



# Paterson Charter School for Science and Technology



Main Campus: 196 W. Railway Avenue, Paterson, NJ 07503

Tel: (973) 247-0600, Fax: (973) 247-9924

Web: [www.pcssl.org](http://www.pcssl.org)

Office of ESL

## Notification of Bilingual/ESL Program Placement

\_\_\_\_\_ **Initial Placement** \_\_\_\_\_ **Continuing Placement**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

District: \_\_\_\_\_

School: \_\_\_\_\_

Dear Parent(s) or Guardian:

Based on your child's English proficiency test scores, level of academic achievement, and teacher recommendation, we are pleased to inform you that your child will receive instruction in our district's \_\_\_\_\_ program. The goal of the district's \_\_\_\_\_ program is to help your child learn English and meet age-appropriate academic standards. Although you may request to have your child removed from the \_\_\_\_\_ program, students normally participate for a period of 5 years. Multiple criteria are used in making determinations regarding when a student no longer needs program services. These criteria may include:

- Access For ELLs or W\_APT Scores
- Academic Performance
- Teacher recommendation
- Reading level

If your child has an Individualized Education Program (IEP), improvement in his/her ability to speak, read, and write in English will help meet the objectives of their IEP.

Your child's level of English was measured using the following test:

\_\_\_\_\_

Level of English Proficiency: \_\_\_\_\_

Your child's level of academic achievement was measured using the following:

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Level of academic achievement based on the above assessment:

\_\_\_\_\_

\_\_\_\_\_

The method of instruction used in your child's language assistance program is:

English as a Second Language (ESL): High Intensity ESL

Bilingual Education:

Part-time \_\_\_\_\_

Full-time   X   \_\_\_\_\_

English Language Services (ELS) \_\_\_\_\_

Program Description: The student will be provided a minimum of 2 class periods (90 minutes) of ELL instruction per day. The ELL instruction may be a combination of pull out and in-class support.

Other information:

In order to support student learning, the ESL teacher and the classroom teachers will use ELL strategies and accommodations /modifications as needed.

Please contact your child's ELL teacher:

Phone Number:

E-mail:

In order to request additional information regarding available services or decline program services. Please complete the section below and send the form back to school.

   I approve

   I do not approve

Parent Name/Last Name: \_\_\_\_\_

Parent Signature:

Date \_\_\_\_\_

Sincerely,

\_\_\_\_\_



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## Notificación del Nivel del Programa Bilingüe/ESL Carta de Muestra

\_\_\_\_\_ Nivel inicial

\_\_\_\_\_ Nivel continuo

Nombre del Estudiante \_\_\_\_\_

Distrito: Paterson Chart School for Science and Technology

Escuela: Paterson Chart School for Science and Technology

Queridos padre(s) o guardián:

Basado en los resultados de la habilidad en inglés de su niño, el nivel del logro académico, y la recomendación del maestro, nos alegra de informarle que su niño recibirá la instrucción del programa ESL del distrito. La meta del programa ESL deberá ayudar a su niño a aprender inglés y a encontrar niveles académicos que son adecuados a su edad. Aunque usted pueda solicitar a eliminar del programa su niño, normalmente los estudiantes participan en un período de 3 años. Múltiples criterios son utilizados para hacer las determinaciones con respecto al momento en que un estudiante ya no necesite los servicios del programa. Estos criterios incluyen:

- History Academico
- W-APT Test & Access 2.0 for ELLs Resultados en los exámenes
- Resultados de examen estatales
- Nivel de Lectura
- Recomendación de maestros

Si su niño tiene un programa educativo individualizado, la mejora en su habilidad de hablar, leer, y escribir en inglés le ayudará a reunir los objetivos del programa.

