Pine Grove Area School District

Promoting Growth, Achievement, Success, and Direction for All Children

LANGUAGE INSTRUCTION EDUCATION PROGRAM

I. Goals and Objectives

The goal of the Pine Grove Area School District is to provide a Language Instruction Education Program (LIEP) for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and to meet the academic standards under Chapter 4.12.

1. English learners acquire full proficiency in English at or better than expected growth.
2. Decrease in the number of Long-term ELs not making progress in English language proficiency.
3. Classroom teachers and administrators understand and accept the specific language acquisition needs of ELs and actively seek ways to better serve this population.
4. Non-English parent(s) are provided access to participate in their child's education on an equal basis as their English-speaking peers (communication in a mode and language they can understand, timely notification of the English Language acquisition progress of their child, opportunities to participate in district programs)

II. Student/Parent Orientation

The ESL Staff will assist with student acclimation. The orientation program for parents and students may include but is not limited to the following:

a tour of the building
review of school procedures: homework, attendance, etc.
review of the LIEP
review of content area classes
review of special programs available
meeting with administration, guidance counselors, and faculty (when possible)
review of extracurricular activities
a question/answer period

District and IU 29 staff will provide these orientations to the students and parents in their preferred mode of communication and in the language they are able to understand.

III. Student Identification and Placement

Enrollment:

For specific enrollment requirements and procedures see Basic Education Circular (BEC) entitled Enrollment of Students.

Identification:

- Students and/or Student Guardians complete a Home Language Survey (HLS) upon registration with the school district. (See Appendix **A**: HLS).

If the HLS indicates a language other than English for **any** question, **proceed to STEP 2** of the English Learner Identification Procedure. (See Appendix **B**: EL Identification Procedure)

Those students who are identified as needing to be placed on the PHLOTE list as per the EL Identification Procedure should be referred to the Schuylkill IU 29 Supervisor of School Improvement for language proficiency screening as required by federal law. The district is responsible for notifying parents or guardians of assessment and placement information. (See Appendix **D**: Parent Notification Form)

Assessment:

Initial Identification and Reclassification:

The IU29 Supervisor will assess newly enrolled students without academic records for their English language proficiency within 30 days of the beginning of the school year and within 14 days during the school year using the following instrument:

- WIDA SCREENER - The WIDA Screener is an English language proficiency assessment given to incoming students in Grades 1–12 to assist educators with the identification of students as English Learners (ELs). The purpose of this assessment is to help educators make decisions about whether a student is a candidate for English language support services.
- WIDA Model is an English language proficiency assessment given to incoming Kindergarten students.

For students that come with academic records they will be evaluated for English Language Proficiency.

Placement:

Criteria for placement into the **LIEP** can be found in the EL Identification Procedure K-12 in **Appendix B**.

After it is determined that the student is in need of ELD instruction, a recommendation for age/grade appropriate placement, as well as classroom strategies, grading, and parent involvement, will be made by the ESL team. The ESL Team may include Principal, ESL coordinator, IU 29 Supervisor, classroom teacher, and guidance counselor. **Parents will be notified of eligibility using the Parent Notification Form. (See Appendix D)**

Students will be assessed periodically via formal and informal testing. A variety of factors will determine the length of ESL instruction and support services, e.g., age, language competency, rate of progression, and the support and techniques used by classroom teachers in teaching content areas.

Criteria for placement into the LIEP program for Dual Language Learners (Pre-K) can be found in the Dual Language Learner Identification Procedure in the (**Appendix B**).

IV. Instructional Program

The district language instruction program is based on Pennsylvania's PreK-12 English Language Development Standards (ELDS), the WIDA Performance Definitions, WIDA Can Do Descriptors and PA Core Standards providing a framework for standards-based instructional and assessment planning for English learners so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging commonwealth academic content and student academic achievement standards as all children are expected to meet. Content teachers will be supported by ESL teachers with techniques and strategies to make appropriate accommodations to instruction and assessment for successful academic achievement of EL's. The ESL teacher will orient the content teachers prior to the start of the school year about realistic expectations for all students in their classes.

We take an eclectic view of the evidenced-based theories but primarily a social interactionist view where the learner discovers the meaning potential of language by participating in communication; one of the most salient and significant modes of discourse being conversation. Zone of Proximal Development and Comprehensible Input Strategies used as scaffolds such as questioning techniques, modeling, demonstrations to assist learning process using all 4 domains of listening, speaking, reading, and writing to create classrooms where students' lives and experiences are valued, and they explore the multiple functions of literacy, reading and writing to satisfy their own needs and goals. The repetitiveness of the Behaviorist model is used for reinforcement. Explicit vocabulary instruction using vocabulary words based on grade-level content is very important in accelerating EL students' English language development. A competency framework for English Language Proficiency provides the backbone of the program. (**Appendix L**) In addition an ELD curriculum map outlines ELD instruction.

Planned Instruction for ELD Classes:

Pine Grove Area School District will run a Language Instruction Education Program (LIEP). An ESL team reviews student background information and test results. An instructional plan will be developed that is appropriate to the student's language proficiency level and congruent with the district curriculum. The student will be placed in the LIEP during non-core instructional time in most circumstances depending upon the needs of the student. The student will be placed in the regular education program for all other subject areas and activities. ELD instruction is part of the daily schedule and thoughtfully planned from the administrative level. As the proficiency of the student advances, a student may require less ELD specific instructional time. The number of recommended instructional hours will be determined by the student's needs.

ELD instructional time is determined by the results of the intake interview and initial assessments. Those qualified as an EL receive instruction as follows:

a) Students designated as WIDA Level 1 receive up to ten hours of weekly ELD instruction depending on a district's schedule
b) Students designated as WIDA Level 2 -5 receive up to five hours of weekly ELD instruction depending on a district's schedule

Planned Instruction in academic content areas:

Pine Grove Area School District will provide ELs with meaningful, comprehensible access to instruction in all content areas required by PA core standards. The PA ELDS PreK-12 is an overlay to the academic standards and will be incorporated in planned instruction for ELs by all teachers. The district will support instructional planning and evaluation efforts between the ESL teachers and content area teachers by providing opportunities for collaboration as appropriate.

<u>Reclassifying Students</u>:

i. An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS 2.0 for ELLs®, and gathered by teachers using standardized language use inventories.

ii. Two language use inventories **(See Appendix G1)** must be independently completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory one inventory may be completed and the single score is multiplied by two.

iii. The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to

the points from the rubrics to determine if students are eligible to be reclassified. If the score exceeds the state-defined threshold, then the student is eligible to be reclassified. **Parents will be notified of reclassification using the Notification of Monitor Status Form. (See Appendix H)**

Assurance of implementation of the reclassification criteria will take place within the Federal Programs Consolidated Monitoring Plan.

Required Reclassification Criteria: **(See Appendix G, G1 & G2)**:

Monitoring Students

The progress of Former English Learners (FELs) will be actively monitored using the monitoring forms in the Appendix (**I)** for the first two years of monitoring. The ESL teacher will collaborate with the content teacher when filling out the monitoring forms four times a year for each monitored student. ELs will continue to be reported to the state for an additional two years via PIMS (total of four years of monitoring status).

