

ELLEVATION

29 de noviembre, 2022





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¿Qué es Ellevation?

ELLEVATION



ELLEVATION

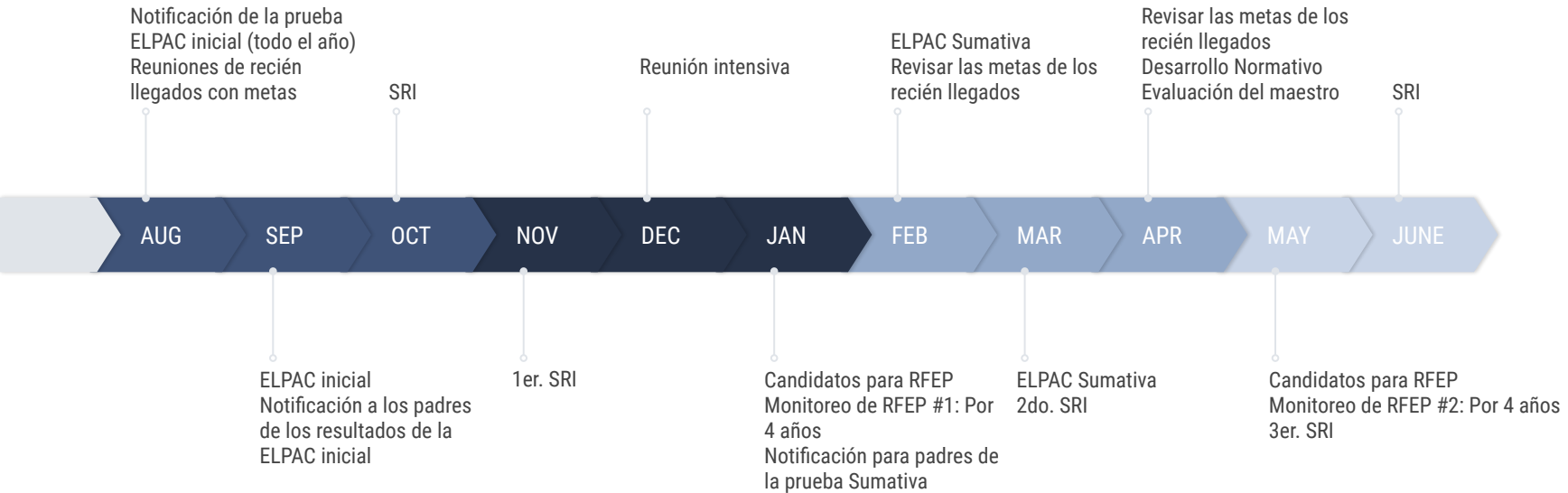


Ellevation

- **Se utiliza para administrar las cartas de los padres, las reuniones y los formularios de seguimiento de conformidad con los estatutos estatales.**
- Programa de software basado en la web diseñado específicamente para los educadores y los estudiantes aprendices de inglés a los que sirven
- Contiene datos/información sobre nuestros estudiantes de inglés (datos de Q cargados cada noche, puntajes CAASPP, puntajes de SRI y calificaciones al final de cada trimestre)
- Ayuda a identificar trayectorias de los aprendices de inglés
- Se puede utilizar para analizar el dominio del idioma inglés
- Se puede utilizar para personalizar la instrucción
- Diferentes vistas del progreso del estudiante (Ej. Portal de reclasificación)



Cronología del año escolar





Reuniones a través de Ellevation

Recién Llegados

Quién: Aprendices de inglés inmigrantes en los grados del 1 al 12 que han estado en el país menos de 18 meses.

Cuándo: **Todo el año**

Intensive

Quién: Estudiantes que son aprendices de inglés a largo plazo o en riesgo. El estado proporciona al distrito escolar una lista de estudiantes.

Cuándo: **Tan pronto como el estado proporcione la lista.** Por lo general, tenemos esta reunión antes de las vacaciones de invierno.

