

IRVINGTON PUBLIC SCHOOLS
Department Of ESL/Bilingual/World Language Programs
1 University Place, 2nd Floor, Irvington, NJ 07111
Phone: (973) 399-6800 Ext. 1672/1671

ELL EXITING CRITERIA REQUEST FORM

Student Name: _____ Program Entry Date (*From PowerSchool*): _____

Student ID Number: _____ Years in Program: _____

ESL Level: _____ Grade: _____ Program(s): Bilingual ESL Both

School Attending: _____ School Receiving (*If Applicable*): _____

Recommendation Based Upon The Following Indicators:

(1) ACCESS:

2019 _____ Prof. Level _____ ACCESS Scores _____

2018 _____ Prof. Level _____ ACCESS Scores _____

(2) Attendance (*Total Days Absent During the 18-19 School Year*): _____

(3) Year-End Grades: ELA _____ Math: _____ Science: _____ Social Studies: _____

Classroom Teacher: Student recommended for Exiting: YES _____ NO _____

(*If YES, please attach a detail explanation for your recommendation.*)

_____/_____ Date: _____

(Print Name)

(Signature)

Other Staff Recommendation: Student recommended for Exiting: YES _____ NO _____

(*If YES, please attach a detail explanation for your recommendation.*)

_____/_____ Date: _____

(Print Name)

(Signature)

ESL Teacher: Student recommended for Exiting: YES _____ NO _____

(*If YES, please attach a detail explanation for your recommendation.*)

_____/_____ Date: _____

(Print Name)

(Signature)

School Principal / Administrator Approval: YES _____ NO _____

_____/_____ Date: _____

(Print Name)

(Signature)

Director of Special Services Programs (If appropriate): Exit Approved Exit Declined

_____/_____ Date: _____

(Print Name)

(Signature)

ESL/Bilingual Educational Program Administrator: Exit Approved Exit Declined

_____/_____ Date: _____

(Print Name)

(Signature)

NOTE: Your request to exit a student will depend on students' performance on the yearly ACCESS Exam and your recommendation letter(s).

IRVINGTON PUBLIC SCHOOLS
Department Of ESL/Bilingual/World Language Programs
1 University Place, 2nd Floor, Irvington, NJ 07111
Phone: (973) 399-6800 Ext. 1672/1671

English Language Observation Form

This step verifies that students can successfully achieve academically in classrooms where the language of instruction is English and whether the student has the opportunity to participate fully in the school instructional environment. As required by the New Jersey Bilingual Administrative Code, N.J.A.C. 6A:15-1.10, the form takes classroom performance, the student's reading level in English, judgment of the teaching staff member(s), and performance on achievement tests into account.

English Language Observation Form

Purpose: This form determines whether or not an ELL is ready to exit from ELL status.

Instructions: School staff with knowledge of the student must meet to complete this form when Exit Step 1 Decision is "Yes." This form must be completed collaboratively based on observations of an English language learner (ELL) in content classes in which English is the medium of instruction. Certificated ESL and/or bilingual (where available), staff must lead the meeting.

Form:

Student name: _____ Student State ID: _____

Grade: _____ Birth Of Date: _____

Meeting date: _____

Certificated ESL and/or Bilingual Staff in attendance:

Additional staff members in attendance (Names and titles):

Other teachers present (at least one):

English Language Arts _____ Math _____
 Other(s) _____

Listening used in the classroom (select all that apply). Add notes and other information if needed.

- Listens and follows along: Yes No
- Responds to teacher questions: Yes No
- Interprets oral information to complete content-related tasks: Yes No
- Responds to unexpected/spontaneous questions appropriately: Yes No
- Asks for clarification if necessary: Yes No
- Provides clarification if necessary: Yes No
- Clears up misunderstandings (by backtracking, restating, etc.): Yes No

- Other information: _____

Speaking used in the classroom: _____
(Please attached detail notes and other information as needed.)

In general, teachers elicit student responses that are mostly:

- Words/phrases A sentence Connected Sentences

Non-ELLs use mostly:

- Words/phrases A sentence Connected Sentences

Observed student uses mostly:

- Words/phrases A sentence Connected Sentences

To what extent does the observed student use language in the ways expected for the task?

- All or most of the time Some of the time Rarely

Performance on achievement tests (e.g. local benchmark tests) and reading level in English demonstrate that the student has the ability to achieve at levels similar to his/her non-ELL peers in the classrooms where the language is English.

- All or most of the time Some of the time Rarely

Based on this observation form, student has shown the ability to successfully achieve in the classrooms where the language of instruction is English.

Note: Determination must consider the performance of non-ELLs in similar settings that have similar characteristics to the student being evaluated (e.g. disability, grade level, educational background, etc.).

- Decision: Yes (Ready for exit) No (Not ready for exit)

Final Decision (Select one)

- Student is exited from ELL status because he/she **meets** all criteria on ELL Exit Form
 Student is still an ELL because he/she **did not meet** all criteria on ELL Exit Form

Additional Considerations for Exit - Parental Notification:

Each school district /charter school must notify the parents/guardians when students meet the exit criteria and are placed in a monolingual English program. The notice must be in English and in the language in which the parents/guardians possesses a primary speaking ability. A score report from the ELP test used for exit must be included in the parent/guardian notification for exit.

Considerations for Students with Disabilities:

In accordance with 34 C.F.R. § 200.16(c), when no appropriate accommodations are available for one or more of the language domain(s), ELLs with a disability that precludes assessment of a domain can be exited using a composite of the remaining domains that are able to be assessed. The composite cut score is 4.5. This decision must be determined on an individualized basis, by the student's IEP team, 504 team, or individual or team designated by the school district/charter school to make these decisions under Title II of the Americans with Disabilities Act. School districts/charter schools should develop a process to facilitate the team-based decision making between certified ELL professional(s) and members of the child study team. This process must be documented with meeting minutes and kept on file.

IRVINGTON PUBLIC SCHOOLS
Department Of ESL/Bilingual/World Language Programs
1 University Place, 2nd Floor, Irvington, NJ 07111
Phone: (973) 399-6800 Ext. 1672/1671

GLOSSARY TERMS:

Glossary terms are specific to the context of the ESSA “Entry and Exit” of English language learner guidance.

- **Mid-year** – any student enrolled after the 1st 30 days of the beginning of school.
- **Proficient** – student has met the N.J. Department of Education department-established standard.
- **Screening** – a process by which a student is evaluated to determine whether the student needs to be tested for language proficiency.
- **Screener** – an assessment tool that may be used after the screening process to determine a student’s English language proficiency level and a student’s need for language services and placement.
- **Standardization** – process of making something conform to a standard for all New Jersey LEAs; no changes are permitted to language or text.
- **U.S. School** – any public, charter, private school in the United States.