supported in their classroom and in a small group setting.
- We work with the classroom teachers to support children in the classroom
- The children get an opportunity to develop vocabulary, academic language and reading comprehension in a small group or in the general classroom.
- They have a greater chance to speak, participate, ask questions and learn how to follow directions in a low risk setting.

How does the program work?

- Children receive support on designated days (approximately 30-40 minutes)
- Instructional support is in the content areas: Language Arts, Science, and Social Studies
- Differentiated instruction: children are taught at their own level of language development and how much English they speak.
- The ELL classes are carefully scheduled so children miss the least amount of content instruction as possible when they are pulled out.
- When we come into the classroom we work in collaboration with the classroom teacher to help with content in the classroom.
- They do not miss specials like Physical Education, Art, Music, or Library.

How long do children stay in the program?

- Research shows that it takes between 4 and 10 years to achieve near-native language proficiency to perform in the academic setting. The average time is 2 to 4 years. Some children exit earlier and some exit later. Children exit the program when they can fully and successfully participate in the regular classroom and when their reading and writing is on par with native speakers. However, they are monitored for the next two years. If they struggle, they can re-enter the program between half and academic to two years.

My Child speaks English with his/her friends

- The language that children speak with their friends is called “social language”. It takes 6 months to 2 years to master it. The language we speak at home is generally social language.
- Children need “academic language”, the language of school to succeed in the classroom. Social language is important, but it is not enough for classroom learning.
- Here are some examples of academic language: schema, plot, theme, quantify, compare and contrast, etc.
- Children can’t learn academic language to the acceptable levels needed for school success by speaking with friends, with you or by rote memory. This skill must be explicitly taught, practiced and applied in the classroom.
- You can support your children’s academic language by explaining important academic concepts in your own language using specific vocabulary.
- Understand that although your children might be reading fluently in English, they might not be able to understand the words read. Children can be very good at decoding letters without understanding the meaning and intent of the text.
- Your children are in school for many hours a day listening to English being spoken. Continue speaking, reading and writing in your own language. Otherwise, your child will have no base language and learning will be harder.

When do children exit ELL?

- When the classroom teachers and we are confident that the children are ready to succeed without ELL support. Full classroom participation without any modifications.
- When they meet the test scores on the ACCESS 2.0 Test required by NJ. The ACCESS 2.0 Test is given between March and April every year. It is a state mandated test and is not scored in our district.
- When your children have mastered the English language necessary to perform well on the PARCC assessment.

Is it helpful for us to speak English at home even if we are not fluent?

- **No.** It is essential for you to speak your own language to your children. Research shows that children who are read to in their own language develop background knowledge, do better at school, and have less difficulty acquiring a new language. If reading is difficult for you, tell stories in your own language.

Helping your child succeed in school

- Knowing more than one language is a gift. Encourage your child to speak your language and tell you about his/her experience.
- Talk, sing and read with your child. Do this in your native language. You will build your child's speaking and listening skills.
- Doing activities with your child is as important as reading and doing homework. Take your child to parks, museums, libraries, the city, the beach, or the zoo. They need these experiences to understand what they read and have things to write about.
- Ask your child to explain what he/she is learning. Make sure assignments are completed.
- **If you don't speak English, do not worry. It is more important for your thoughts and concerns to be vocalized than the language it is spoken in. The school can find someone who can interpret for you or you can bring a friend or relative to help translate.**
- **Get involved in your child's school.** Read any information that is sent to you. You can request for any school information to be sent in your native language. Join and attend the PTA meetings. We have several mentors to help ELL families new to the district to transition into OPS and with communication.

One final thought; being bilingual is a gift. I was born in another country and empathize with my students on what it like to be new and from another culture. If you have any questions or concerns, please do not hesitate to contact us. We hope to make this a wonderful year for you and your children.

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How to interpret the ACCESS for ELLs 2.0 Score Report

Proficiency Level

The proficiency level is the level of language acquisition your child has achieved. A scale score is given to the student and it is converted into a proficiency level based on their grade level. It is an interpretation of the scale score. It is more of a rough calculation, the scale score is more exact.

Scale Score

A scale score is from 100-600. It is based on levels of language acquisition, 100 would be Entering (knows and uses minimal social language and minimal academic language with visual and graphic support). versus a score of 600, which is Reaching (knows and uses social and academic language at the highest level measured by the test). Every item on this test has a raw score which is then converted into a scale score and then a proficiency level. Scale scores go across domains. You would not compare a score from Listening to a score from Writing.

Domain

The components that make up language acquisition which are Listening, Reading, Writing and Speaking.

Raw Score

A raw score is how the student answered the questions and how many they correctly answered.

Parents can go to the WIDA website to learn more about the score reports and ACCESS 2.0. Here is the link for the parent guide to the score reports: <https://www.wida.us/assessment/ACCESS20.aspx#scoring>

Individual Student Report 2017

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

| Language Domain | Proficiency Level (Possible 1.0-6.0) | | | | | | Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions | | | | | |
|--|---|---|---|---|---|---|--|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 100 | 200 | 300 | 400 | 500 | 600 |
| Listening | 6.0 | | | | | | 487 | | | | | |
| Speaking | 3.7 | | | | | | 346 | | | | | |
| Reading | 6.0 | | | | | | 417 | | | | | |
| Writing | 4.3 | | | | | | 380 | | | | | |
| Oral Language 50% Listening + 50% Speaking | 5.5 | | | | | | 417 | | | | | |
| Literacy 50% Reading + 50% Writing | 5.0 | | | | | | 399 | | | | | |
| Comprehension 70% Reading + 30% Listening | 6.0 | | | | | | 438 | | | | | |
| Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking | 5.2 | | | | | | 404 | | | | | |

*Overall score is calculated only when all four domains have been assessed. NA: NOT AVAILABLE

| Domain | Proficiency Level | Students at this level generally can... |
|-----------|-------------------|---|
| Listening | 6 | <p>understand oral language in English and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> ● Synthesize information from multiple speakers ● Recognize language that conveys information with precision and accuracy ● Create models or visuals to represent detailed information presented orally ● Identify strengths and limitations of different points of view |
| Speaking | 3 | <p>communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example:</p> <ul style="list-style-type: none"> ● Relate stories or events ● Share ideas and provide details ● Describe processes or procedures ● Give opinions with reasons |
| Reading | 6 | <p>understand written language in English from all academic classes, for example:</p> <ul style="list-style-type: none"> ● Evaluate written information from various sources of information ● Conduct research and synthesizing information from multiple sources ● Distinguish various processes based on details in written texts ● Recognize different ideas and claims and evidence about a variety of issues |
| Writing | 4 | <p>communicate in writing in English using language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> ● Produce papers describing specific ideas or concepts ● Narrate stories with details of people, events and situations ● Create explanatory text that includes details or examples ● Provide opinions supported by reasons with details |

Please come and enjoy all the hard work that our kindergarten teachers, students and ELL teachers put into our kindergarten class quilt.
You may view the quilt in the 1st grade hallway.



Congratulations to 5th grader Yuya Nagao for making it into the top 10 of the Geography Bee.



Way to go Yuya!