

Do You Know What Your Child's Elementary School Goals Are?



ESOL Students' Guide to Academic Independence



What Are We Learning Today?

1. Tests your child will take at school
2. How to achieve academic success -Road to Success and Independence
3. Your child's English proficiency level and performance on district and state tests
4. Reading and Math skills across grade levels -Parent RoadMaps
5. How can I help my child attain success with available information and resources

Tests your child will take at school

To find elementary school test dates:

<https://www.pcsb.org/Page/24647>

Assessment Name	Subject Tested	K	1	2	3	4	5
MAP (Measurements of Academic Progress) Ongoing throughout the school year	Reading	✓	✓	✓	✓	✓	✓
	Writing						✓
	Math	✓	✓	✓	✓	✓	✓
	Science				✓	✓	✓
FSA (Florida Standards Assessments) April-May	Reading				✓	✓	✓
	Writing					✓	✓
	Math				✓	✓	✓
	Science						✓
ACCESS for ELLs 2.0 (Assessing Comprehension and Communication in English State-to-State for English Language Learners) February- March	English Language Proficiency: Listening, Speaking, Reading and Writing	✓	✓	✓	✓	✓	✓



Proficiency Levels your child needs to achieve –

Road to Success and Independence

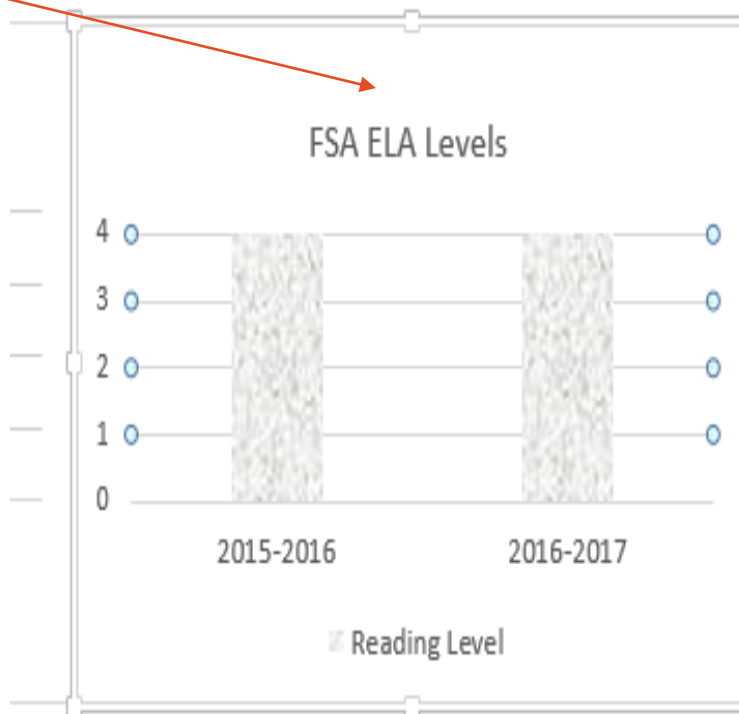
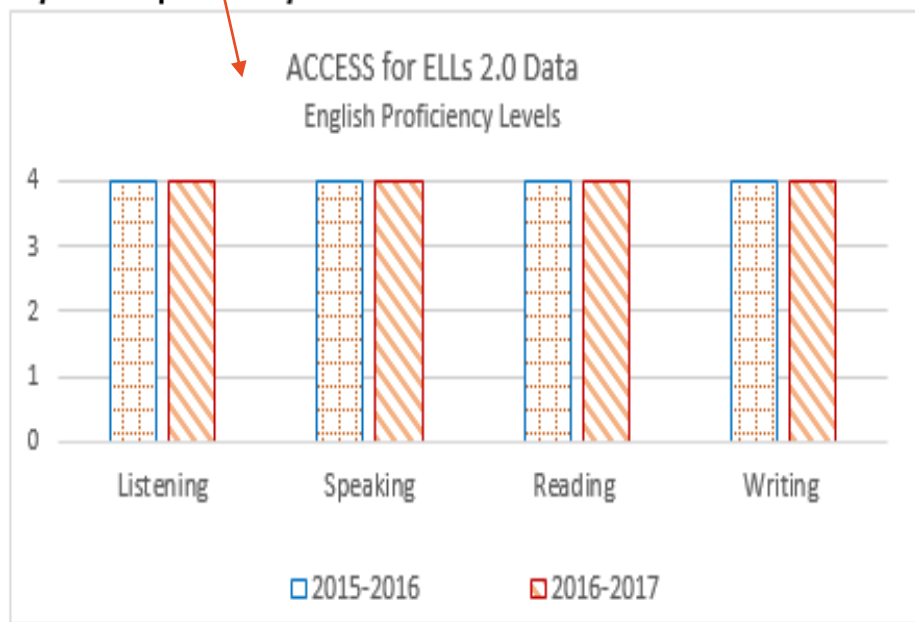
- K-2nd Grade vs 3rd- 5th Grade
- Goals to achieve proficiency
 - Access English Language Level 4
 - Access Reading Level 4
- Current Proficiency Levels
 - ACCESS Tests
 - FSA-ELA Tests