Candidato para RFEP

Quién: Estudiantes que cumplen con todos los requisitos para la reclasificación

RFEP = Reclasificado por tener dominio de inglés fluido

Cuándo: **Enero y mayo**

Desarrollo Normativo

Quién: Estudiantes que adquieren conocimiento del idioma y del contenido de manera progresiva y demuestran un desarrollo anual continuo en ELPAC.

Cuándo: **Mayo**

Recién Llegado: asignación y revisión de metas para los aprendices de inglés recién llegados

Proceso de la reunión:

1. Identificar quiénes son los estudiantes recién llegados
2. Establecer un equipo de evaluación del idioma (administrador, maestro, consejero, facilitador bilingüe, etc.)
3. Programar la reunión de recién llegados
4. Asignar 4 metas lingüísticas
 - a. colaborativo
 - b. interpretativo
 - c. Productivo
 - d. Conexión y condensación de ideas
5. Revisar las metas en 3 a 6 meses

[Newcomer Meeting Sample](#)



Reunión Intensiva: En - Riesgo & LTEL

Proceso de la reunión:

1. El estado identifica a los aprendices de inglés a largo plazo (LTEL, por sus siglas en inglés) y a los estudiantes en riesgo
2. Establecer un equipo de evaluación del idioma (administrador, maestro, consejero, facilitador bilingüe, etc.)
3. Programar una reunión intensiva para identificar las intervenciones para los estudiantes
4. Las escuelas pueden agregar a otros estudiantes que no están en la lista del estado si sienten que los estudiantes no están progresando como deberían.

	Años como EL	Grados	ELPAC	CAASPP
En-Riesgo	4 - 5	3-12	3 o menos en el año anterior	Grados 3 - 9 puntuación en el 4.º o 5.º año en el Estándar No Cumplido
LTEL	6+	6-12	Mismo nivel durante dos o más años	

[Intensive Meeting Sample](#)

Reunión para Candidatos de RFEP

Proceso de la reunión:

1. Para estudiantes de inglés que cumplen con los criterios de RFEP (consulte el gráfico a continuación)
2. Los maestros llenan un formulario de evaluación
3. El Departamento de Estudiantes Multilingües da la aprobación final.

COVINGTON VALLEY UNIFIED SCHOOL DISTRICT English Language Development Reclassification Chart for 2022-2023 School Year			
<i>Reclassification is the process that determines whether an English Learner (EL) should be reclassified as Fluent English Proficient (RFEP). Reclassification relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English in the district and is achieving and sustaining a basic level of academic achievement with students whose native language is English.</i>			
<i>District reclassification policies and procedures are aligned with California Department of Education guidelines. Multiple criteria are utilized to establish that the student is ready to be reclassified. Initial ELPAC candidates will be initially Fluent English Proficient (IFEP) if they meet IFEP criteria.</i>			
Grade Level	1. Assessment of English Language Proficiency (ELPAC Performance Levels)	2. Comparison Performance In Basic Skills	3. Teacher Evaluation of Student Academic Performance
K-1	CVUSD ELs in grades K-1 are typically not candidates for reclassification. According to Second Language Acquisition research, second language attainment at the competence and production level does not develop until 5-7 years. * A candidate with a unique language acceleration rate can be considered for reclassification. Consult with the EL Coordinator to discuss data that supports the child's unique language attainment.		
2	Summative ELPAC Performance Levels <ul style="list-style-type: none"> • Overall Level 4 • Oral Language Level 3-4 • Written Language Level 3-4 • No domains on Beginning 	Score of 3 in ELA Key Standards Reading & Literature Information Text: Identifies the main idea and details for grade level text Grade Level Phonics: Reads high-frequency words; Reads grade level text fluently Listening & Speaking: Retells stories, factual information, and life experiences accurately and in proper sequence Writing: Writes in complete sentences SRI 420	ELLevation Teacher Input Form called, "Teacher Evaluation of Student Academic Performance" Parent signature is documented on EL Annual Review Documents
3		60% ELA District Benchmark or SRI 520 Lexile	
4		SRI 740 Lexile or 60% ELA District Benchmark or ELA SBAC Nearly Met	
5		SRI 830 Lexile or 60% ELA District Benchmark or ELA SBAC Nearly Met	
6		SRI 925 Lexile or ELA SBAC Nearly Met	
7		SRI 925 Lexile or ELA SBAC Nearly Met	
8		SRI 925 Lexile or ELA SBAC Nearly Met	
9 - 12		SRI 925 Lexile	

