

ESL Parent Advisory Meeting

Thursday, January 28, 2021

6:00 pm (Virtual Meeting)

Presenters:

Mr. Geoff Hewitt, SHRSB Director of Curriculum, Assessment, & Instruction

Mrs. Cristina Castro, SHRSB Translator



Focus Questions for Evening

- 1. How has my child been identified to receive ESL services?**
- 2. What ESL assessments will be administered during the 2020-2021 school year?**
- 3. How can parents support their children who receive ESL services?**

How has my child
been identified to
receive ESL
services?

- **Criteria:**
 - **Initial Entry:**
 - Home Language Survey
 - WIDA Screener (initial entry)
 - **Continued Services:**
 - ACCESS for ELLs 2.0 (4.4 or lower)
 - ESL and Classroom Teacher Recommendations
 - District Benchmark Assessments
 - NJ DOE Standardized Test Scores
 - Consultation with School and/or District Level Administration
 - Report Card Scores
- **On-going**
- **Consistent collaboration**

Meet your child's teacher...

Lambertville Public School (LPS):



Mrs. Andraos



Mrs. Nedoszytko

West Amwell Township School (WATS):



Mrs. Zidzik

Meet your child's teacher...

South Hunterdon Regional Middle/High School:



Ms. Bricks



Mrs. Luchko



Ms. Noll

What ESL assessments will be administered during the 2020–2021 school year?

- WIDA Screener (Entry)



What ESL assessments will be administered during the 2020–2021 school year?

- ACCESS for ELLs 2.0 (Progress monitoring)



March 8, 2021 - April 1, 2021

What ESL assessments will be administered during the 2020–2021 school year?

Proficiency Levels and Scale Scores by Domains & Composite

Demographic Information

Description of English Language Proficiency Levels

- In-person testing (only option)
- Score reports:



ACCESS for ELLs 2.0*
English Language Proficiency Test

Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade
 Tier: sample tier
 District ID: XXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXX
 School: sample school
 District: sample district
 State: sample state

Individual Student Report 20XX

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 <small>(Possible 1-6)</small>	Scale Score <small>(Possible 100-600)</small> and Confidence Band <small>(See Interpretive Guide for Score Reports for additional information)</small>				
		100	200	300	400	500
Listening	4.0				368	
Speaking	2.2			320		
Reading	3.4				356	
Writing	3.5				355	
Oral Language <small>50% Listening + 50% Speaking</small>	3.2				344	
Literacy <small>50% Reading + 50% Writing</small>	3.5				356	
Comprehension <small>70% Reading + 30% Listening</small>	3.7				360	
Overall* <small>15% Reading + 35% Writing + 15% Listening + 15% Speaking</small>	3.4				352	

*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	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Exchange information and ideas with others • Connect people and events based on oral information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: <ul style="list-style-type: none"> • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Classify main ideas and examples in written information • Identify main information that tells who, what, when, or where something happened • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
Writing	3	communicate in writing in English using language related to common topics in school, for example: <ul style="list-style-type: none"> • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences

How can parents support their children who receive ESL services?

- Attendance



- Read



- Question



- Schedule time



How can parents support their children who receive ESL services?

- **Create space**



- **Communicate with school**



- **Screen time and Sleep**



Resources:

Resources below from

<https://www.readingrockets.org/article/reading-tips-parents-multiple-languages>

Reading tips in English

View these tips online or download as a PDF:

- [Tips for Parents of Babies](#)
- [Tips for Parents of Toddlers](#)
- [Tips for Parents of Preschoolers](#)
- [Tips for Parents of Kindergartners](#)
- [Tips for Parents of First Graders](#)
- [Tips for Parents of Second Graders](#)
- [Tips for Parents of Third Graders](#)

Resources:

Differences between Spanish and English language:

<https://www.colorincolorado.org/article/capitalizing-similarities-and-differences-between-spanish-and-english> (Colorín Colorado (2007))

Tips for Families Working and Learning from Home:

<https://www.nbc15.com/content/news/Tips-for-families-working-and-learning-from-home-568976881.html>

New Jersey Department of Education (NJDOE):

<https://www.nj.gov/education/bilingual/resources/websites/parents.htm>

Homework Tips:

https://www2.ed.gov/parents/academic/involve/homework/part_pg2.html#2



Questions?



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