My goal is to achieve proficiency:

- 4 ACCESS for ELLs 2.0- overall English language proficiency level 4 and above
- 4 ACCESS for ELLs 2.0 –reading proficiency level 4 and above
- 3 FSA ELA level 3 and above

My current proficiency levels are...



My current reading level is ...

The Road to Success and Independence is a tool that helps parents to track their children's English proficiency level, reading level, and performance on district and state tests. This tool helps students, parents, and teachers to set goals that will help students to reach the proficiency levels needed to be successful at school.

English Learner - Road to Success and Independence, Grades 3-5

About me:

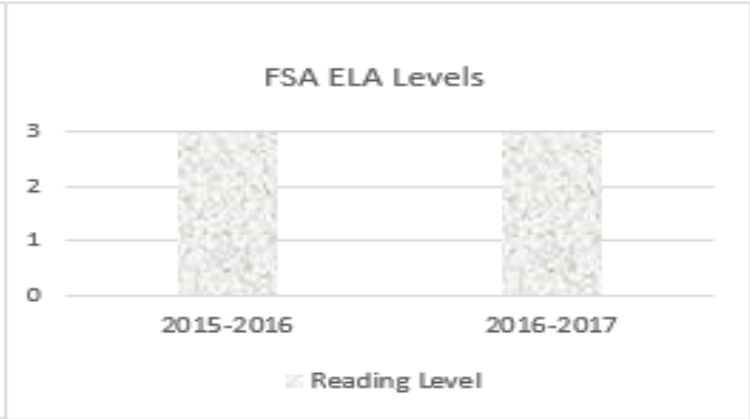
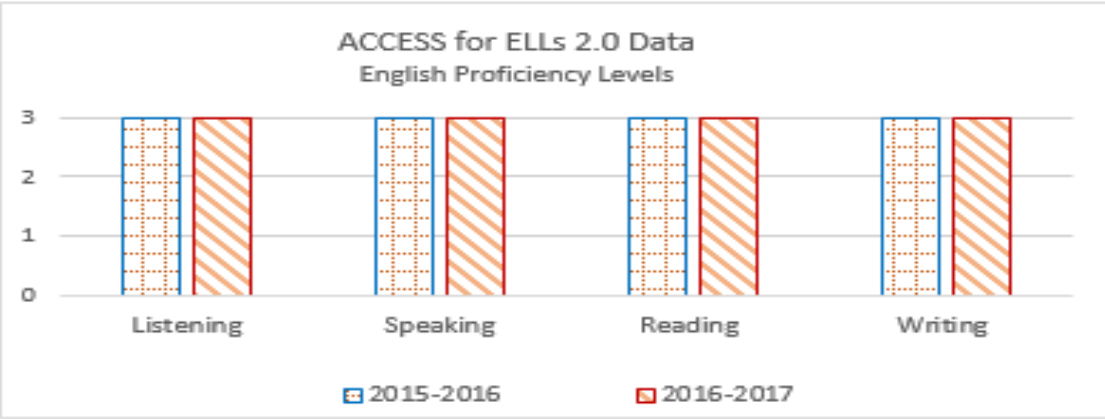
Name: _____ Grade: ____ Language: _____ Country of Birth: _____

What makes me unique: _____

My goal is to achieve proficiency:

- ACCESS for ELLs 2.0- overall English language proficiency level 4 and above
- ACCESS for ELLs 2.0 –reading proficiency level 4 and above
- FSA ELA level 3 and above

My current proficiency levels are...