Se midió el nivel de inglés de su niño utilizando las pruebas siguientes:

\_\_\_\_\_

Nivel de la habilidad del inglés: \_\_\_\_\_

Se midió el logro académico de su niño utilizando las pruebas siguientes:

\_\_\_\_\_

Nivel del logro académico basado en la evaluación de arriba:

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El método de instrucción utilizado en el programa de asistencia lingüística de su hijo es:

Inglés como segundo idioma (ESL): ESL de alta intensidad(High -Intensity ESL)

Educación bilingüe:

Medio tiempo \_\_\_\_\_

Tiempo completo (Full-Time)  \_\_\_\_\_

Servicios de idioma inglés (ELS) \_\_\_\_\_

Descripción del programa: El estudiante recibirá un mínimo de 2 períodos de clase (90 minutos) de instrucción ELL por día. La instrucción ELL puede ser una combinación de extracción y apoyo en clase.

Información adicional:

Con el fin de apoyar el aprendizaje de los estudiantes, el maestro de ESL y los maestros utilizarán estrategias de ELL y adaptaciones / modificaciones según sea necesario.

Por favor, póngase en contacto con el maestro de ESL de su hijo:

Número de teléfono: \_\_\_\_\_

Email: \_\_\_\_\_

Para solicitar información adicional sobre los servicios disponibles o rechazar los servicios del programa. Complete la sección a continuación y envíe el formulario de regreso a la escuela.

Yo apruebo

No apruebo

Nombre / Apellido de los padres: \_\_\_\_\_

Firma del padre: \_\_\_\_\_ Fecha \_\_\_\_\_

Sinceramente,

\_\_\_\_\_



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## Office of ESL

\_\_\_\_\_ -ilk yerlesim(Innitial Placement)

\_\_\_\_\_ Devam eden yelesim(Continuing Placement)

Öğrenci Adı (Student Name) : Tarih(Date):

Sayın Ebeveyn veya Guardian ,

İlçemiz İkinci Dil ( ESL ) olarak İngilizce öğretimine ihtiyaç duyan öğrenciler için İngilizce dil programı sağlar .  
Çocuğunuzun İngilizce dil becerilerini değerlendirmemize dayanarak , ESL için uygun olduğu tespit edilmiştir .

ESL programı öğrencileri , konuşma, okuma ve okulda başarılı olmak için gerekli becerileri , yazma , dinleme  
öğretmek için tasarlanmış bir müfredat sunuyor .

Siz , bir ebeveyn veya vasi olarak , bu hizmetlerin çocuğunuza sunulmasını reddetme hakkına sahipsiniz . Bu programa  
katılım çocuğunuzun okulda başarılı olmasına yardımcı olacaktır . Bu programa katılmaması çocuğunuzun akademik  
ilerlemesini sınırlandıracağı bilinmelidir.Genelde Öğrenciler bu programda 3 yıla kadar katılıyor.  
Cocugunuzun Cocugunuzun İkinci Dil(ESL) ihtiyaci oldunu karar vermek icin birkac kriterler bakiliyor:

Akademik Performans

ACCESS for ELLS Test sonuçları veya W-APT test sonuçları  
Okuma Seviyesi  
Öğretmen Tavsiyesi

Eğer çocuğunuzun Individualized Education Program (IEP)-si varsa, ESL onun IEP sini gerçekleştirmesine yardımcı  
olacaktır.

Cocugunuzun İngilizce seviyesi agasadaki testi kullanarak edilmistir:

ACCESS for ELLs

Access for Ells Test seviyesi:

Cocugunuzun akademik performance agasadaki testi kullanarak tespit edilmistir:

STAR Testi

STAR Testi Sonuçları:

Cocugunuzun katilacagi programin adi:

İngilizce İkinci Dil (ESL) \_\_\_\_\_

İki Dil Program Egitimi(Bilingual):

İkinci Dil Servisleri (ELS) \_\_\_\_\_

Program Bilgileri:

Ekstra Bilgiler:

Daha detaylı bilgiler için lütfen aşağıdaki kişiyi ullaşın:

Öğretmen(ESL Teacher):

Telefon numarası:

Email:

\_\_\_\_\_ Onaylandı(I approve)

\_\_\_\_\_ Onaylanmadı(I don't approve)

Veli Ad / Parent nameName: \_\_\_\_\_ Veli Soyad / Last Name: \_\_\_\_\_

İmza / Signature \_\_\_\_\_

Tarih(Date) \_\_\_\_\_



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## Parent Notification: ESL Program Exit Letter

Dear Parent,

Date:

This letter is to inform you that your child.....has met the criteria for exiting the PCSST ESL program . This decision was made based on multiple criteria such as your child's ACCESS test scores, teacher recommendation, academic performance, and standardized tests scores. Attached to this letter please see the multiple criteria that was used for exiting your child from the district's ESL program. Your child's academic progress will be monitored for two more years and re-entry in the program may be considered if your child experiences academic difficulties due to language issues.

