

**NOTIFICATION OF ELL/MEP STUDENTS IN MAINSTREAM CLASSROOMS**  
**WESTMORELAND COUNTY ELL/MIGRANT PROGRAM**  
**GRADES K-8**

Dear Teacher,

The attached list contains students from your class(es) that have been identified as English Language Learners (ELL) students. This information is provided to enable you to better understand your students' backgrounds and instructional needs. As a resource for instructional strategies, we welcome the opportunity to assist with any questions or concerns. In addition, remember that this information is confidential and keep document in secure location. Please feel free to contact me with any questions.

Mrs. Medina, ELL/MIGRANT COORDINATOR

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<b>ELL Program Information</b>	<b>Instruction</b>	<b>Standardized Testing for ELL Students</b>
<p><i>Student's English Language Proficiency Level:</i></p> <p><b>Levels 1, 2, 3, 4</b> – pull-out for ELL instruction or academic support</p>	<p><b>Instruction:</b> ELL students benefit from using a variety of techniques and strategies such as:</p> <p><i>*Visual support (pictures, realia, diagrams, charts, graphic org)</i>  <i>*Pre-teaching vocab</i>  <i>*Cooperative assignments &amp; Interaction</i>  <i>*Accommodations like simple English, additional time, shorter assignments, read aloud, alternate testing, bil. dict</i>  <i>*Modeling, hands on, art, drama, music, projects</i></p>	<p><b>Grades 1-8</b></p> <p>*There are no SOL Exemptions for Reading &amp; Math SOLs</p> <p>*Levels 1 &amp; 2 are eligible for Plain English Reading &amp; Math as a substitute for the Reading &amp; Math SOLs</p>
<p><b>M1--</b> Monitor, first year</p> <p><b>M2—</b>Monitor, second year</p> <p><b>01, 02, 03, 04</b> ( opt out &amp; Prof. level) – Parent's refused ELL services</p> <p><i>(see Level Descriptors on the reverse side of page)</i></p>	<p><b>Grading:</b> By law, ELL students cannot be failed based on the work they are not able to do because of their limited English skills.</p> <p><b>Teachers are required to provide accommodations</b> for ELL students in their classrooms.</p> <p><i>Acceptable reasons for failing a student on work that is <b>appropriately adapted and supported</b> are:</i></p> <p><i>*Not completing the work</i></p> <p><i>*Lack of effort or preparation</i></p> <p><i>*Excessive absenteeism or not meeting make up requirements for absenteeism</i></p>	<p>*Levels 1 &amp; 2 are eligible for one time SOL exemption in Writing, Science, or Social Studies</p> <p>*Levels 1-4 are eligible for accommodations on SOLs such as read aloud, audio cassettes, and bilingual dictionaries</p> <p>*M1 and M2 are not eligible for exemptions or accommodations on the SOL</p>

**NOTIFICATION OF ELL/MEP STUDENTS IN MAINSTREAM CLASSROOMS**  
**WESTMORELAND COUNTY ELL/MIGRANT PROGRAM**  
**GRADES K-12**