Exited Students

Following the monitoring process, the student will exit the ESL program and no longer receive ESL support. A letter will be sent to the parents indicating the recommendation to exit. (**Appendix J**: Notification of Exit)

Re-designating former ELs

If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, the student will be re-designated as an active EL and re-enroll him/her in the LIEP. A series meeting will be held with the ESL Team and parent of the EL and demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions. For FELs beyond the two year active monitoring period, where a FEL is struggling academically as a result of persistent language barriers, the FEL must be rescreened.

FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

Grading/Retention Policy:

ELs will be graded using the same grading system as all other students. Grades will reflect what the students know and are able to do at their level of English language proficiency. Grading will also reflect the collaboration and coordination of support by both ESL teachers and content area teachers.

ELs and those being monitored are not to fail a class or be retained based solely on their lack of language proficiency; however, they can on the basis of excessive absenteeism, unwillingness to participate in class, and consistent refusal to do homework.

If an EL is retained in a grade, the district will be able to demonstrate that the appropriate modifications were made to instruction and assessment in order to allow ELs meaningful access to the general curriculum as well as to promote second language learning.

V. Parent Right to Refuse Specialized Programming

Parents of ELs have the right to refuse certain separate, specialized programs and services that may be part of the LIEP for their children. Parents of Identified English Learners will be informed of their rights to refuse ELD services in the annual notification letter. If parents choose to opt-out, the English Language Development Program Parental Waiver Form will be given to the parent (See **Appendix C**). Placement and programming decisions will not be made without notifying parents and allowing them to exercise their right to refuse part or all of the separate, specialized LIEP. The district will proceed with the recommended placement in the absence of a response from the parent after they have provided the parent with all of the information outlined above. If the parent chooses to opt-out, the EL is still required to take the ACCESS 2.0.

VI. Participation in District Testing

The Pine Grove Area School District shall conduct the following assessments for additional information:

- Student observation
- Standardized tests
  a. PSSA
  b. Keystone
- Classroom test, quizzes, participation
- Multiple formal and informal assessments

Procedures for ELs for PSSA: (see annual PDE Accommodation Handbook for official guidelines)

a. All limited English proficient students beyond their first year of enrollment in US schools are to be included in the PSSA assessment.
b. Limited English proficient students who are in their first year of enrollment in US schools do not take the PSSA ELA and Keystone Literature assessments.
c. Reclassified ESL students may be classified in the EL subgroup during the two-year monitoring process.
d. English Learners should receive appropriate accommodations as outlined in PDE's PSSA Accommodation Handbook. (**Appendix F**: PSSA Testing Accommodation Record for ELs)
e. A Spanish version of the PSSA Math and Science tests will be available as an accommodation for a student whose dominant language is Spanish. The student must have been in U.S. schools for less than 3 years and must be proficient and schooled in Spanish.

Procedures for state-required assessments:

a. ELs participate in all other annual state-required assessments (e.g. PSSA, Keystone exams) according to those testing guidelines with allowable accommodations.

Annual English Language Proficiency Testing: https://www.wida.us/index.aspx

The annual state English language proficiency (ELP) assessment, ACCESS 2.0 is required by federal law. The results of the state ELP assessment are used to measure students' English language proficiency and progress in each of the four language domains (i.e. reading, writing, speaking and listening/understanding). The LEA must maintain these score results in the student's permanent record folder. **Scores are shared with parents annually using the Parent Letter for Scores. (See Appendix E)**

There is no provision that allows parents to opt their children out of annual ELP testing.

All ELs receiving ELD instruction during the designated test window will participate in Pennsylvania's annual English Language Proficiency testing. Students who have been reclassified or are being monitored do not participate in this yearly test.

VII. Student Participation in Related and Extra-Curricular Activities

All students are encouraged to participate in a variety of extracurricular activities offered by the district. The ESL team will monitor ESL students in regards to their participation in extracurricular activities.

1. Sports Programs
2. Band and/or Choral Programs

VIII. Pupil Services

Counseling:

ELs will have access to counseling services in order to assist in their adjustment to a new culture and placement in the school program with peers.

Instructional Guidelines for ELs with Disabilities:

The ESL teacher will be a member of the Individualized Education Program (IEP) team when the student is an EL. ESL teacher input will provide essential guidance to the IEP team related to the process of second language acquisition, parent communication, cultural responsiveness and reduction of a language barrier. In addition, the ESL teacher will fulfill the IEP team member requirement of having a person: (1) with knowledge about the general education curriculum (LIEP and ELD instruction), (2) to interpret the instructional implications of evaluation results, and (3) with knowledge or special expertise regarding the student.

The ESL teacher will be a member of the evaluation team. Assessment data, such as the data from classroom observations, progress monitoring, and the results of formative and summative assessments, including data from the annual English language proficiency assessment, will be discussed and be part of the evaluation. The evaluation team will consider other data sources such as years in the US, years of instruction in English, and level of English language proficiency per WIDA Screener and/or ACCESS. Data related to the second language acquisition process will be part of the present levels indicating how the student is performing in listening, speaking, reading and writing skills, and how he/she compares to the other ELs with similar profiles, as well as how he/she progresses in relation to what is developmentally appropriate for the English proficiency level of the student per the WIDA Can-Do descriptors and the WIDA Summative Assessment Framework. The expertise of the ESL teacher will be necessary to determine valid recommendations regarding evaluation/placement and on- going ESL instruction for ELs.

Prior to referral of an EL for evaluation the district will ensure that the ESL program involves planned instruction by a properly certified ESL teacher and adaptations/modifications in the delivery of content instruction by all teachers. The following will be considered and evidence of such will be available: 1) ESL instruction is sufficient in quantity and quality, 2) the core ESL program is effective and aligned to the proficiency level of the student, 3) appropriate adaptations/accommodations are provided by content teachers, 4) collaboration exists between the ESL and content teachers, and 5) instruction/home-school communication are culturally responsive.

All ELs who are eligible for special education may continue to receive ELD instruction at their appropriate English language proficiency and developmental levels. The IEP team determines how ELD instruction and special education services can be coordinated and delivered to meet the students' individual needs. Based on these individual needs, ELD instruction will range from full inclusion in an LIEP to consultative support. Programs will collaborate to ensure that both the language needs and special education requirements are met.

When developing an IEP for an EL, the IEP team may deviate from the guidelines listed in Section IV. The determination of direct instruction time for a student with a disability is based on the student's English language proficiency level, the nature of the student's disability, and the IEP team's decision based on those factors. For students with significant cognitive disabilities that have not acquired any language skills, the IEP team may determine that consultative model is most appropriate for the student.

ELs with Suspected Gifted Abilities:

ELs are eligible for gifted identification per district guidelines. The ESL instructor should provide input to the evaluation and eligibility of gifted identification.

Migrant:

Students identified as migrant and who are English learners will be provided ELD instruction, as would any other student who would be eligible for ELD instruction. The District will receive a list of migrant students annually from the Migrant Education Program personnel.

Vocational-Technical Education:

English learners will have access to vocational-technical education classes. Participation in such classes is not to be determined by their level of English proficiency. Necessary accommodations will be made and students will be provided ELD instruction by an ESL certified teacher in addition to content teachers appropriate to their level of proficiency.

Federal and Other Programs:

English learners may participate in all federal or other programs for which they qualify. An ESL team will direct collaboration of services.

IX. Staff Development Related to Program

District Staff:

All Principals and secretaries receive continual reminders, provided by the Schuylkill IU 29, focusing on policies and procedures for the education of ELs.