My current reading level is... (Color in the level each running record cycle)

Kindergarten Emergent			1 st Grade Early Reading Level					2 nd Grade Transitional				3 rd Grade Transitional				4 th Grade Fluent				5 th Grade Fluent
A	B/C	D/E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U/V		

Based on my data, my areas of focus this year will be...

The Road to Success and Independence is a tool that helps parents to track their children's English proficiency level, reading level, and performance on district and state tests. This tool helps students, parents, and teachers to set goals that will help students to reach the proficiency levels needed to be successful at school.

English Learner - Road to Success and Independence, Grades K-2

About me:

Name: _____ Grade: ____ Language: _____ Country of Birth: _____

What makes me unique: _____

My goal is to achieve proficiency:

- ACCESS for ELLs 2.0- overall English language proficiency level 4 and above
 ACCESS for ELLs 2.0 –reading proficiency level 4 and above

My current proficiency levels are...



My current reading level is... (Color in the level each running record cycle)

Kindergarten Emergent					1 st Grade Early Reading Level						2 nd Grade Transitional				
Pre-A	A	B	C	D	D	E	F	G	H	I	J	J	K	L	M

Based on my data, my areas of focus this year will be...

My strengths are:	The two areas I want to improve are:	Steps I will take to accomplish these goals:	My teacher(s) will support me in reaching my goals by:	My parent(s) will help me be more successful by:
	1			

How do I find my child's English proficiency level and assessment scores?

- Communicate with your teacher
- Ask about reading levels and grades
- Check your child's agenda regularly- reports are sent home



Focus – test history

<https://focus.pcsb.org/focus/>



Welcome, A

- > Demographic / Address Info
- > Preferences
- > Class Schedule / Registration
- > Class Requests
- > Final Grades & GPA
- > Test History
- > Test History Report
- > Absences
- > Attendance Chart
- > Referrals

Alerts - Since you la

You are not set to rece

Featured Programs



[FOCUS-test history](https://focus.pcsb.org)
<https://focus.pcsb.org>



AFE - Access for ELLs 2.0 (AFE)		Fri Mar 24, 2017	2016-2017	03
FSA - Florida Standards Assessments (FSA)		Mon Mar 27, 2017	2016-2017	03
FSA - Florida Standards Assessments (FSA)		Mon Apr 10, 2017	2016-2017	03
MAP - (Local) (MAP)		Tue Sep 5, 2017	2017-2018	04
MAP - (Local) (MAP)		Thu Sep 28, 2017	2017-2018	04

FOCUS Test History

AFE - Access for ELLs 2.0 (AFE)



Fri Mar 24, 2017

2016-2017

03

FSA - Florida Standards Assessments (FSA)



Mon Mar 27, 2017

2016-2017

03

ELA-Reading Total

3

Title	Rating (local) (RTG)
Listening Proficiency Level	6.0
Speaking Proficiency Level	6.0
Reading Proficiency Level	5.8
Writing Proficiency Level	4.4

What is my child's English Proficiency level?



Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> Follow modeled, one-step oral directions (e.g., "Find a pencil.") Identify pictures of everyday objects as stated orally (e.g., in books) Point to real-life objects reflective of content-related vocabulary or oral statements Mimic gestures or movement associated with statements (e.g., "This is my left hand.") 	<ul style="list-style-type: none"> Match oral reading of stories to illustrations Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") Sequence a series of oral statements using real objects or pictures Locate objects described orally 	<ul style="list-style-type: none"> Follow modeled multi-step oral directions Sequence pictures of stories read aloud (e.g., beginning, middle, and end) Match people with jobs or objects with functions based on oral descriptions Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information Find details in illustrated, narrative, or expository text read aloud Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed oral descriptions 	<ul style="list-style-type: none"> Use context clues to gain meaning from grade-level text read orally Apply ideas from oral discussions to new situations Interpret information from oral reading of narrative or expository text Identify ideas/concepts expressed with grade-level content-specific language
SPEAKING	<ul style="list-style-type: none"> Repeat simple words, phrases, and memorized chunks of language Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase Identify and name everyday objects Participate in whole group chants and songs 	<ul style="list-style-type: none"> Use first language to fill in gaps in oral English (code switch) Repeat facts or statements Describe what people do from action pictures (e.g., jobs of community workers) Compare real-life objects (e.g., "smaller," "biggest") 	<ul style="list-style-type: none"> Ask questions of a social nature Express feelings (e.g., "I'm happy because...") Retell simple stories from picture cues Sort and explain grouping of objects (e.g., sink v. float) Make predictions or hypotheses Distinguish features of content-based phenomena (e.g., caterpillar, butterfly) 	<ul style="list-style-type: none"> Ask questions for social and academic purposes Participate in class discussions on familiar social and academic topics Retell stories with details Sequence stories with transitions 	<ul style="list-style-type: none"> Use academic vocabulary in class discussions Express and support ideas with examples Give oral presentations on content-based topics approaching grade level Initiate conversation with peers and teachers

Level 6 - Reaching

What is my child's English Proficiency level?



Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

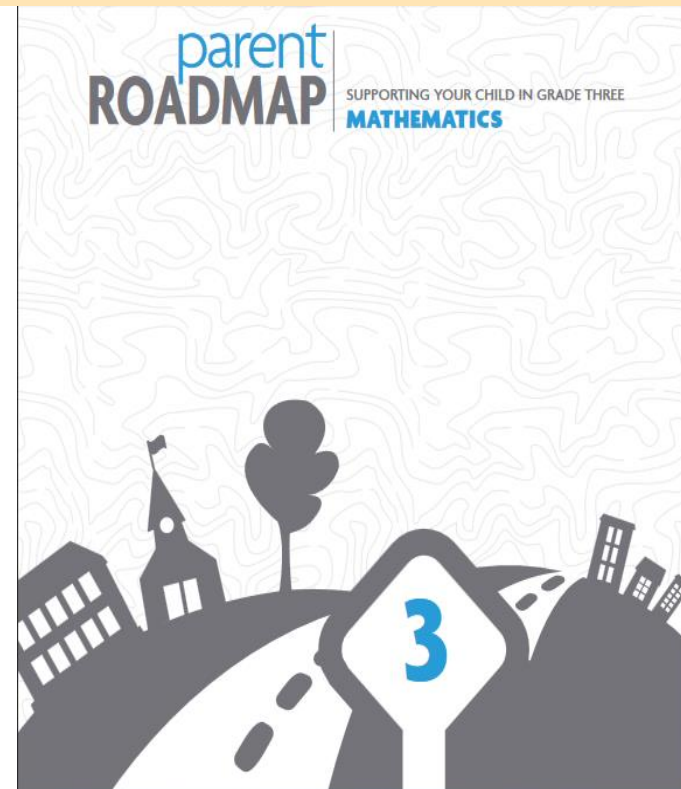
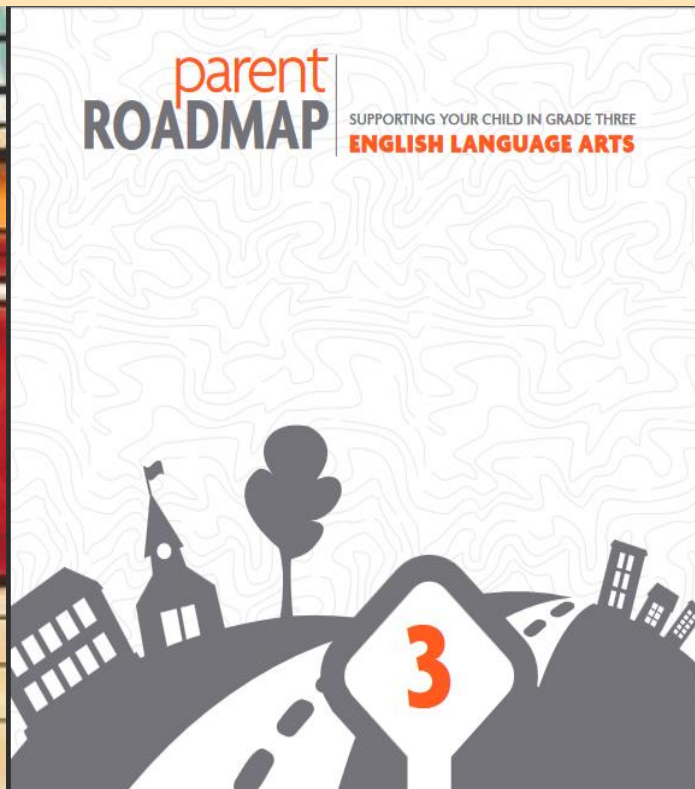
Rectangular Snip