Sincerely,

Your Child's ESL Teacher



## Step 2: English Language Observation Form

This step verifies that students can successfully achieve in classrooms where the language of instruction is English and whether the student has the opportunity to participate fully in society. 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, judgement of the teaching staff member(s), and performance on achievement tests into account.

## ELL Exit Step 2: English Language Observation Form

### Purpose

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This form determines whether or not an ELL is ready for exit from ELL status.

### Instructions

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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 in content classes in which English is the medium of instruction. Where available, certificated ESL and/or bilingual staff must lead the meeting. Complete only if Exit Step 1 Decision is "Yes".

### Form

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Student name: \_\_\_\_\_ Student State ID: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Birth Date: \_\_\_\_\_

Certificated ESL and/or Bilingual Staff in attendance: \_\_\_\_\_

Additional staff members in attendance (Names and titles) : \_\_\_\_\_

Meeting date: \_\_\_\_\_

Other teachers present (at least one):  English Language Arts  Math  Other

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### Listening used in the classroom (select all that apply)

### Notes and other information

- Listens and follows along
  - Responds to teacher questions
  - Interprets oral information to complete content-related tasks
  - Responds to unexpected/spontaneous questions appropriately
  - Asks for clarification if necessary
  - Provides clarification if necessary
  - Clears up misunderstandings (by backtracking, restating, etc.)
  - Other: \_\_\_\_\_
-



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**Speaking used in the classroom****Notes and other information:**

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.).

**Exit Step 2 Decision:**       Yes (Ready for exit)                       No (Not ready for exit)

### **Final Decision (Select one)**

- Student is exited from ELL status because he/she meets received a "Yes" on ELL Exit steps 1 & 2
- Student is still an ELL because he/she received a "No" on ELL Exit steps 1 and/or 2



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## Exited ELL Monitoring Form

The purpose of this form is to meet the requirement to monitor former English language learners for 2 years after exit.

Student Name: \_\_\_\_\_

Grade in 1 <sup>st</sup> year of monitoring	Academic Year
Name of classroom teacher (ELA/ Math) <i>(1<sup>st</sup> year of monitoring)</i>	
Name of classroom teacher (ELA/ Math) <i>(2<sup>nd</sup> year of monitoring)</i>	
Name of ESL Monitor	

PARCC/NJASK Results if Applicable (Below Proficient, Proficient, Advanced Proficient): (Science Grades 4 and 8 Only)

	Language Arts	Mathematics	Science
1 <sup>st</sup> Year of monitoring			
2 <sup>nd</sup> year of monitoring			

1 <sup>st</sup> year of monitoring		2 <sup>nd</sup> year of monitoring	
NO	YES	NO	YES
	↓		↓

Is the student receiving any special services?  
*(any academic services/programs in addition to the standard academic program)*

If yes, describe the services (1<sup>st</sup> year):

If yes, describe the services (2<sup>nd</sup> year):

### Report Card Results:

	1 <sup>st</sup> year of monitoring			2 <sup>nd</sup> year of monitoring		
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
ELA						
Math						
Writing						

### 1<sup>st</sup> year of monitoring

	1 <sup>st</sup> half of school year	2 <sup>nd</sup> half of school year
I received and reviewed this form. (ESL staff member initials)	_____	_____

Complete the following items only if the former ELL is struggling.

<b>I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section)</b>		
1 <sup>st</sup>	Yes    No	ESL Monitor Comments:
2 <sup>nd</sup>	Yes    No	ESL Monitor Comments:

**NOTE:** A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

	2 <sup>nd</sup> half of school year
I recommend that this student be reclassified as an ELL (Check box if applicable)	
If a recommendation is made to reclassify, have the parents been informed of this recommendation?	YES      NO

### 2<sup>nd</sup> year of monitoring

	1 <sup>st</sup> half of school year	2 <sup>ND</sup> half of school year
I received and reviewed this form. (ESL staff member initials)	_____	_____

Complete the following items only if the former ELL is struggling.

