

SAS HIGH SCHOOL E.S.O.L. PROGRAM COMMUNICATION

Essential communications between High School ESOL teachers and SAS students



Beginning of year



Student Orientation Program: In Weeks One and Two, teachers will explain to students:

ESOL Student Rights and Benefits: homework and test accommodations, teacher schedules and availability, priority in Language Center

ESOL Report Cards: what will be reported to parents, what skills are important and what behaviors are expected*

ESOL Exit Criteria Checklist: how students are assessed for exit; skills that must be demonstrated; schedule of exit interviews

Monitor status: requirements to be satisfied over one semester to retain **Exit status** (including regular one-on-one conference time with ESOL teacher); mid-quarterly assessment by Core teachers.

Individualized



Week One:

English Language Development Assessment (ELDA) given to all ESOL students as beginning-of-year measurement of skills in reading, writing, and listening.

Student Portfolios created to store student work and records throughout the year.

Holistic Writing Sample taken from all HS students at beginning of year to determine current writing skills and set goals for the year.

Weeks One and Two:

Questionnaires on students' Learning Styles, Multiple Intelligences, Interests and Backgrounds

Massachusetts English Language Assessment—Oral (MELA-O) given to all ESOL students at beginning of year to assess speaking proficiency level.

Weeks Three and Four:

Qualitative Reading Inventory-3 (QRI-3) given to all ESOL students at beginning of year to assess reading grade-level and reading strategy skills.

Ongoing/end of year



Support Mid/During Year

One-on-one Student-Teacher Conferences/Support (ongoing)

December: Mid-term conference, evaluation of progress, revision of goals, possible exit interviews. For students in Monitor status: review of mid-quarterly assessment by Core Teachers; final exit from program

End of Year

April/May: ESOL teacher advises Grade 9 students on Grade 10 course selection.

May: **Qualitative Reading Inventory-3 (QRI-3)** given to all ESOL students to assess end-of-year reading grade-level and improvement in reading strategy skills.

English Language Development Assessment (ELDA) given to all ESOL students as end-of-year measurement of skills development in reading, writing, and listening. **Massachusetts English Language Assessment—Oral (MELA-O)** given to all ESOL students at end of year to assess development of spoken English proficiency. **Summer reading/movie list** given to students (based on English, History, and Science curriculum for next year)

Exit interviews/overview of next year

For Monitor status students: review of mid-quarterly assessments by Core Teachers; final exit from program