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

Middle School Education

ESOL Students' Guide to Academic Independence

What are we learning today?

- ❑ Tests your child will take at school

- ❑ How to achieve academic success – Road to Success and Independence

- ❑ Learn about your child's English Proficiency Levels and performance on district and state assessments in FOCUS

- ❑ Readings and Math skills across grade levels using Parent Roadmaps

- ❑ How can I help my child to attain success with available information and resources

To find **middle school test** dates: www.pcsb.org/Page/24648

Test Name	Subject	6	7	8
Reading Progress Monitoring - RI		✓	✓	✓
English Language Arts	Writing	✓	✓	✓
	Reading	✓	✓	✓
Mathematics		✓		
Algebra 1			✓	
Algebra 1, Geometry				✓
Social Studies Common Exam		✓		✓
Science Progress Monitoring		✓	✓	✓
FSA (Florida Standards Assessments) Florida Standards Alternate Assessment (FSAA)	Reading	✓	✓	✓
	Writing	✓	✓	✓
	Math	✓	✓	✓
	Algebra 1, Geometry			✓
State Science Assessment				✓
Civics End-of-Course Test			✓	
PSAT (Preliminary SAT/ Standardized College Admissions Test)				✓
ACCESS for ELLs 2.0 (Assessing Comprehension and Communication in English State-to-State for English Language Learners)	English Language Proficiency: Listening, Speaking, Reading, Writing	✓	✓	✓

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.
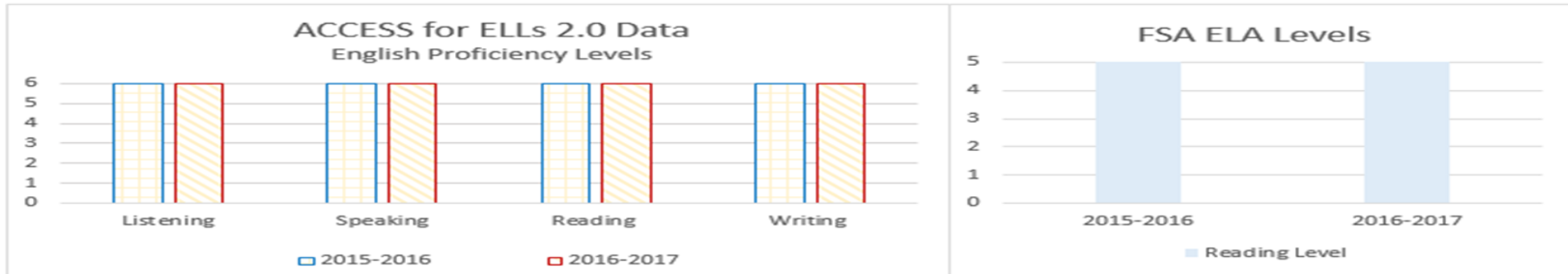
English Learner's Road to Success and Independence

| Student Name: | Grade: | Date of Birth: | Date Entered US Schools: |
| Preferred Nickname: | | Country of Birth: | Home Language(s): |

How do I achieve proficiency?

Proficiency Goals: Reach overall English language proficiency level 4 and level 3 on the FSA ELA

What are my proficiency levels?

ACCESS for ELLs 2.0 Data — English Proficiency Levels (Listening, Speaking, Reading, Writing; 2015-2016, 2016-2017). FSA ELA Levels (2015-2016, 2016-2017; Reading Level)

How can I track my progress?

RI Cycle 1	RI Cycle 2	RI Cycle 3	WriteScore Cycle 1	WriteScore Cycle 2
Lexile: _____ Grade level: _____	Lexile: _____ Grade Level: _____	Lexile: _____ Grade level: _____	Reading: _____ Writing: _____	Reading: _____ Writing: _____

What are my goals for this school year?

Semester	What are two areas I want to improve in? (Language Goals)	What steps can I take to accomplish these goals? How am I advocating for my success?	How can my teacher support me in attaining my goals?	How can my parent(s) support me with my goals at home?
1:	1_____ _____ 2_____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
ction	Did I reach my goals? (Why? / Why not?)			