<b>Exiting ACCESS for ELLs® Results:</b>							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language
<b>I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (if the answer is "Yes", describe the collaboration in the comments section)</b>							
1 <sup>st</sup>	Yes    No	ESL Monitor Comments:					
2 <sup>nd</sup>	Yes    No	ESL Monitor Comments:					

**NOTE:** A student may not be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

	1 <sup>st</sup> half of school year	2 <sup>nd</sup> half of school year
I recommend that this student be reclassified as an ELL. (Check box if applicable)		
If a recommendation is made to reclassify, have the parents been informed of this recommendation?	YES	NO

# Paterson Charter School for Science and Technology

## Home Language Survey Form: Step 1

### Introduction

This survey is the first of three steps to identify whether or not a student is eligible to be an English language learner (ELL).

### Instructions

Start with "Question 1" and continue until the HLS is complete. Select the answer for each question and follow the instructions. When you arrive at a decision ("Proceed to Records Review Process" or "Do not proceed to Records Review Process"), the Home-Language Survey is complete.

### Student Information

Student name:

Student birth date:

Street Address:

City:

State:

Zip Code:

Phone number:

### Survey Questions

#### Question 1

What was the first language used by the student?

A language other than English. Proceed to question 2a.

English. Proceed to question 2b.

#### Question 2a

At home, does the student hear or use a language other than English more than half of the time?

Yes. Proceed to question 7.

No. Proceed to question 4.

#### Question 2b

At home, does the student hear or use a language other than English more than half of the time?

Yes. Proceed to question 4.

No. Proceed to question 3.

#### Question 3

Does the student understand a language other than English?

Yes. Proceed to question 4.

No. Proceed to 9.

**Question 4**

When interacting with his/her parents or guardians, does the student use a language other than English more than half of the time?

Yes. Proceed to question 7.

No. Proceed to question 5.

**Question 5**

When interacting with caregivers other than their parents or guardians, does the student use a language other than English more than half of the time?

Yes. Proceed to 8.

No. Proceed to question 6.

**Question 6**

Has the student recently moved from another school district/charter school where he/she was identified as an English language learner?

Yes. Proceed to 8.

No. Proceed to 9.

**Question 7**

What are the home languages spoken? List below and proceed to 8.

**8. Proceed to Step 2: Records Review Process** (To be completed by

NJ Certified Staff only – Reference ESSA ELL Entry and Exit Guidance, p. 4).

**Home Language Survey is complete.**

**9. Do not proceed to Step 2: Records Review Process.  
Home Language Survey is complete. Student is not an English-  
Language Learner (ELL).**

# Paterson Charter School for Science and Technology

## نموذج استبيان اللغة المستخدمة في المنزل: الخطوة 1

### المقدمة

هذا الاستبيان هو الخطوة الأولى من ثلاث خطوات لتحديد ما إذا كان الطالب مؤهلاً ليكون متعلم للغة الإنجليزية (ELL) أم لا.

### التعليمات

ابدأ "بالسؤال 1" وتابع حتى اكتمال استبيان HLS. حدد إجابة لكل سؤال واتبع التعليمات. عندما تصل إلى قرار ("المتابعة إلى عملية مراجعة السجلات" أو "عدم المتابعة إلى عملية مراجعة السجلات")، فإن استبيان اللغة المستخدمة في المنزل قد اكتمل.

### معلومات الطالب

اسم الطالب:

تاريخ ميلاد الطالب:

العنوان:

المدينة:

الولاية:

الرمز البريدي:

رقم الهاتف:

### أسئلة الاستبيان

#### السؤال 1

ما أول لغة أستخدمها الطالب؟

لغة أخرى غير الإنجليزية. المتابعة إلى السؤال 2 أ.

الإنجليزية. المتابعة إلى السؤال 2 ب.