When requested all new administrators, teachers and support staff will receive an Introduction to ESL training focusing on the BEC, procedures for enrollment and cultural awareness provided by the Schuylkill IU 29.

ESL Staff:

All ESL staff will meet the requirements of Program Specialist – ESL certificate as stated by the Pennsylvania Department of Education and will be English certified or working towards English certification if providing the sole English instruction at the secondary level.

ESL staff will receive appropriate training to teach ELs. Schuylkill IU 29 or other professional development providers will provide training as listed in the Act 48 plan.

This training will focus, but not be limited to the following:

ELD methods
second language acquisition

cross cultural processes
adapting content area instruction

Content Area Teachers:

Content area teachers will have access to in-service on the following:

cultural information
second language acquisition
adapting/modifying classroom instruction
appropriate assessment practices

New Hires:

New teachers will receive diverse learner training as part of the Schuylkill IU 29 Induction Training. Additional new staff, such as administrators or support personnel, will receive training as requested by the district.

X. Funding

The district budget will include provision for resources/materials, staffing for language instructional programs and professional development for all school personnel as part of the responsibilities of the district. Federal funds can be used to supplement local funding for language instructional programs, but not to supplant state/local funds.

XI. Title III

The district will monitor annual Title III allocations and make appropriate decisions as to apply for the funding, join a consortium or decline funding. Schuylkill IU 29 will serve as the lead of the Title III Consortium and follow all federal guidelines.

XII. Community Involvement

Program planning will be a collaborative effort between administrators and Intermediate Unit 29 ESL staff. In communicating with parents in the home, parents will have the option of receiving the written information about assessment, academic achievement, and related issues, in their native language or their preferred mode of communication.

If a parent wishes to make suggestions or requests for alteration about any facet of the LIEP they may contact the District Superintendent or Intermediate Unit 29 Supervisor.

XIII. Communications with Parents

The district will communicate with parents in the parents' preferred language and mode of communications. The district may utilize IU 29 translation/interpretation services and documents from TransACT and PaTTAN.

XIV. Program Evaluation

An annual evaluation of the LIEP will take place to ensure the LIEP is tailored to meet the needs of individual students (see Appendix K: Review of School District ESL Program or an alternate program evaluation can be used) Data to help monitor the program will include but is not limited to the following:

XV. Monitoring

State Reporting:

The district will submit data as required into the PIMS/ELR System. ELP Status of students enrolled at the beginning of the school year must be determined by September 30 and reported in the PIMS October District and School Enrollment Collection.

APPENDICES

(These are samples and should be made district specific unless the PDE logo is at the top then it is a required form)

A. HOME LANGUAGE SURVEY
B. ENGLISH LEARNER IDENTIFICATION PROCEDURE K-12 &
   DUAL LANGUAGE LEARNER IDENTIFICATION PROCEDURE PRE-K
C. PARENT WAIVER FORM
D. PARENT NOTIFICATION FORM
E. PARENT LETTER FOR SCORES
F. PSSA TESTING ACCOMMODATION RECORD FOR ELs
G. ENGLISH LEARNER RECLASSIFICATION CRITERIA
   GI – LANGUAGE INVENTORIES
   G2 – RECLASSIFICATION RESULTS
H. NOTIFICATION OF MONITOR STATUS
I. MONITORING FORMS
J. NOTIFICATION OF EXIT
K. LIEP EVALUATION FORM

pennsylvania
DEPARTMENT OF EDUCATION

HOME LANGUAGE SURVEY

ALL newly registering students regardless of race, nationality, or language origin MUST complete this form. Federal law requires that all Local Education Agencies (LEAs) utilize a non-biased procedure for identifying which students are potential English Learners (ELs) in order to provide appropriate language instruction educational programs and services. Given this responsibility, LEAs have the right to ask for the information contained on this and other forms associated with the identification process.

Student Information (Parents/Guardians should complete this section):

Child's first name: _____

Child's family name: _____

Child's Date of Birth: _____
(Month/Day/Year)

Questions for Parents or Guardians

1. Is a language other than English spoken in the child's home? ☐ No ☐ Yes (language) _____

2. Does your child communicate in a language other than English? ☐ No ☐ Yes (language) _____

3. What is the language that your child first learned to speak? _____

Parent/Guardian Signature: _____ Date: _____

Interpreter Provided ☐ No ☐ Yes

English Learner Identification Procedure
Grades K-12

(See Pre-K identification guidance for Pre-K students)

☐ **STEP 1:** Review the Home Language Survey.

• If the HLS indicates a language other than English for **any** question, **proceed to STEP 2**. • If the HLS indicates a language other than English **for all questions**, the family interview is optional and you may **skip to STEP 4**.

NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia) constitute a language other than English for identification purposes.

☐ **STEP 2:** Conduct family interview to determine if the student is potentially an EL. Use an interpreter if necessary.

Family Interview

Conducted by district-trained enrollment personnel - not to be completed by the parent/guardian

Interviewed:

Date: Phone:

Name of Student: PASID:

Students Date of Birth: Age:

Student's Date of Entry to U.S. (if born in the U.S., then same as DOB):

Parent Country of Origin: Student Country of Origin:

Parents' Primary Country of Education:

Complete the following table for the student. Indicate if the student moved schools, states, or countries during a school year.

Grade	State (City & School if PA)	Country	Primary Language of Instruction
Pre K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

1. Is this student a Native Alaskan, Native American, or Native Hawaiian?
   ☐ YES ☐ NO

2. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
   ☐ YES ☐ NO

3. When at home, how often does this student hear a language other than English? ☐ Always ☐ Occasionally ☐ Never

4. When at home, how often does this student speak a language other than English? ☐ Always ☐ Occasionally ☐ Never

5. When interacting with their parents or guardians, how often does this student hear a language other than English?
   ☐ Always ☐ Occasionally ☐ Never

6. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
   ☐ Always ☐ Occasionally ☐ Never

7. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?
   ☐ Always ☐ Occasionally ☐ Never

Review of the family interview must be conducted by an ESL professional.

Based on the answers to the parent interview questions, determine if the second language exposure/use is significant or superficial in nature. If the student's development of English may have been impacted by exposure to another language in any way, then **proceed to STEP3.**

Comments:

☐ **STEP 3: If the student has an IEP or is suspected of having a disability (e.g. the parent states that the student has a disability), then see Appendix A before proceeding.**

☐ **STEP 4:** Conduct a review of the student's academic records from previous schooling if available. Look for evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. If the academic records are not available, or they do not contain reasonable evidence of English proficiency, then **proceed to STEP5**.

NOTE: A student who has an overall composite proficiency level ACCESS score from the previous school year that does not meet or exceed 4.5 does not need to be re screened. In this case, ***skip to STEP 6.*** *If a student has an overall composite proficiency level ACCESS score from the previous school year that meets or exceeds 4.5, then the student may be reclassified if the additional criteria from the state-defined reclassification guidance are met (i.e. language use evaluations can be conducted prior to October 1).*

☐ **STEP 5:** Screen the student for English language proficiency using the KW-APT, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener. Record the screening scores below. See Appendix D for information about the appropriate test form to administer.

Listening PL	Speaking PL	Reading PL	Writing PL	Literacy CPL	Oral CPL	Overall CPL

KW-APT only

Listening and Speaking raw score	Reading raw score	Writing raw score

If the student's scores meet the criteria for identification as an EL on the following table, then **proceed to STEP 6**. If not, then the student is not an EL and you do not need to proceed.