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

 Focus – test history   https://focus.pcsb.org/focus/

✓ Communicate with your child's teacher, ask about scores, reading levels, district test scores

✓ Check your child's report cards/student reports

FOCUS-test history
https://focus.pcsb.org

PINELLAS COUNTY SCHOOLS

School Information	My Information	Assignments & Grades

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 last

You are not set to rece

Featured Programs

Test	Date	Year	Grade
FSA - Florida Standards Assessments (FSA)	Wed Apr 15, 2015	2014-2015	03
FAS - Florida Assessments for Instruction in Reading-Florida Standards (FAIR-FS) (FAS)	Mon May 18, 2015	2014-2015	03
AFE - Access for ELLs 2.0 (AFE)	Thu Feb 11, 2016	2015-2016	04
FSA - Florida Standards Assessments (FSA)	Wed Apr 13, 2016	2015-2016	04
AFE - Access for ELLs 2.0 (AFE)	Fri Mar 24, 2017	2016-2017	05
FSA - Florida Standards Assessments (FSA)	Mon Apr 10, 2017	2016-2017	05
FC2 - FL Comprehensive As. (FC2)	Mon May 1, 2017	2016-2017	05
SRI - Scholastic Reading Inventory (SRI)	Mon Aug 21, 2017	2017-2018	06
MAP - (Local) (MAP)	Mon Sep 25, 2017	2017-2018	06
MAP - (Local) (MAP)	Wed Oct 4, 2017	2017-2018	06

FOCUS-test history
https://focus.pcsb.org

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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

Can Do Descriptors: Grade Level Cluster 6-8

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	Level 6 - Reaching
LISTENING	• Follow one-step oral commands/instructions • Match social language to visual/graphic displays • Identify objects, people, or places from oral statements/ questions using gestures (e.g., pointing) • Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	• Follow multi-step oral commands/instructions • Classify/sort content-related visuals per oral descriptions • Sequence visuals per oral directions • Identify information on charts or tables based on oral statements	• Categorize content-based examples from oral directions • Match main ideas of familiar text read aloud to visuals • Use learning strategies described orally • Identify everyday examples of content-based concepts described orally • Associate oral language with different time frames (e.g., past, present, future)	• Identify main ideas and details of oral discourse • Complete content-related tasks or assignments based on oral discourse • Apply learning strategies to new situations • Role play, dramatize, or re-enact scenarios from oral reading	• Use oral information to accomplish grade-level tasks • Evaluate intent of speech and act accordingly • Make inferences from grade-level text read aloud • Discriminate among multiple genres read orally	
SPEAKING	• Answer yes/no and choice questions • Begin to use general and high frequency vocabulary • Repeat words, short phrases, memorized chunks • Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	• Convey content through high frequency words/ phrases • State big/main ideas of classroom conversation • Describe situations from modeled sentences • Describe routines and everyday events • Express everyday needs and wants • Communicate in social situations • Make requests	• Begin to express time through multiple tenses • Retell/rephrase ideas from speech • Give brief oral content-based presentations • State opinions • Connect ideas in discourse using transitions (e.g., "but," "then") • Use different registers inside and outside of class • State big/main ideas with some supporting details • Ask for clarification (e.g., self-monitor)	• Paraphrase and summarize ideas presented orally • Defend a point of view • Explain outcomes • Explain and compare content-based concepts • Connect ideas with supporting details/evidence • Substantiate opinions with reasons and evidence	• Defend a point of view and give reasons • Use and explain metaphors and similes • Communicate with fluency in social and academic contexts • Negotiate meaning in group discussions • Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)	