*Scholastic Reading Inventory (SRI). The Lexile score is the lowest Proficient level in the grade span.

CVUSD 2017 R. Araiza
Revised 11/15/2021

[RFEP Candidate Meeting Sample](#)

Reunión para estudiantes que están desarrollando normativamente

Proceso de la reunión:

1. Estudiantes de inglés de los grados del 2 al 12 que están progresando a un ritmo normal sin preocupaciones
2. Todos los aprendices de inglés en los grados de TK a Grado 1 tienen este tipo de reunión
3. Usualmente se lleva a cabo entre abril/mayo

[Normative Development Meeting Sample](#)

Tipos de formularios de evaluación del maestro

Monitoreo RFEP (4 años)

Quién: estudiantes reclasificados

Cuándo: Los primeros 4 años dos veces al año. Usualmente **diciembre/enero y abril/mayo**

Evaluación del maestro del rendimiento de los alumnos que son candidatos para la RFEP

Quién: Aprendices de inglés que cumplen con los criterios de RFEP

Cuándo: **Enero y mayo**

Revisión anual de aprendices de inglés: evaluación del maestro sobre el rendimiento académico de los estudiantes

Quién: Estudiantes que se están desarrollando normativamente

Cuándo: **Abril**

Muestra de la evaluación del maestro para estudiantes RFEP

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RFEP (Year 1-4) Monitoring Form

RFEP Year 1-4 Monitoring • 11/04/2022
Student #: _____
Student: ; ;

Teacher Name		Due Date	
Teacher Subject		Submitted Date	

This student is a former English Learner (ELs) who has exited the EL program. All former ELs are required to be "monitored" for four years after they exit this program. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

First Name	Last Name	Local ID
Testing ID #	Grade Level	School
Exited Monitoring Status		

Monitoring Questions

1. Teachers' Evaluation of Student's Academic Performance

	Satisfactory	Unsatisfactory
Student's study habits are		
Student's academic performance is		
Student's English language usage and production is		

Recommendation

As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

Select one	
<input type="checkbox"/> Adequate Progress - Student is making adequate progress	
<input type="checkbox"/> Follow-up Required - Student is not making adequate progress and will be referred for appropriate interventions and follow-up.	

Signatures

Subject: _____ Date: _____

Programado dos veces al año durante los primeros 4 años después de la fecha de reclasificación.

Muestra de la evaluación del maestro para candidatos de RFEP

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RFEP Candidates: Teacher's Evaluation of Student's Academic Performance

Teacher Evaluation of Student Performance for RFEP Candidates • 11/04/2022

Student #: _____

Student: . . .

Teacher Name	_____	Due Date	_____
Teacher Subject	_____	Submitted Date	_____

This student is subject to occasional progress monitoring from the EL department. As this student's classroom teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing academically.

