<u>**Annual Spring Assessment**</u>

ELL Processes for Tracking and Reporting Student Progress

Planning for Assessments

The majority of ELL assessments are completed in the spring every year. Plan to start with the transitioning students on your caseload (5's and 8's). Communicate your plan for assessment at a staff meeting, then check with teachers individually about their scheduled day and time for assessing students, which typically takes place during their students' support blocks. Start early since this can take a long time to fully complete. Take this time to ensure that your AIP files are complete and up to date (ie. assessment date, years of ELL and students listed).

Complete Assessments

<u>Important</u>: Contact the ELL Teacher Support person (Jen Barber: jbarber@sd61.bc.ca) if you are unsure how to do the specific language assessments.

Depending on the language and literacy level of each student on your caseload, complete an assessment of their reading, writing and oral language skills. Complete assessments in groups if possible for efficiency (ie. writing sample or IPT reading assessment). ***As students complete the assessments*** and whenever you have time, start new AIPs for the next school year, upload the marked or annotated assessments (H: Documents) and start making goals for next year.

<u>**ELL Case Managers:**</u>

Access the ELL AIP using your district login on the staff page at the bottom <u>or</u> from: https://ellaip.sd61.bc.ca

● **To create a new AIP for a current student, select "Add AIP" on the top right of the AIP.**

- **Identify <u>new</u> fundable ELL students** who may have had supplemental support paused. Start by connecting with enrolling teachers and enquire about any students not on your list who have been struggling.

- **ESD (English Skills Development) for students of Indigenous ancestry is under the ELL funding umbrella.** Please note that the process of identifying and planning English Skill Development (ESD) supplemental support for students of Indigenous ancestry requires special consideration. Prior to approaching any student or a parent/guardian, please refer to the Instructions section of the AIPs and carefully read and consider our District Guidelines on ESD for students of Indigenous ancestry, 5 R's of Reciprocity. A template for the letter of consent is also available in the instruction link.

<u>Sections of the AIP to be completed in the current school year are A, B, D, E and H.</u>

A – Background Information

- AIP must be dated with the year 2025. Sensitive wording in notes as the AIP is visible in the parent portal (sections A to D).

B – Assessment

- Minimum one language proficiency area (oral/reading/writing);

- Language assessments must have a student first <u>and</u> last name as well as a date

D – AIP Goals

- Minimum one language proficiency area. Set these based on results of the new 2025 assessment.

E – Support and Adaptations

- Minimum one class teacher for elementary and middle school students

- Minimum two content teachers for secondary school students

- Ensure class teacher(s) has a copy (can email via AIP feature)

H – Documents

- Digital copies of language assessments are stored here. A minimum of one language area in reading/writing/speaking/listening

- Using an iPad, log into the AIPs and in the H: documents section, select 'take a photo'. Take photo of the student's language assessment. This will store it in the AIP. Assessments need to be stored for 5 years and this digital copy is sufficient.

- Hard copies of assessments to be placed in the current year's ELL Assessment binder

- Continue providing supplemental language support until the end of June.

Ensure each new AIP is submitted as "Ready For Review" by the end of June.