Can Do Descriptors: Grade Level Cluster 6-8

WIDA® CONSORTIUM

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	
READING	• Associate letters with sounds and objects • Match content–related objects/pictures to words • Identify common symbols, signs, and words • Recognize concepts of print • Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text • Use picture dictionaries/illustrated glossaries	• Sequence illustrated text of fictional and non-fictional events • Locate main ideas in a series of simple sentences • Find information from text structure (e.g., titles, graphs, glossary) • Follow text read aloud (e.g., tapes, teacher, paired-readings) • Sort/group pre-taught words/phrases • Use pre-taught vocabulary (e.g., word banks) to complete simple sentences • Use L1 to support L2 (e.g., cognates) • Use bilingual dictionaries and glossaries	• Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., "cell," "table") • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries	• Order paragraphs • Identify summaries of passages • Identify figurative language (e.g., "dark as night") • Interpret adapted classics or modified text • Match cause to effect • Identify specific language of different genres and informational texts • Use an array of strategies (e.g., skim and scan for information)	• Differentiate and apply multiple meanings of words/phrases • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and support argument • Sort grade-level text by genre	**Level 6 - Reaching**
WRITING	• Draw content-related pictures • Produce high frequency words • Label pictures and graphs • Create vocabulary/concept cards • Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)	• Complete pattern sentences • Extend "sentence starters" with original ideas • Connect simple sentences • Complete graphic organizers/forms with personal information • Respond to yes/no, choice, and some WH- questions	• Produce short paragraphs with main ideas and some details (e.g., column notes) • Create compound sentences (e.g., with conjunctions) • Explain steps in problem-solving • Compare/contrast information, events, characters • Give opinions, preferences, and reactions along with reasons	• Create multiple-paragraph essays • Justify ideas • Produce content-related reports • Use details/examples to support ideas • Use transition words to create cohesive passages • Compose intro/body/conclusion • Paraphrase or summarize text • Take notes (e.g., for research)	• Create expository text to explain graphs/charts • Produce research reports using multiple sources/citations • Begin using analogies • Critique literary essays or articles	

Parent Roadmaps -What is it?