Grade Level	Screener	Criteria for identification as an EL
Kindergarten	KW-APT	Raw score for oral language of **19 or lower** OR **Between 20-24** inclusive AND reading ≤ 6 OR writing score ≤ 4 *See kindergarten identification and placement process flowchart in* Appendix B
Kindergarten	K MODEL	*1st semester K:* ***Assess all 4 domains*** Oral language composite below **5.0** *(Use literacy scores for instructional plans)* *2nd semester K:* ***Assess all 4 domains*** Overall composite proficiency level below **5.0 AND** Literacy Composite below **4.2**
1st semester 1st grade	K MODEL	***Assess all 4 domains*** Overall composite proficiency level below **5.0**
1-12	WIDA Screener	Overall composite proficiency level below **5.0**
1-12	MODEL Screener	Overall composite proficiency level below **5.0**

NOTE: If a student is unable to complete the full screener (e.g. because of a disability or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the HLS, parent interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, then the student should be identified as an EL.

☐ **STEP 6: OPTIONAL -** Screen the student for native language proficiency if a screening instrument is available. Record the score(s). If no screening instrument is available, then **proceed to STEP 7**.

Name of screener	Score(s)	Score descriptor

☐ **STEP 7:** Determine if the student has **limited or interrupted formal education (LIFE)** using the criteria below:

- Is enrolling after grade two, AND
- Has a Literacy score of less than 3.5 on the W-APT, MODEL Screener, or WIDA Screener, AND
- Has at least two fewer years of age appropriate schooling than peers **or** has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND
- Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

Does this student have limited or interrupted formal education?
☐ YES ☐ NO

Proceed to STEP 8.

☐ **STEP 8:** Determine the most appropriate language instruction educational program (LIEP) based on the student's English language proficiency and native language proficiency if available.

NOTE: If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement.

Program Placement:

Proceed to STEP 9.

☐ **STEP 9:** Provide the parent with a detailed program description and explain the identification and placement decision. The parent has the right to refuse placement in a specialized, separate LIEP. See PDE guidance concerning parental right to refuse services. **Proceed to STEP 10**.

☐ **STEP 10:** The parent accepts or refuses placement in part or in whole in the LIEP. If, after the district notifies the parent of their option to refuse specialized LIEP services, the parent does not respond, then the district may proceed with the recommended program placement. **Proceed to STEP 11**.

□ **STEP 11:** Notify the receiving school of student's identification andplacement. **Proceed to STEP 12**.

□ **STEP 12:** Initiate an active service record in the district SIS. If the student has limited or interrupted formal education, then ensure that LIFE is identified. **Proceed to STEP 13**.

□ **STEP 13:** Schedule the student based on program placement and English language proficiency.

NOTE: The school is responsible for ensuring that all teachers with whom ELs are scheduled have English language proficiency information for their ELs. *This includes general education teachers.*

The procedure is complete. Attach the HLS form and parent refusal acknowledgement form (if completed) to this form and file them in student's record. Copies of this form should be given to ESL and general education teachers who will be working with this student.

Appendix A

Students who have or are suspected of having a disability

If a student arrives with an IEP or is suspected of having a disability (i.e. parent informs enrollment personnel that the student has a disability), then enrollment personnel must coordinate with Special Education staff to complete this procedure.

If the student arrives with an IEP:

Screening, if required, must be completed with appropriate accommodations and the test results must be interpreted in consultation with Special Education personnel.

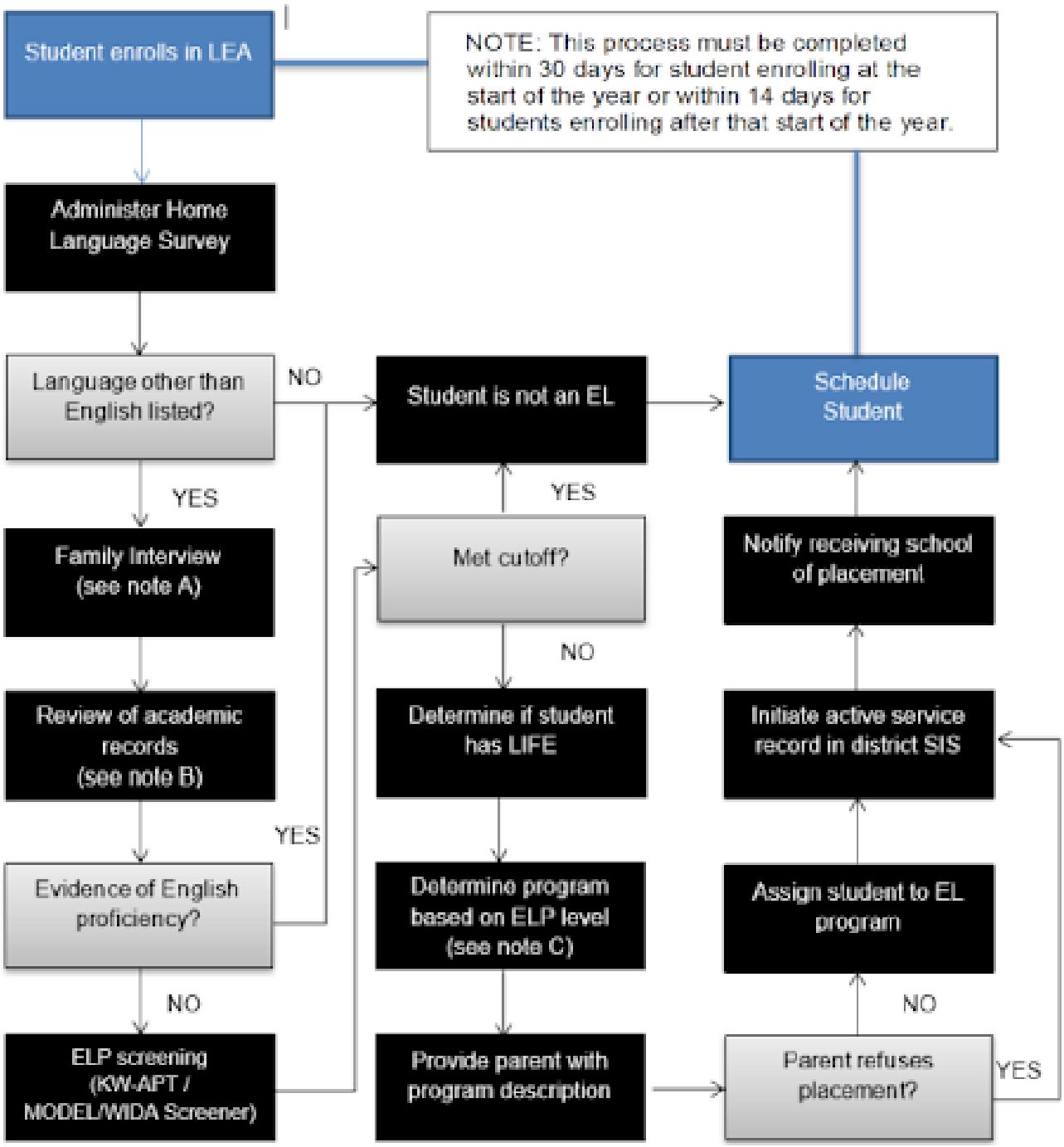
If the student is suspected of having a disability but a determination cannot be made prior to completing this procedure:

Screening, if required, must be completed with any administrative considerations, universal tools, or accommodations that the ESL/SPED educators deem necessary. This procedure must be completed in accordance with the outlined guidelines and the student must be placed in the appropriate language instruction educational program (LIEP) based on the information available at the conclusion of the identification procedure.