#### السؤال 2 أ

في المنزل، هل يسمع الطالب أو يستخدم لغة غير الإنجليزية أكثر من نصف الوقت؟

#### السؤال 2 ب

في المنزل، هل يسمع الطالب أو يستخدم لغة غير الإنجليزية أكثر من نصف الوقت؟

نعم. المتابعة إلى السؤال 7.

نعم. المتابعة إلى السؤال 4.

لا. المتابعة إلى السؤال 4.

لا. المتابعة إلى السؤال 3.

#### السؤال 3

هل يفهم الطالب لغة غير الإنجليزية؟

نعم. المتابعة إلى السؤال 4.

لا. المتابعة إلى السؤال 9.

السؤال 4

عند التفاعل مع والديه أو أولياء أمره، هل يستخدم الطالب لغة أخرى غير الإنجليزية أكثر من نصف الوقت؟

نعم. المتابعة إلى السؤال 7.

لا. المتابعة إلى السؤال 5.

السؤال 5

عند التفاعل مع مقدمي الرعاية بخلاف والديه أو أولياء أمره، هل يستخدم الطالب لغة أخرى غير الإنجليزية أكثر من نصف الوقت؟

نعم. المتابعة إلى السؤال 8.

لا. المتابعة إلى السؤال 6.

السؤال 6

هل انتقل الطالب مؤخرًا من مدرسة منطقة/مدرسة مستقلة أخرى حيث تم تعريفه باعتباره متعلم للغة الإنجليزية؟

نعم. المتابعة إلى السؤال 8.

لا. المتابعة إلى السؤال 9.

السؤال 7

ما اللغات المتحدث بها في المنزل؟ أسردها أدناه وتابع إلى السؤال 8.

8. المتابعة إلى الخطوة 2: عملية مراجعة السجلات (يتم إكمالها من قبل الموظفين المعتمدين في

NJ فقط - مرجع ESSA ELL Entry and Exit Guidance، الصفحة 4).

اكتمل استبيان اللغة المستخدمة في المنزل.

9. عدم المتابعة إلى الخطوة 2: عملية مراجعة السجلات.  
اكتمل استبيان اللغة المستخدمة في المنزل. الطالب ليس من متعلمي اللغة  
الإنجليزية (ELL).

# Paterson Charter School for Science and Technology

## Encuesta sobre el idioma que se habla en el hogar: Paso 1

### Introducción

Esta encuesta es el primero de tres pasos para identificar si un estudiante es elegible para ser estudiante del idioma inglés (ELL).

### Instrucciones

Comience con la "Pregunta 1" y continúe hasta que termine la encuesta. Seleccione una respuesta para cada pregunta y siga las instrucciones. Cuando llegue a la decisión ("Pasar al proceso de revisión de registros" o "No pasar al proceso de revisión de registros"), la encuesta sobre el idioma del hogar quedará finalizada.

### Información sobre el alumno

Nombre del alumno:

Fecha de nacimiento del alumno:

Dirección:

Ciudad:

Estado:

Código postal:

Teléfono:

### Cuestionario

#### Pregunta 1

¿Cuál fue el primer idioma que el alumno utilizó?

Otro idioma que no sea el inglés. Pase a la pregunta 2a.

Inglés. Pase a la pregunta 2b.

#### Pregunta 2a

En el hogar, ¿el alumno escucha o usa un idioma que no sea el inglés más de la mitad del tiempo?

Sí. Pase a la pregunta 7.

No. Pase a la pregunta 4.

#### Pregunta 2b

En el hogar, ¿el alumno escucha o usa un idioma que no sea el inglés más de la mitad del tiempo?

Sí. Pase a la pregunta 4.

No. Pase a la pregunta 3.

#### Pregunta 3

¿El alumno entiende un idioma que no sea el inglés?

Sí. Pase a la pregunta 4.

No. Pase a la pregunta 9.



**Pregunta 4**

Cuando interactúa con sus padres o tutores, ¿el alumno usa otro idioma que no sea el inglés más de la mitad del tiempo?

Sí. Pase a la pregunta 7.

No. Pase a la pregunta 5.

**Pregunta 5**

Cuando interactúa con otros cuidadores que no sean sus padres o tutores, ¿el alumno usa otro idioma que no sea el inglés más de la mitad del tiempo?