The parent Roadmaps in English language arts/literacy and in mathematic provide guidance to parents about what their children will be learning and how they can support that learning in grades 6-8. 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.
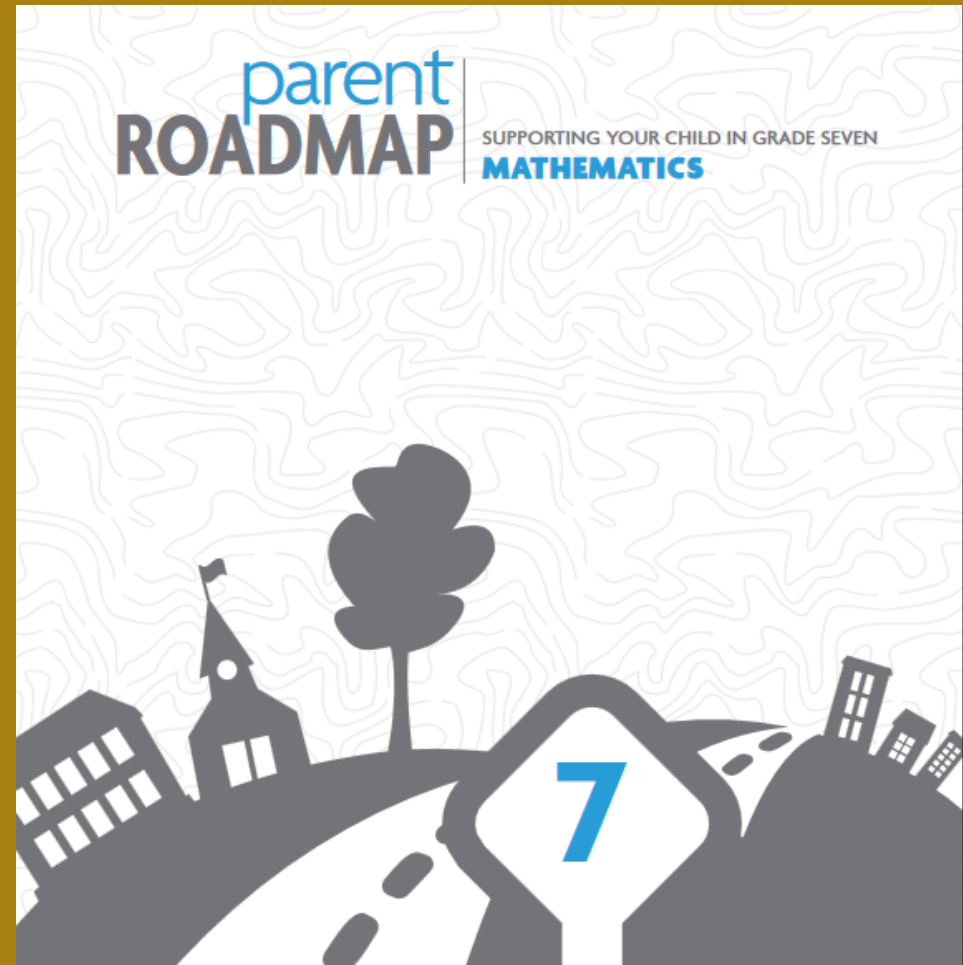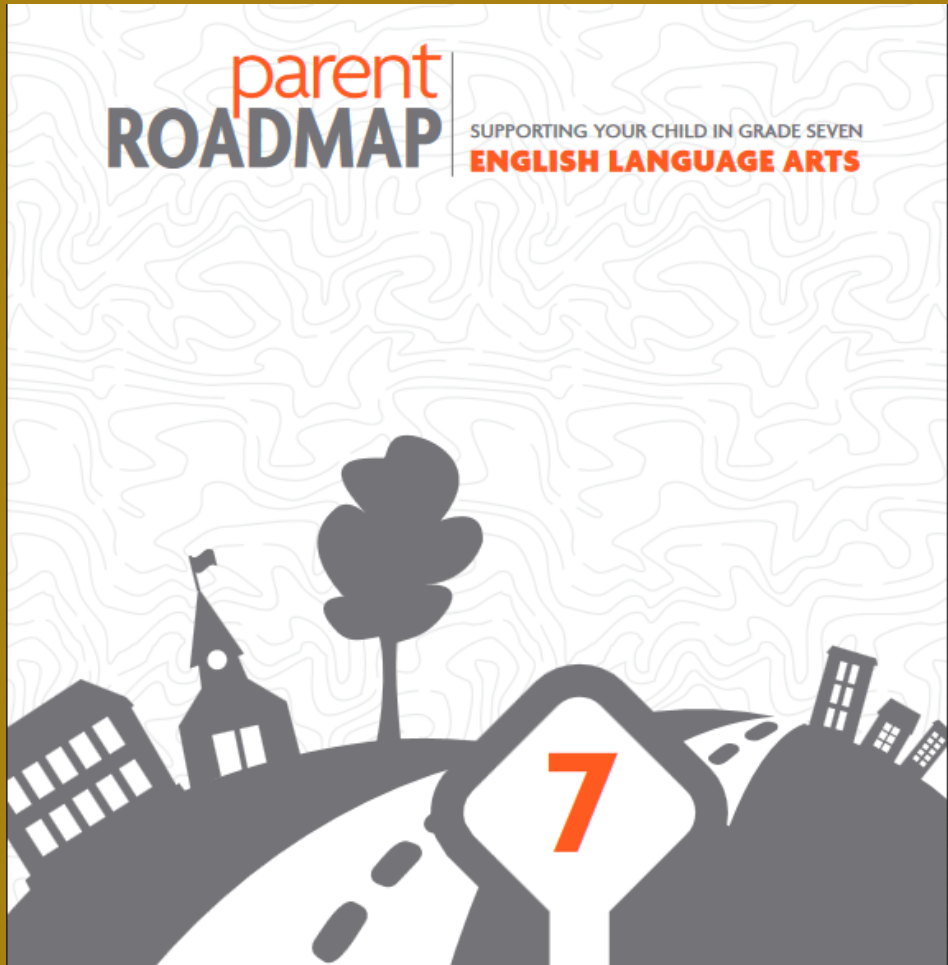
HMH READING INVENTORY (RI) COLLEGE AND CAREER LEXILE PROFICIENCY BANDS

What lexile range should my child be at?