Student Information

First Name	_____	Last Name	_____	Local ID	_____
Testing ID #	_____	Grade Level	_____	School	_____
IEP	_____	Entered EL	_____		

Monitoring Questions

1. Program Placement		
<input type="checkbox"/>	Structured English Immersion (SEI) Class/Clusters (EL 1-3) receiving 30-90 minutes of ELD instruction each day.	
<input type="checkbox"/>	English Language Mainstream classes (EL 4-5) receiving at least 30 minutes of ELD instruction each day.	
<input type="checkbox"/>	Alternative Primary Language Instruction	
2. Teacher's Evaluation of Student's Academic Performance		
	Satisfactory	Unsatisfactory
Student's study habits are	_____	_____
Student's academic performance is	_____	_____
Student's English language usage and production is	_____	_____

Do you recommend this student to be Reclassified Fluent English Proficient (RFEP)?

Select one	
<input type="checkbox"/>	Yes - Student meets the academic and language criteria to participate effectively in the curriculum without substantial supports or at a level equal to that of English Only peers.
<input type="checkbox"/>	No - Student still needs substantial academic and language supports in order to participate effectively in the curriculum.

Signatures

Subject: _____ Date: _____

Muestra de la evaluación del maestro para estudiantes con un desarrollo normativo

English Learner Annual Review Grades 2-3

English Learner Annual Review: Teacher Evaluation of Student Academic Performance • 11/04/2022

Student #:

Student: ;

Teacher Name	Due Date
Teacher Subject	Submitted Date

English Learners are to be progress-monitored annually in their language and academic achievement by the classroom Teacher. As this student's classroom Teacher, your feedback is invaluable. Please answer the questions below to provide feedback on how this student is performing in acquiring Standard English, Academic English and Disciplinary Language skills across the content areas. CVUSD is committed to provide English Learners meaningful access to grade-level academic content via appropriate instruction and develop students' linguistic and academic English language proficiency as stipulated by Lau v. Nichols, 414 U.S. 563 (1974) and further supported by Castañeda v. Pickard, 648 U.S. 1263 (2016).

Student Information

First Name	Last Name	Local ID
Testing ID #	Grade Level	School
Exited Monitoring Status		

Monitoring Questions

1. Rate & Proficiency of English Language: Is student acquiring English in a normatively developing rate?

Yes, based on my observations and formative assessments, student is applying the newly learned language skills and is progressing towards the next acquisition level across the ELD continuum.

No, based on my observations and formative assessments, the student is not applying the newly learned language skills and is not progressing towards the next acquisition level across the ELD continuum.

2. Rate of Academic Progress: Is the student currently progressing academically, relative to his/her language acquisition level?

Yes, based on my observations and formative assessments, the student begins to demonstrate grade-level like features in his work production appropriate to his/her language proficiency.

No, based on my observations and formative assessments, the student does not begin to demonstrate grade-level like features in his work production appropriate to his/her language proficiency.

3. Collaborative ELD Standard: Exchanging Information and Ideas

Please select where in the ELD continuum does the student demonstrate proficiency in EXCHANGING INFORMATION AND IDEAS:

Emerging Stage: Student contributes to conversations and express ideas by asking and answering yes/no and wh- questions and responding using short phrases.

Expanding Stage: Student contributes to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.

Bridging Stage: Student contributes to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

4. Structuring Cohesive Texts ELD Standard: Understanding Text Structure

Please select where in the ELD continuum does the student demonstrate proficiency in UNDERSTANDING TEXT STRUCTURE.

Emerging Stage: student applies understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.

Expanding Stage: student applies understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.

Bridging Stage: student applies understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.

5. Expanding & Enriching Ideas ELD Standard: Using Verbs and Verb Phrases

Please select where in the ELD continuum does the student demonstrate proficiency in USING VERBS AND VERB PHRASES.

Emerging Stage: student uses frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience).

Expanding Stage: student uses a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).

Bridging Stage: student uses a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for science description, simple future to predict).

Teacher Evaluation of Student Linguistic and Academic Performance

As a classroom teacher for this student, I have been able to monitor language and academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that student is to (check option below):

Select one

Continue EL Services - Student is normatively developing

Require Intensive EL Services - Student is not normatively developing

Signatures

Subject _____ Date: _____



¿PREGUNTAS?