Sí. Pase a la pregunta 8.

No. Pase a la pregunta 6.

**Pregunta 6**

¿El alumno se ha mudado recientemente de otro distrito escolar/escuela experimental donde se lo identificó como estudiante del idioma inglés?

Sí. Pase a la pregunta 8.

No. Pase a la pregunta 9.

**Pregunta 7**

¿Cuáles son los idiomas que se hablan en el hogar? A continuación, haga una lista de estos idiomas y pase a la pregunta 8.

**8. Pase al paso 2: Proceso de revisión de registros** (Para que complete únicamente personal certificado de NJ – Referencias Guía de ingreso y egreso ESSA ELL, p. 4).

**La encuesta sobre el idioma que se habla en el hogar está completa.**

**9. No pase al paso 2: Proceso de revisión de registros. La encuesta sobre el idioma que se habla en el hogar está completa. El alumno no es estudiante del idioma inglés (ELL).**

# Paterson Charter School for Science and Technology

## Ana Dil Anketi Formu: Adım 1

### Giriş

Bu anket öğrencinin İngilizce öğrenmeye (ELL) uygun olup olmadığını belirlemeye yönelik üç adımdan ilkidir.

### Talimatlar

“Soru 1” ile başlayın ve HLS tamamlanana kadar devam edin. Her soru için cevabı seçin ve talimatları izleyin. Bir karara vardığınızda (“Kayıtları Gözden Geçirme Sürecine Geçin” veya “Kayıtları Gözden Geçirme Sürecine Devam Etmeyin”), Ana Dil Anketi tamamlanmıştır.

### Öğrenci Bilgileri

Öğrencinin ismi:

Öğrenci doğum tarihi:

Açık adresi:

Şehir:

Eyalet:

Posta kodu:

Telefon numarası:

### Anket soruları

#### Soru 1

Öğrenci tarafından kullanılan ilk dil neydi?

İngilizceden başka bir dil. Soru 2a'ya geçin.

İngilizce. Soru 2b'ye geçin.

#### Soru 2a

Evde, öğrenci zamanın yarısından fazlasında İngilizce'den başka bir dil duyuyor mu veya kullanıyor mu?

Evet. Soru 7'ye geçin.

Hayır. Soru 4'e geçin.

#### Soru 2b

Evde, öğrenci zamanın yarısından fazlasında İngilizce'den başka bir dil duyuyor mu veya kullanıyor mu?

Evet. Soru 4'e geçin.

Hayır. Soru 3'e geçin.

#### Soru 3

Öğrenci İngilizce'den başka bir dil biliyor mu?

Evet. Soru 4'e geçin.

Hayır. Soru 9'a geçin.

**Soru 4**

Ebeveynleri veya velileriyle etkileşime girdiğinde, öğrenci, zamanın yarısından daha fazla İngilizce dışında bir dil kullanıyor mu?

Evet. Soru 7'ye geçin.

Hayır. Soru 5'e geçin.

**Soru 5**

Ebeveynleri veya velileri dışındaki bakıcılarla etkileşim kurarken öğrenci, zamanın yarısından daha fazla İngilizce dışında bir dili kullanıyor mu?

Evet. Soru 8'e geçin.

Hayır. Soru 6'ya geçin.

**Soru 6**

Öğrenci kısa süre önce İngilizce öğrencisi olarak tanımlandığı başka bir okul bölgesi / devlet destekli özel okuldan taşındı mı?

Evet. Soru 8'e geçin.

Hayır. Soru 9'a geçin.

**Soru 7**

Konuşulan ana diller nelerdir? Aşağıda listeleyin ve 8'e devam edin.

**8. Adım 2'ye geçin. Kayıt İnceleme Süreci** (Sadece NJ Sertifikalı

Personel tarafından doldurulacaktır - Referans ESSA ELL Giriş ve Çıkış Rehberliği, s. 4).

**Ana Dil Anketi tamamlanmıştır.****9. Adım 2'ye geçmeyin: Kayıt İnceleme Süreci.****Ana Dil Anketi tamamlanmıştır. Öğrenci, İngilizce Öğrenen Bir Öğrenci değildir (ELL).**