If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening (e.g. requires a testing accommodation that was not offered), then the student must be re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the district must contact PDE to remove the EL identifier and the student should be removed from the LIEP.

Appendix B

English Learner (EL) Identification Procedure Flowchart



Note A:

A student who comes from an environment where English is not the dominant language or who has been exposed to another language (HLS indicates other languages) is not necessarily an EL and does not necessarily need to be screened for English language proficiency if there is compelling evidence suggesting that the student is proficient in English. Parent permission to screen for language proficiency is **NOT** required; however, a parent interview must be conducted prior to screening. The parent interview should be standardized to some degree (see parent interview on pages 1 and 2) and the information gathered should be filed with the student's other enrollment documentation. The parent interview can serve to determine whether or not to screen a potential EL. If the evidence gathered during the parent interview is indeterminate, then an academic records review may be used to indicate English proficiency and preclude screening.

Note B:

If after the parent interview it is unclear whether or not a student should be screened for English proficiency, then a thorough review of any available academic records should be conducted to find evidence of English language proficiency. Some examples of this type of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records

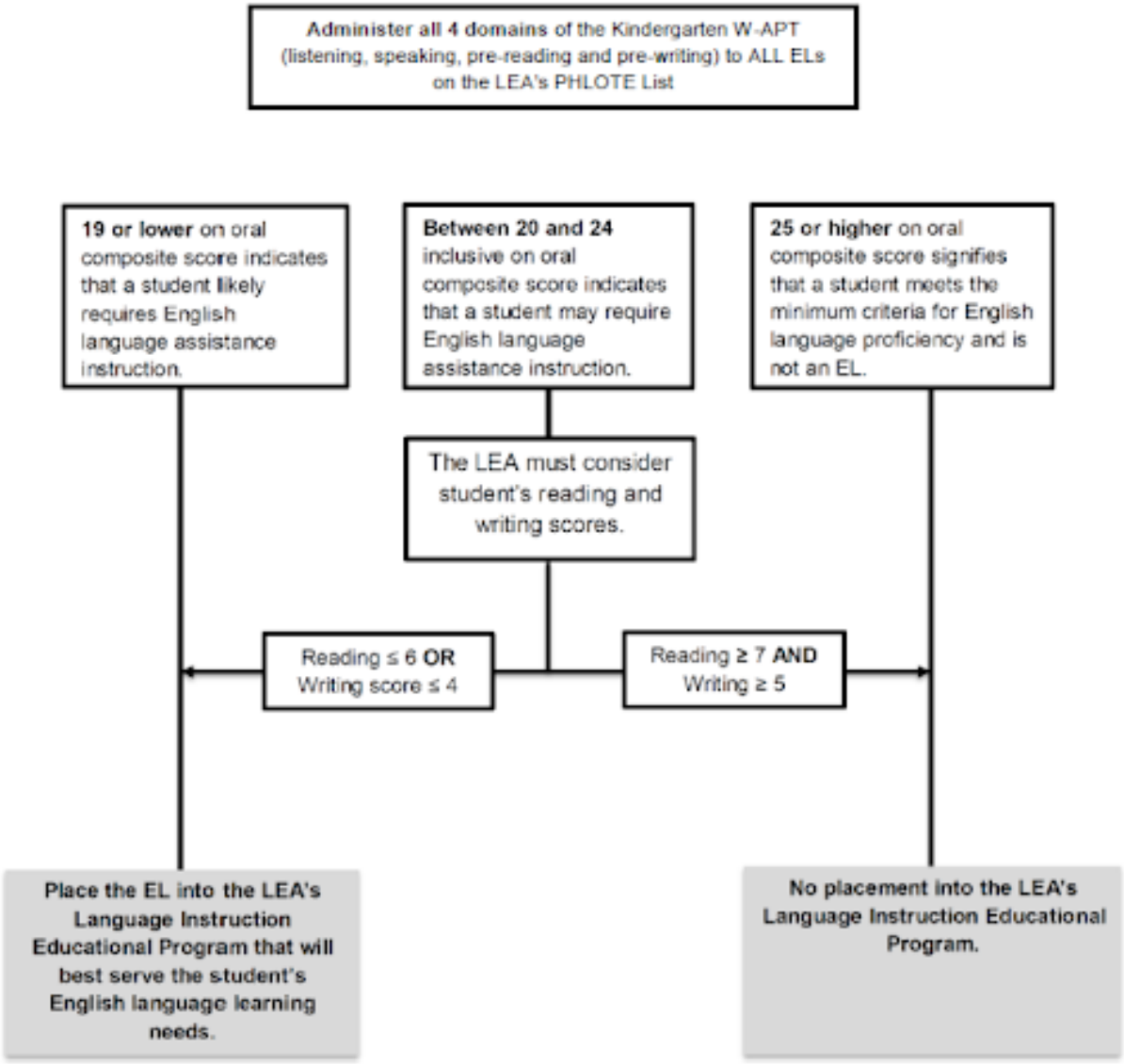
Note C:

If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement.

Appendix C

Kindergarten English Learner (EL) Identification and Placement Process

Flowchart *When using the KW-APT only*



Dual Language Learner Identification Procedure – Pre-K

(See K-12 identification guidance for K-12 students)

☐ **STEP 1:** Review the Home Language Survey. If the HLS indicates a language other than English for any question, proceed to STEP 2. If the HLS indicates a language other than English for **all questions**, the family interview is optional and you may skip to STEP 4.

NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia) constitute a language other than English for identification purposes.

☐ **STEP 2:** Conduct family interview to determine if the student is potentially a DLL.

Family Interview

Conducted by district-trained enrollment personnel - not to be completed by the parent/guardian

Interviewed: _____ Date: _____ Phone: _____

Name of Student: _____ Age: ____ PASID: _____

Students Date of Birth: _____

Student's Date of Entry to U.S. (if born in the U.S., then same as DOB): _____

Parent Country of Origin: _____
Student Country of Origin: _____
Parents' Primary Country of Education: _____

1. Is this student a Native Alaskan, Native American, or Native Hawaiian?
   ☐ YES ☐ NO
2. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
   ☐ YES ☐ NO
3. When at home, how often does this student hear a language other than English?
   ☐ Always ☐ Occasionally ☐ Never
4. When at home, how often does this student speak a language other than English?
   ☐ Always ☐ Occasionally ☐ Never

5. When interacting with their parents or guardians, how often does this student hear a language other than English?
   ☐ Always ☐ Occasionally ☐ Never

6. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
   ☐ Always ☐ Occasionally ☐ Never

7. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?
   ☐ Always ☐ Occasionally ☐ Never

Review of the family interview must be conducted by an ESL professional.

Based on the answers to the parent interview questions, determine if the second language exposure/use is significant or superficial in nature. If the student's development of English may have been impacted by exposure to another language in any way, then **proceed to STEP3.**

Comments:

☐ **STEP 3:** Review the information on the family interview. If the information from the family interview indicates that English is not the student's native language or that exposure to another language may have had a significant impact on the student's English language development, **proceed to STEP4**.

