## ENGLISH LANGUAGE LEARNERS REMOTE LEARNING SUPPORT

### Eligibility and Reclassification Assessments for Limited English Proficient Students

| **Limited English Proficiency Eligibility & Reclassification Testing** | • **PreLAS Test**: Administered to all new-to-Texas students entering Pre-K3, Pre-K4, and Kindergarten if a response on the Home Language Survey indicates a language other than English. |
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| | • **LASLinks Test**: Administered to all new-to-Texas students entering 1$^{st}$ grade – 12$^{th}$ grade if a response on the Home Language Survey indicates a language other than English. |
| | • **Reclassification Criteria**: At the end of the school year, Judson ISD may reclassify an English learner (EL) as English proficient if the student is able to participate equally in a general all-English instructional program with no second language acquisition supports as determined by satisfactory performance in the assessment options stablished by the Texas Education Agency. These assessments options include STAAR Reading, TELPAS, and/or LASLinks Test. |

### Dual Language Program Support for Virtual Learning

| **One-Way Model**<br>Candlewood Elementary<br>Crestview Elementary<br>Paschall Elementary<br>Spring Meadows Elementary | • 30 minutes daily of **English** Oral Language Development. This time will include, but it is not limited to:<br>   o Morning message<br>   o Songs, nursery rhymes, tongue twisters<br>   o Shared reading<br>   o Read Alouds<br>   o Shared reading<br>   o Shared writing |
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| | • Phonological Awareness (Pre-K3 through 2$^{nd}$ grade$^{)}$ and Phonics Instruction (Kinder-5$^{th}$) daily in both **English** and **Spanish**. |
| | • Read Aloud focused on vocabulary and English language development |
| | • Dictado strategy to develop grammar, spelling, and writing skills in **English** and **Spanish** language. |
| | • Teacher will schedule one-on-one tutorials and intervention time to support students' individual needs. |
| | • Students must be able to complete and turn in assignments that demonstrate **English** language development in listening, speaking, reading, & writing via Canvas. |
| | • TELPAS domains practice using Flipgrid via Canvas. |

## Dual Language Program Support for Virtual Learning – cont.

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| **Two-Way Model**<br>Coronado Village Elementary<br>Hartman Elementary<br>Hopkins Elementary<br>Wortham Oaks Elementary | • 30 minutes daily of **English** and **Spanish** Oral Language Development. Students will alternate daily between languages using a A/B schedule.  Students must be able to practice listening, speaking, reading, and writing in their target language. This time will include, but it is not limited to:<br>  ○ Morning message<br>  ○ Songs, nursery rhymes, tongue twisters<br>  ○ Shared reading<br>  ○ Read Alouds<br>  ○ Shared reading<br>  ○ Shared writing<br>• Phonological Awareness (Pre-K3 – 2$^{nd}$) and Phonics Instruction (Kinder-5$^{th}$) daily in both **English/Spanish**.<br>• Read Aloud focused on vocabulary and **English/Spanish** language development<br>• Dictado strategy to develop grammar, spelling, and writing skills in **English/Spanish** languages.<br>• Teacher will schedule one-on-one tutorials and intervention time to support students' individual needs.<br>• Students must be able to complete and turn in assignments that demonstrate **English/Spanish** language development in listening, speaking, reading, & writing via Canvas.<br>• TELPAS domains practice using Flipgrid via Canvas. |

## English As A Second Language Support for Virtual Learning

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| **ESL Content-Based in Elementary Campuses** | • Students will receive virtual instruction from ELAR teachers that are ESL certified.<br>• Teachers will be aware of ESL students' English language proficiency levels and will use the linguistic accommodations designated during the LPAC meeting to engage English learners in a virtual setting. |
| **ESL Pull-Out in Secondary Campuses** | • Students will receive virtual instruction from ELAR teachers that are ESL certified.<br>• ESL teachers will schedule one-on-one tutorials and intervention time to support students' individual needs.<br>• ELLA & ELDA courses will be available in a virtual setting to Newcomers in high school.<br>• Teachers will be aware of ESL students' English language proficiency levels and will use the linguistic accommodations designated during the LPAC meeting to engage English learners in a virtual setting. |