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Identify symbols, icons, and environmental print Connect print to visuals Match real-life familiar objects to labels Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> Search for pictures associated with word patterns Identify and interpret pre-taught labeled diagrams Match voice to print by pointing to icons, letters, or illustrated words Sort words into word families 	<ul style="list-style-type: none"> Make text-to-self connections with prompting Select titles to match a series of pictures Sort illustrated content words into categories Match phrases and sentences to pictures 	<ul style="list-style-type: none"> Put words in order to form sentences Identify basic elements of fictional stories (e.g., title, setting, characters) Follow sentence-level directions Distinguish between general and specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> Begin using features of non-fiction text to aid comprehension Use learning strategies (e.g., context clues) Identify main ideas Match figurative language to illustrations (e.g., "as big as a house") 	
WRITING	<ul style="list-style-type: none"> Copy written language Use first language (L1, when L1 is a medium of instruction) to help form words in English Communicate through drawings Label familiar objects or pictures 	<ul style="list-style-type: none"> Provide information using graphic organizers Generate lists of words/phrases from banks or walls Complete modeled sentence starters (e.g., "I like ____.") Describe people, places, or objects from illustrated examples and models 	<ul style="list-style-type: none"> Engage in prewriting strategies (e.g., use of graphic organizers) Form simple sentences using word/phrase banks Participate in interactive journal writing Give content-based information using visuals or graphics 	<ul style="list-style-type: none"> Produce original sentences Create messages for social purposes (e.g., get well cards) Compose journal entries about personal experiences Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ul style="list-style-type: none"> Create a related series of sentences in response to prompts Produce content-related sentences Compose stories Explain processes or procedures using connected sentences 	

Parent Roadmaps What is it?

The parent Roadmaps in English language arts/literacy and in mathematics provide guidance to parents about what their children will be learning and how they can support that learning in grades K-12.

These parent roadmaps for each grade level also provide three-year snapshots showing how selected standards progress from year to year so that students will be college and career ready upon their graduation from high school.





How can I help my child attain success?

- Make sure **your child** is at school every day and is **ready to learn**
- Be an active part of your child's school life- know what classes they have, ask them what they like about school...
- Get **acquainted with the grade level standards**
- Know your child's grade level tests calendar
- Communicate with your child's teacher, attend all **ELL committee meetings**, be your **child advocate**, find out ways you can help

How can I help my child attain success?

- Use available resources provided by the school and the district
- Reach out for **resources in your community** that will help with school-library homework/tutoring programs, online resources, learn English with your child...

Check FOCUS weekly

<https://focus.pcsb.org/focus/index.php>



Available information and resources to ensure student success



Homework Helpline: 727-547-7223

<https://www.pcsb.org/Page/317>

ESOL

www.pcsb.org/esol

Roadmaps: <https://www.pcsb.org/Page/594>



<http://fsassessments.org/>



<http://www.cpalms.org/Public/>

<https://www.pcsb.org/Domain/143>



Istation



ST Math



myON



Think Central

- Clever @ Home supports learning outside of the classroom anytime, anywhere
- To access to these instructional programs students use their school username and password



<https://www.pcsb.org/Domain/143>

Resources



Destiny



Focus



Khan Academy



Khan MAP Practice ⓘ



Questions

Please contact:

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reckenwalde@pcsb.org