☐ **STEP 4:** Screen the student for English language proficiency **if a screening instrument is available.** Acceptable screening instruments include, but are not limited to, the Pre-IPT, Pre-LAS or Pre-LAS Observational Tool. The school/district must provide the screener if it will be used for this step. Record the screening scores below.

Name of screener	Score(s)	Score descriptor

If no screening instrument is available, then the determination to identify the student as a DLL must be based on the evidence produced by the HLS and family interview. If the evidence suggests that the student's first language is not English and/or that exposure to another language may have had an impact on the student's English development and that the student will most likely need supports to overcome language barrier in order to participate in the academic program, then the student should be identified as an DLL and you should **proceed to STEP 5**.

☐ **STEP 5:** Determine the most appropriate language supports that will be provided based on the student's English language proficiency.

Supports to be provided:

☐ Specialized English language instruction

☐ Native language support

☐ Additional language enrichment activities

☐ Use of additional/specialized visuals to communicate and convey meaning ☐ Pairing student with English-speaking peer(s)

☐ Pairing student with native language peers(s)

☐ Other: Click here to enter text.

Proceed to STEP 6.

☐ **STEP 6:** Provide the parent(s) with a description of the program and/or the supports that will be provided to their child(ren) and explain the identification decision. Parents have the right to refuse placement in a specialized, separate setting if that is the proposed program design for the DLL. See PDE guidance concerning parental right to refuse services. If the school will **not** place the student into a separate setting based on the DLL status, then **skip to STEP 8,** otherwise **proceed to STEP 7**.

☐ **STEP 7:** Parent accepts or refuses placement in part or in whole in the program. If, after the district notifies the parent of their option to refuse specialized services provided in a separate setting, the parent does not respond, then the school may proceed with the recommended program placement. **Proceed to STEP 8**.

☐ **STEP 8:** Complete the Student/Student Snapshot template in PIMS. In field 41, code the student as *01 – Current EL* (there is no code for DLL in PIMS). In field 45, code the student as *26 – Mixed Classes with English-Only Support* unless another code is more appropriate (e.g. 22 - *EL bilingual*). **Proceed to STEP 9**.

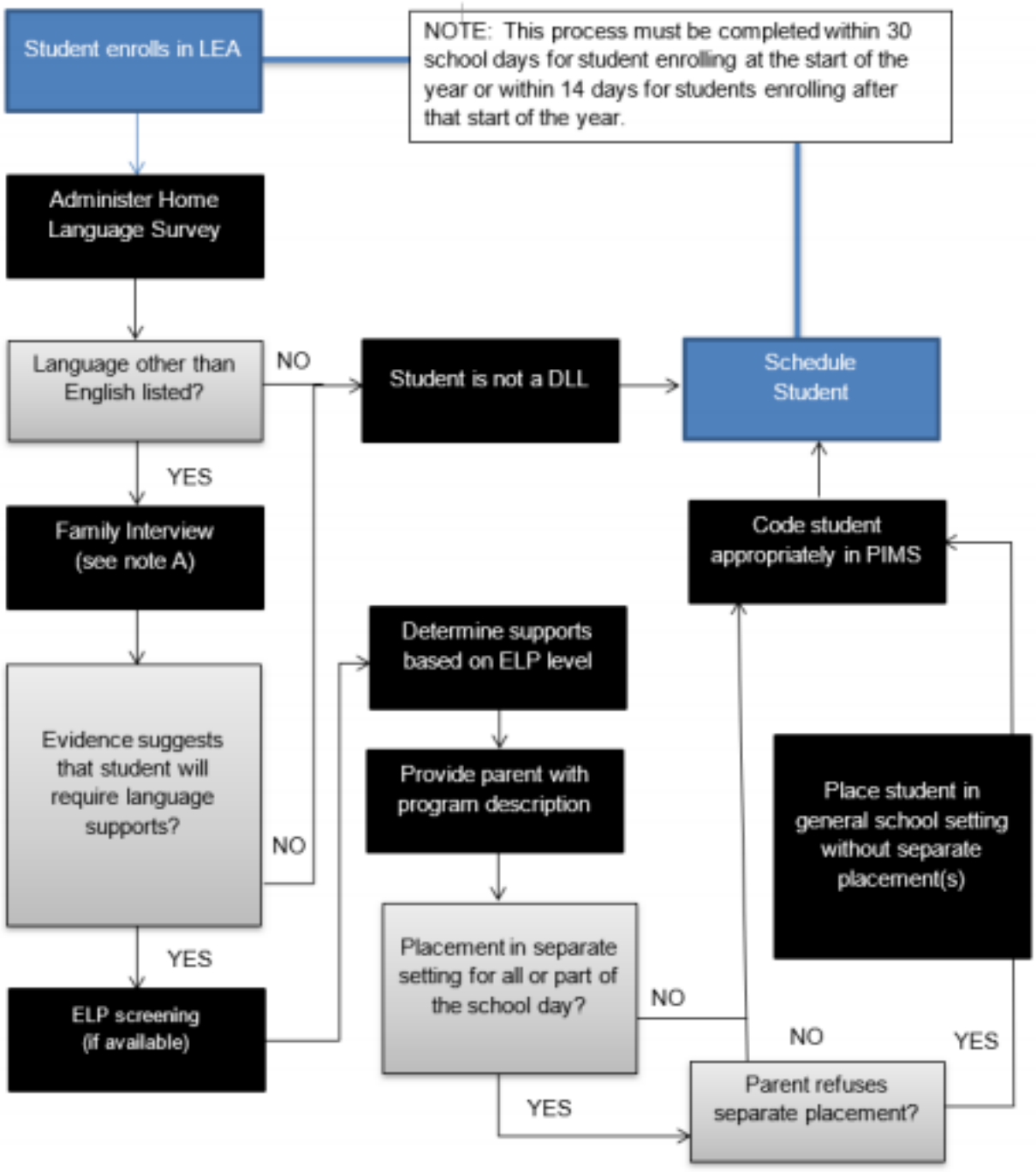
☐ **STEP 9:** Schedule student based on program placement and English language proficiency.

NOTE: Enrollment personnel are responsible for ensuring that all teachers who will be working with DLLs have English language proficiency information for their DLLs. *This includes general education teachers.*

The procedure is complete. Attach the HLS form and parent refusal acknowledgement form (if completed) to this form and file in student's record. Copies of this form should be given to ESL and general education teachers who will be working with this student.

Appendix A

Pre-K EL Identification Procedure Flowchart



ENGLISH LANGUAGE DEVELOPMENT PROGRAM
Parental Waiver Form

Student Name: Click here to enter text. School: Click here to enter text.

Opt-out Date: Click here to enter a date. Grade: Click here to enter text.

Student ID#: Click here to enter text.

As required by federal law, your child has taken an English language proficiency test to determine if s/he qualifies for English Language Development (ELD) instruction in order to comprehend daily lessons and participate socially in school. Your child has been tested in English reading, writing, speaking and listening. The test scores indicate that s/he is eligible to receive ELD instruction in a program designed to help students acquire English language proficiency and access grade level content instruction.

Parental Right to Refuse ELD Services: The school has described in detail the ELD program they recommend for my child. I have considered the program(s) offered by the school and have chosen to decline separate, specialized ELD instruction for my child. Specialized services or classes are those provided only for English Learners (ELs), for example ELD pull-out classes, ESL tutoring, after-school English tutoring for ELs or content classes consisting of only ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction. By checking (✔) each item below, I acknowledge that I have read and understand each statement.