<b>VIRGINIA ENGLISH LANGUAGE PROFICIENCY LEVEL DESCRIPTORS</b>
<i>Level 1</i>
<p>Oral (Listening/Speaking)</p> <ul style="list-style-type: none"> <li>• comprehends simple statements and questions</li> <li>• comprehends basic vocabulary and grammatical structures in face-to-face conversations</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• understands basic material that contain simple language structures, high frequency vocabulary, and predictable grammatical patterns</li> <li>• relies on visual cues and prior knowledge or experience with the topic</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>* expresses basic personal needs and composes short passages on familiar topics</li> <li>* writes simple sentences and phrases with frequent errors in spelling and grammar</li> </ul>
<i>Level 2</i>
<p>Oral (Listening/Speaking)</p> <ul style="list-style-type: none"> <li>• comprehends short conversations on simple topics with only a general understanding of longer conversations and messages</li> <li>• makes numerous errors and relies on familiar structures using repetition, gestures, and other nonverbal cues to sustain conversation</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• understands basic narrative text and authentic materials but frequently has to guess at the meanings of more complex material</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>* writes simple notes, journal entries, and short reports using basic vocabulary and common language structures with frequent grammatical and usage errors</li> </ul>
<i>Level 3</i>
<p>Oral (Listening/Speaking)</p> <ul style="list-style-type: none"> <li>• understands standard speech with some repetition and rewording</li> <li>• communicates orally in most situations</li> <li>• may have difficulty producing complex sentence structure, using verb tenses correctly, and discussing academic topics in depth with out prior preparation</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• comprehends the content of many texts independently but still requires support in understanding texts in the academic content areas</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• writes multi-paragraph compositions, journal entries, personal and business letters, and creative passages using high frequency grammar, but grammatical and usage errors are still present</li> <li>• expresses complex ideas and uses a wide range of vocabulary, idioms, and structures including the full range of verb tenses</li> </ul>
<i>Level 4</i>
<p>Oral (Listening/Speaking)</p> <ul style="list-style-type: none"> <li>• understands most standard speech</li> <li>• has a high degree of fluency and accuracy but may make errors and lack the content area vocabulary possessed by their native English-speaking peers</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• understands a wide range of texts and uses the same reading strategies as their native English-speaking peers, approaches grade level mastery of the language necessary for understanding academic content subject area texts</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>* writes for different audiences and purposes, and approaches fluency in writing in the content areas although grammatical or usage errors may be present</li> </ul>

**NOTIFICATION OF ELL/MEP STUDENTS IN MAINSTREAM CLASSROOMS**  
**WESTMORELAND COUNTY ELL/MIGRANT PROGRAM**  
**GRADES 9-12**

Dear Teacher,

The attached list contains students from your class(es) that have been identified as English Language Learners (ELL) students. This information is provided to enable you to better understand your students' backgrounds and instructional needs. As a resource for instructional strategies, we welcome the opportunity to assist with any questions or concerns. In addition, remember that this information is confidential and keep document in secure location. Please feel free to contact me with any questions.

Mrs. Medina, ELL/MIGRANT Coordinator

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<b>ELL Program Information</b>	<b>Instruction</b>	<b>Standardized Testing for ELL Students</b>
<p><i>Student's English Language Proficiency Level:</i></p> <p><b>Levels 1, 2, 3, 4</b> – pull-out for ELL instruction or academic support</p>	<p><b>Instruction:</b> ELL students benefit from using a variety of techniques and strategies such as:</p> <ul style="list-style-type: none"> <li><i>*Visual support (pictures, realia, diagrams, charts, graphic org)</i></li> <li><i>*Pre-teaching vocab</i></li> <li><i>*Cooperative assignments &amp; Interaction</i></li> <li><i>*Accommodations like simple English, additional time, shorter assignments, read aloud, alternate testing, bil. dict</i></li> <li><i>*Modeling, hands on, art, drama, music, projects</i></li> </ul>	<p><b>Grades 9-12</b></p> <ul style="list-style-type: none"> <li>*All ELL students must take end of course SOLs</li> <li>*Levels 1-4 are eligible for accommodations on SOLs such as read aloud, audio cassettes, and bilingual dictionaries</li> </ul>
<p><b>M1--</b> Monitor, first year</p> <p><b>M2—</b>Monitor, second year</p> <p><b>01, 02, 03, 04</b> ( opt out &amp; Prof. level) – Parent's refused ELL services</p> <p><i>(see Level Descriptors on the reverse side of page)</i></p>	<p><b>Grading:</b> By law, ELL students cannot be failed based on the work they are not able to do because of their limited English skills.</p> <p><b>Teachers are required to provide accommodations</b> for ELL students in their classrooms.</p> <p><i>Acceptable reasons for failing a student on work that is <b>appropriately adapted and supported</b> are:</i></p> <ul style="list-style-type: none"> <li><i>*Not completing the work</i></li> <li><i>*Lack of effort or preparation</i></li> <li><i>*Excessive absenteeism or not meeting make up requirements for absenteeism</i></li> </ul>	<ul style="list-style-type: none"> <li>*M1 and M2 are not eligible for exemptions or accommodations on the SOL</li> </ul>

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**GRADES K-12**

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