GRADE	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
K	N/A	BR	0 to 279L	280 & Above
1	BR	0L to 189L	190L to 534L	535L & Above
2	BR to 219L	220L to 419L	420L to 654L	655L& Above
3	BR to 329L	330L to 519L	520L to 824L	825L& Above
4	BR to 539L	540L to 739L	740L to 944L	945L& Above
5	BR to 619L	620L to 829L	830L to 1014L	1015L & Above
6	BR to 729L	730L to 924L	925L to 1074L	1075L & Above
7	BR to 769L	770L to 969L	970L to 1124L	1125L & Above
8	BR to 789L	790L to 1009L	1010L to 1189L	1190L & Above
9	BR to 849L	850L to 1049L	1050L to 1264L	1265L & Above
10	BR to 889L	890L to 1079L	1080L to 1339L	1340L & Above
11 / 12	BR to 984L	985L to 1184L	1185L to 1389L	1390L & Above

The lexile ranges chart is used to help determine at what text complexity level K-12 students should be reading to help ensure that they are prepared for the reading demands of college and careers.

How can I help my child attain success?

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 she/he has, assessments she/he is required to take, and testing calendar

- Learn about the grade level standards

- Communicate with your child's teacher/grade level guidance counselor to find out ways you can help

- Check FOCUS weekly

How can I help my child attain success?

- Use available resources provided by the school and the district, and academic resources online

- Reach out for resources in your community that will help with school- library homework/tutoring programs, learn English with your child…

We are ALL responsible for learning:

Teacher Responsibilities	Student Responsibilities	Parent Responsibilities
Utilize ESOL strategies during all lessons Provide extra time as needed or requested Teach the same content to all students Provide heritage language support (dictionaries)	Work hard in every class! Some of you are being graded on effort, not working in NOT an option! Be your own ADVOCATE! If you don't know-ask, if you need extra time-ask, if you need a dictionary-ask! Practice English as much as possible. Change all the settings to your devices in English, make friends that speak multiple languages, join a sports team …	Attend all ELL committee meetings Be an active part of your students' academic life Reach out and use resources provided by Pinellas County that enhance English language learning

Important people to know at your child's school:

Who is my ESOL teacher/Bilingual Assistant?

_____

Who is my guidance counselor?

_____

Who is my grade level Assistant Principal?

_____

Who is your favorite teacher?

_____

Who should you ask if you have questions?

Guidance Counselor	Teacher	ESOL Teacher/ Bilingual Assistant	Assistant Principal
Questions about schedules/changing classes Help from the community (cloths, food or support groups) Counseling if you need to talk about anything that is bothering you at home or school Report bulling Graduation and college goals You need help finding someone or something in school	Questions about the material you are learning in class Needing extra time on assignments Needing a dictionary How to improve your grade? You want extra practice on a topic You are feel you need to talk to someone (your teacher and Guidance Counselor are there for you!)	You need any translations (phone call or written) You need to tell anything to any adult and are having difficulty (ask for the bilingual assistant) You feel you need extra support during a class period Questions regarding ESOL accommodations and supports in class You need to call a community resource and are having trouble You are meeting with any school member and need help understanding in your native language	You are in a situation where you need immediate help (use your phone to translate) You have already expressed concern with a situation and feel you still need more help You need help finding someone or something in school Concerns regarding ESOL accommodations and supports in class Questions about who can specifically help you with any situation

How can you help your child to attain success with available information and resources?

School Resources/Help

➡ Teachers

➡ Bilingual Assistants

➡ Guidance

➡ School website

➡ Focus

https://www.pcsb.org/students

Available information and resources to ensure student success

 Homework Helpline: 727-547-7223

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

 www.pcsb.org/esol

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

 http://fsassessments.org/

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

PCS Homework Helpline - 727-547-7223
https://www.pcsb.org/Page/317

o It offers free homework help for students in grades 1 through 12

o It is available from 5 to 8 p.m. Monday through Thursday, on all school days

Questions

If you have any question, please contact:

Ericka Reckenwald

ESOL Family Outreach

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reckenwalde@pcsb.org