☐ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why s/he was recommended for additional English language instruction.

☐ My decision to decline or opt-out of specialized ELD instruction is voluntary.

☐ The school district will report my child to the Pennsylvania Department of Education as an English Learner (EL) until my child attains English proficiency.

☐ Federal law requires that my child will be tested annually with the WIDA ACCESS for ELs 2.0 until s/he attains English proficiency and is no longer considered EL status.

☐ The school district will monitor my child's academic progress without benefit of receiving specialized ELD instruction until my child attains English proficiency, and four years after exit from EL status.

☐ The school district will continue to inform me of my child's progress in attaining English proficiency.

☐ I can change my preference at any time by notifying the school district in writing, and allow my child to enroll in the ELD program(s) offered by the school.

I, Click here to enter text. (parent/guardian name) with a full understanding of the above information, wish to

☐ Decline **all** of the specialized ELD programs and services offered to my child.

☐ Decline **some** of the ELD programs and/or particular ELD services offered to my child.

Parent/Guardian Signature: _____ Date: _____

Parent Notification Form

DISTRICT: _____

SCHOOL: _____

DATE: _____

TO THE PARENTS OF: _____

The school provides special instruction for students whose first language is not English. This instruction supports the regular classroom work given during school. Your child's level of English proficiency was measured using the WIDA SCREENER and the level is _____. The teacher and principal feel that your child will benefit from this service and have scheduled this extra help. The Language Instruction Education Program (LIEP) is taught by _____ who will work with _____ during the school day. The method of instruction used in our district is both content-based ELD where instruction is provided in English only and adapted to your child's proficiency level and pull out ELD where the ESL teacher provides one-to-one or small group instruction. Although school districts have an obligation to serve all EL students, parents have a right to decline or opt their children out of a school district's LIEP.

If you have any questions about our LIEP or would like to opt your child out of the LIEP, please call the school at _____.

Sincerely,

_____

ESL Administrator

*see www.transact.com for translations – General Ed/ELL/TransACT Masters

Parent Letter on WIDA Scores

DATE:

Dear Parent or Guardian,

This past school year, English Learner (EL) students in grades kindergarten through twelfth grade participated in the administration of the ACCESS for ELLs® language proficiency test. ACCESS provides a standardized measurement of academic language proficiency for EL students throughout the state of Pennsylvania, and in other states. With this information, we will be able to monitor individual EL student progress on an annual basis.

Enclosed you will find your child's results on ACCESS. The Parent/Guardian Report provides information about your child's **English Language Proficiency Level**. This information is for you to review and keep.

If you have any questions regarding this test or the information that is being sent to you about how your child performed on this test, please contact me, your child's ESL teacher, or the school principal.

If you have any questions about our Language Instruction Educational Program (LIEP) or would like to opt your child out of the LIEP, please call the school at _____.

Sincerely,

_____
ESL Advisor

PA Required Testing - Accommodation Record

for English Learners

Review Accommodation Guidelines posted on the PDE website. Complete this annually.

Student: _____

School Year: _____ District: _____Building: _____

ELD Instructional Hours _____ hrs/day

Persons (Name/Title) completing form: _____

List all instructional/assessment accommodations provided on a daily basis:

Based on the above accommodations, indicate appropriate/allowable standardized testing accommodations:

- ☐ Student is in his/her first year of enrollment in US schools and is not required to take the ELA PSSA. The Math and Science PSSA must be taken.
- ☐ Student has Spanish proficiency and enrolled in US schools fewer than three years and will take the Spanish/English version of the following tests:
  ____Math PSSA ____ Science PSSA ____ Alg. I Keystone ___ Biology Keystone
- ☐ Take the test with his/her ESL teacher (as opposed to the classroom teacher)
- ☐ Testing in a separate room
- ☐ Small group testing
- ☐ Word-to-word translation dictionaries, without definitions, pictures, or internet connection for Mathematics PSSA, Keystone Algebra I and the Science PSSA or Keystone Biology only; not for any part of the ELA PSSA or Keystone Literature Exam.
- ☐ Qualified interpreters/sight translators for Mathematics PSSA or Keystone Algebra I and Science PSSA or Keystone Biology only; not for any part of the ELA PSSA test (except for the writing prompts of the ELA PSSA writing section) or Keystone Literature Exam. (enrolled in US schools fewer than three years).
- ☐ Scheduled extended time
- ☐ Scheduled breaks
- ☐ Multiple testing sessions
- ☐ Read Aloud entire test (see separate Read Aloud Guidelines)
- ☐ Other _____

State required Reclassification, Monitoring, and Re-designation of English Learners (ELs)

State required reclassification criteria

Districts must employ uniform procedures in accordance with state requirements for reclassifying English learners (ELs) as former ELs (FELs) when they attain proficiency. This document outlines the procedure and rules for doing so.

An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for ELLs®, and gathered by teachers using standardized language use inventories (Appendix G1).

Using the following system, the ACCESS for ELLs® and the language use inventory together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified.

When the process is completed use Appendix G2 to record the results.

Two language use inventories must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory (e.g. elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed and the single score is multiplied by two. **The two inventories do not need to agree.**

The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

Districts must develop local plans for how to:

- select content teachers who will complete the inventories
- manage the decision-making/reporting process using this procedure and these criteria
- train staff to use the rubrics and evaluate the students' language use
- hold teachers accountable for completing the inventories
- select students for whom inventories will be completed in anticipation of qualifying ACCESS scores

Each language use inventory produces a single score and the sum of the two inventory scores is added to the ACCESS for ELLs® *points assigned* to determine if the student meets the minimum threshold for reclassification.

The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Language Use Inventories		ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 2	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
Rubric 1	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Report & Essays	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

Total possible points from both inventories 7.6 Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a student *should* be reclassified.

However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

ELs with Disabilities - taking the ACCESS for ELLs®

An EL with a disability who has not met the criteria outlined above may be considered for reclassification if:

1. The student has an IEP, **AND**
2. The student has been continuously enrolled in an LIEP for at least four years, AND
3. The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% between any two years or total over the three most recent testing cycles, **AND**
4. The school has documented evidence* that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP, **AND**
5. A school-based team recommends reclassification. *See below for team composition and recommendation protocol.*

* Documented evidence can include schedules indicating ELD instructional times, specific language supports used, ELD curriculum indicating areas of language instruction covered, language use evaluations based on WIDA rubrics or PA reclassification rubrics, modifications made to assessments, IEP addressing ELD instruction or language needs, etc.

To calculate the percent difference between scores, use the following formula:

Δ OCPL / OCPL1 (100) = % change

Δ *OCPL: Difference between the overall composite proficiency level from year one and year two, year two and year three, or year one and year three*
OCPL1: overall composite proficiency level from the first of the two years being compared

For example, the percent difference between a score of 4.3 and 4.5 is (.2/4.3)*100, which is 4.65%.

School-based team composition and recommendation protocol:

The following individuals must be included on the team that considers the body of evidence and determines whether to reclassify an EL with a disability:

- At least one expert on the student's English language acquisition
- At least one expert on the student's special education goals and services
- At least one expert on the student's general education content achievement
- At least one family member (and any requisite interpreters/cultural liaisons)
- Any related service providers who work with the student

A single team member may fill more than one of the roles identified above.

