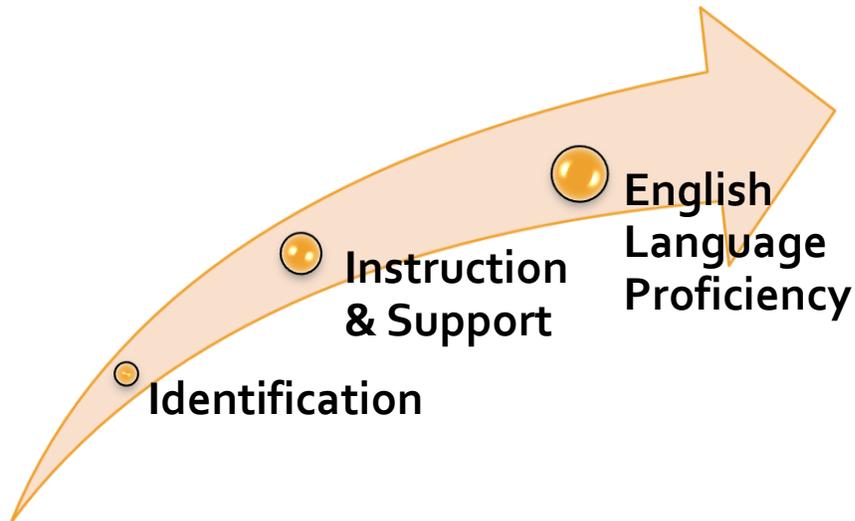


# Minneapolis Public Schools



## English Learner Services Multilingual Department



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# Identification

**English Learner (EL) programs** promote academic achievement of students who qualify for English Learner services through research-based instructional strategies, language-rich learning environments, and affirmation of student, family, and community assets. In addition, the law requires students who need support in developing academic English get the instruction they need through a licensed teacher. Below shows how students are identified.

All families fill out a **Language Survey** to determine if they have experience with a language other than English.

Students are assessed to determine their level of English.

If student meets criteria, they qualify for services and the family is consulted.

*If you have further questions, please contact the EL teacher at your school.*



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# Instruction & Support

EL services are provided to students as part of their classes at school. Students are taught by a licensed EL teacher. This means that students receive additional support in acquiring the listening, speaking reading, and writing skills necessary to master the English language.

Families can also receive support from a family outreach specialist to better understand the EL program and how to be an advocate for their child's learning.

To measure progress in English Language Development, students take an annual assessment in listening, speaking, reading and writing. The following fall, parents receive a score report (see example) showing their student's English proficiency level for each of those sections, and an Overall proficiency level calculated from the four other scores. Proficiency levels are measured on a scale of 1-6.



**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 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 <small>(Possible 1.0-6.0)</small>						Scale Score <small>(Possible 100-600)</small> and Confidence Band <small>See Interpretive Guide for Score Reports for definitions</small>				
	1	2	3	4	5	6	100	200	300	400	500
<b>Listening</b>	4.0						368				
<b>Speaking</b>	2.2						320				
<b>Reading</b>	3.4						356				
<b>Writing</b>	3.5						355				
<b>Oral Language</b> <small>50% Listening + 50% Speaking</small>	3.2						344				
<b>Literacy</b> <small>50% Reading + 50% Writing</small>	3.5						356				
<b>Comprehension</b> <small>70% Reading + 30% Listening</small>	3.7						360				
<b>Overall*</b> <small>35% 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"> <li>- Exchange information and ideas with others</li> <li>- Connect people and events based on oral information</li> <li>- Apply key information about processes or concepts presented orally</li> <li>- Identify positions or points of view on issues in oral discussions</li> </ul>
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"> <li>- Share about what, when, or where something happened</li> <li>- Compare objects, people, pictures, events</li> <li>- Describe steps in cycles or processes</li> <li>- Express opinions</li> </ul>
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"> <li>- Classify main ideas and examples in written information</li> <li>- Identify main information that tells who, what, when or where something happened</li> <li>- Identify steps in written processes and procedures</li> <li>- Recognize language related to claims and supporting evidence</li> </ul>
Writing	3	communicate in writing in English using language related to common topics in school, for example: <ul style="list-style-type: none"> <li>- Describe familiar issues and events</li> <li>- Create stories or short narratives</li> <li>- Describe processes and procedures with some details</li> <li>- Give opinions with reasons in a few short sentences</li> </ul>

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at [www.wida.us/scorereport](http://www.wida.us/scorereport)



# Exiting English Learner Services

A student's EL services will end when they reach an Overall proficiency level of **4.5** on the ACCESS test, and have a score of **3.5** or higher on at least 3 sections (Reading, Listening, Speaking, and Writing). Students can receive services for as long as they need the support.

Language Domain	Proficiency Level (Possible 1.0-6.0)					
	1	2	3	4	5	6
Listening 						6.0
Speaking 				4.4		
Reading 						6.0
Writing 					5.3	
<b>Overall*</b> 35% Reading + 35% Writing + 15% Listening + 15% Speaking						5.8

