



Hello Everyone,

Teachers can log into the Assessment Portal to complete the ELL rubric and the ELL adaptations checklists electronically, for both the ELL and ESD students.

### LOGIN:

1. Go to [assess.prn.bc.ca](https://assess.prn.bc.ca)
2. Username is your first initial and your last name (hmacgillivray)
3. Password is your prn email password

### ACCESSING YOUR ELL STUDENT:

1. Go to your class list, and click on the student

### ACCESSING THE ELL RUBRIC:

Click - AIP from the tabs at the top (Details, Overview, Attendance, etc.) and you'll go to a new screen that should show the ELL "Rubric". If it doesn't - Click the ELL button.

Choose the correct grade range for your class (or it will be "READ ONLY")

Once on the correct rubric, you can go through each of the language strands: listening, speaking, reading and writing and determine where you feel your student is on the rubric currently.

Not every box needs to be checked off in each of the language strands

Choose the "SNAPSHOT" that best fits each language strand and the best overall "SNAPSHOT" that describes your student.

		DETAILS	OVERVIEW	ATTENDANCE	NOTES/ACTIONS	BEHAVIOUR	TRANSITION PROFILE	IEP/ISP	ELL/AIP	COLLECTION+	
School Year:	2020/2021	Type:	<input checked="" type="radio"/> ELL <input type="radio"/> AIP	Collection:	ELL 4-6 Fall 2020-21	Completed/Date:	<input type="text"/>	<input type="button" value="Data Entry"/> <input type="button" value="Report"/>			
Item	Score	1 - Beginning (minimal help)	2 - Developing (some help)	3 - Expanding (moderate help)	4 - Consolidating (occasional help)	5 - Bridging (minimal help)					
Snapshot		Student is beginning to understand English but needs frequent help (most or all activities) to be successful. Seems shy or often is non-responsive.	Student understands basic English words, phrases, or sentences, and is able to communicate basic needs or ideas. Needs frequent help (many activities) to be successful.	Student is communicating orally and in writing using simple English. Student is able to read simple texts with basic comprehension. Needs moderate help (some activities) to be successful.	Student speaks and writes using more complex language with some support. Student is reading a variety of texts with some understanding. Needs ongoing monitoring and occasional help (few activities) to be successful.	Student is able to speak and write complex ideas with greater control and proficiency in English with minimal support (rarely). The student reads fluently and understands a variety of texts with minimal help.					
Listening (Receptive Language) SNAPSHOT		The student may be able to follow very basic verbal instructions and shows understanding through actions.	The student with difficulty can follow social conversation when words are spoken slowly and repeated frequently. The student follows oral directions involving learning strategies that are represented visually.	The student can understand what is said at a slower-than-normal pace with some repetitions. Student practices learning strategies with visual representation from oral directions.	The student can understand nearly everything at normal speed, although occasional repetition may be necessary. Student selects and uses learning strategies that are presented orally with familiar material.	The student understands social and academic discussions without difficulty. Student applies multiple learning strategies to new material through an oral presentation.					
Listening Skills		<input type="checkbox"/> Understands some basic vocabulary, including some 'survival', common, & basic descriptive words	<input type="checkbox"/> Understands some vocabulary including common, descriptive, & subject-specific words, as well as more than	<input type="checkbox"/> Understands more vocabulary including common, descriptive, academic, & subject-specific words, as well	<input type="checkbox"/> Understands a range of vocabulary including more common, descriptive, academic, & subject-specific	<input type="checkbox"/> Understands a broad range of vocabulary including academic & subject-specific words					

## Demographics: (Strengths, Interests, Challenges/Areas of Concern)

Demographics will also show information brought forward from the previous years' AIP and can be deleted, **except for the Assessment box**. It is okay to delete, information is archived on the previous year's report.

Beside "Collection Type" - Click AIP and you will go to a new screen that will show two choices - *Demographics* and *Adaptations*. If you click on Demographics, as the classroom teacher you are able to input your thoughts about Strengths/Interests, and Challenges/Areas of Concern.

Strengths/Interests: academic, personal, in their English Skills Development

Challenges/Areas of Concern: Think about the rubric what are the weak areas, challenges with language in the classroom setting, (Speaking, Social, Vocabulary development, Understanding in Content areas)

The screenshot shows a web interface for entering student demographics. At the top, there are tabs for DETAILS, OVERVIEW, ATTENDANCE, NOTES/ACTIONS, BEHAVIOUR, TRANSITION PROFILE, SPLSP, ELL/AIP, and COLLECTION+. Below the tabs, there is a 'School Year' dropdown set to 2020/2021 and a 'Type' section with radio buttons for ELL and AIP (selected). There are 'Data Entry' and 'Report' buttons. The main content area is titled 'ANNUAL INSTRUCTION PLAN' and has a sidebar with 'Demographics' and 'Adaptations For ELL'. The 'Student Demographics' section is active and contains the following fields: Name, Date of Birth, Gender, School, Grade, and PEN. Below these are 'Previous Service Year' (None), 'Previous Service School-Year' (None), 'School Year' (2020), and 'Service Year' (a dropdown menu). There is a 'Teachers' field with a text input box. At the bottom, there is a large text area for 'Entrance Assessment (protocol, date, results, assessor), Other assessments:' and a note about 'Fall Performance Standards results (based on Levels of Progress rubric for listening, speaking, reading, and writing)'.

## ACCESSING ADAPTATIONS FOR ELL:

When you click on Adaptations for ELL you will have three choices, choose the level you are teaching at:

1. Elementary Classroom
2. Middle/Secondary Classroom
3. Language/Cultural

If you have more than one student, click on the "X" in the top right hand corner to go back to your classroom list and choose the next student, going through the same steps as above. Input information is saved as you go.

## TO LOG OUT:

To log out, click the "X" in the top right hand corner, then on the next screen go under your name in the top right hand corner and log out.

You are done, and you are ready to have an AIP meeting for your ELL students.