High Priority Evidence to consider:

- Standardized or curriculum-based assessments special education teachers and related service providers use to monitor students' progress towards IEP goals that are relevant to developing English language proficiency
- Classroom observations of students' language use
- Language samples demonstrating listening, speaking, reading, and writing skills
- Student work samples or portfolios
- Teacher input on students' English language development progress
- Family input on students' language development and use at home
- Data related to how the student was initially identified as an EL

- Review of English learner services across the most recent four years to ensure the student has received adequate English language development instruction and language support for content learning during that time

Evidence to consider if available:

- Assessments that evaluate students' proficiency in their home/primary language
- Language use inventories
- Comparable data from similar EL peer group (other ELs with similar profiles)

Questions that must be addressed by the team:

1. Has the student received adequate ELD instruction and language supports commensurate with his/her ELP level for the most recent four years?
2. Is this student able to effectively communicate in English?
3. Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles?
4. Are any ACCESS for ELLs domain scores that affect the student's ability to reach an overall composite proficiency level of 4.5 directly related to the student's disability?

If the answer to any of these questions is 'no', then the team must carefully consider the student's continued participation in the LIEP until such time that the student will no longer benefit from continued specialized English language development instruction and support.

See Appendix E for a sample reclassification cover sheet. Districts are free to develop their own form of documenting the reclassification decision for ELs with disabilities, but it must at a minimum include the names of the team members involved, the evidence that was analyzed, the student's current ACCESS scores, and answers to the four questions above. The form should be filed with the student's permanent record.

ELs with Disabilities (taking the Alternate ACCESS for ELLS®)

ELs who are eligible for and take the Alternate ACCESS for ELLs® may be considered for reclassification when:

1. they achieve a score of at least P2 on two consecutive administrations of the test **OR** achieve the same score for three consecutive administrations of the test, **AND**
2. the IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

Although language use inventories are not required for ELs with disabilities as part of the reclassification process, teachers should consider completing them in cases where it is appropriate as a way to document language proficiency at the time of reclassification and for future reference if needed.

For more detailed guidance related to ELs with disabilities, please see the guidance contained on the Bureau of Special Education website at www.pattan.net.

Monitoring of former ELs

Districts must include in their LIEP uniform procedures in accordance with state requirements for actively monitoring the progress of former ELs (FELs) for a period of two years after reclassification and reporting FELs to the state for an additional two years (total of four years of monitoring status).

Active Monitoring Period – first two years after reclassification

Districts must ensure that ELs in the first two years after reclassification do not struggle academically as a result of persistent language barriers. In order to do this, districts must develop and implement a process for actively monitoring students' progress and achievement in the general academic program delivered without specialized, planned language support.

Districts are free to create their own process, but it must, at a minimum, include tracking student progress in all core academic classes and soliciting feedback from core academic teachers periodically throughout the school year with sufficient frequency to preclude a student falling significantly behind.

Additional monitoring period – third and fourth years after reclassification

Districts are required to continue reporting FELs to the state in PIMS for an additional two years after the active monitoring period. Districts are not required to actively monitor the progress and academic achievement of ELs in the general education program during these years. At the end of the fourth year after reclassification, ELs are coded as *Former ELs – no longer monitored* for the remainder of their time in school.

Re-designating former ELs

If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then the district must have plans in place to re-designate that former EL as an active EL and re-enroll him/her in the LIEP. The district must demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic support and/or interventions.

FELs who have been re-designated as active ELs must meet the state-required criteria to be reclassified as FELs. In cases such as these, the monitoring process starts over from year 1 upon the second reclassification.

LANGUAGE INVENTORY
RUBRICS

Appendix G1

Grade: Kindergarten

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student: **Date:**

Evaluator's name:

The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories

Interaction:

LOW	MODERATE	HIGH
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.
EVIDENCE:		

Listening:

LOW	MODERATE	HIGH
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.
EVIDENCE:		

Speaking:

LOW	MODERATE	HIGH
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.
EVIDENCE:		

Reading:

LOW	MODERATE	HIGH
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support.	Can apply grade-level phonics and word analysis skills in decoding.
EVIDENCE:		

Grade: Kindergarten
Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW	MODERATE	HIGH
Can use drawings and/or labels to link some or most details in a story.	Can use drawings OR words to link details in a story.	Can use drawings, words AND simple phrases to link details in a story.
EVIDENCE:		

Accuracy: Word/ Phrase

LOW	MODERATE	HIGH
Can sequence some letters needed to produce frequently used sight words, but with significant errors that hinders readability. Not able to be to produce phrases or	Can sequence most letters needed to produce recognizable frequently used/sight words. May include inventive spelling. Can produce phrases and some simple sentences.	Can sequence most letters needed to produce recognizable words. May include inventive spelling following recognizable conventions. Can produce simple sentences.
EVIDENCE:		

Accuracy: Grammar

LOW	MODERATE	HIGH
Consistent errors that may hinder the meaning of the writing regarding grammar.	Regularly contains some grammatical inaccuracy in either capitalization of “I” and beginning of sentence, people names, ending punctuation.	Maintains some grammatical accuracy in capitalization of “I” and beginning of sentence, people names, ending punctuation.
EVIDENCE:		

Accuracy: Genre Narratives

LOW	MODERATE	HIGH

Draw a picture with some labels to describe the picture or story.	Draw a picture and write labels or simple phrases to describe the picture or story.	Draw a picture and write several connected sentences to describe the picture or story.
EVIDENCE:		

Accuracy: Genre Information

LOW	MODERATE	HIGH
Draw a picture with some labels to describe a single familiar topic with minimal detail or elaboration.	Draw a picture and write labels or simple phrases about a single familiar or academic topic with limited detail or elaboration.	Draw a picture and write several connected sentences about a single familiar or academic topic with detail or elaboration such as form and function.
EVIDENCE:		

Accuracy: Genre Arguments

LOW	MODERATE	HIGH
Draw and label to explain likes or dislikes about a familiar topic.	Can express an opinion about a familiar topic or a book. May draw and uses labels or a simple sentence to explain reasons. May use conjunction words such as “because” to support their opinion.	Can express an opinion about a familiar topic or a book. May draw and use 1 or more written sentences to explain reasons. Uses conjunction words such as “because” to support their opinion.
EVIDENCE:		

Grade: 1

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

Date:

Evaluator's name:

The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories.

Interaction

LOW	MODERATE	HIGH
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.
EVIDENCE:		

Listening

LOW	MODERATE	HIGH
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.
EVIDENCE:		

Speaking

LOW	MODERATE	HIGH
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.
EVIDENCE:		

Reading

LOW	MODERATE	HIGH
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support. Read grade level text with support for purpose and understanding.	Can apply grade-level phonics and word analysis skills in decoding. Read grade-level text with purpose and understanding.
EVIDENCE:		

Grade 1

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW	MODERATE	HIGH
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce sentences with limited structure. Shows limited use of organizational patterns, and simple connectors like “and” and “because”.	Can produce clear, structured sentences, showing some use of a range of organizational patterns, and connectors.
EVIDENCE:		

Accuracy: Word/ Phrase

LOW	MODERATE	HIGH
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.
EVIDENCE:		

Accuracy: Grammar/ Sentence

LOW	MODERATE	HIGH
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical	Maintains a high degree of grammatical accuracy (capitalization of “I”, beginning of sentence, people names/places, ending punctuation, simple tenses. May use a variety of sentence structures.

	patterns (S-V-O or "I …").	
EVIDENCE:		

Accuracy: Genre Narratives

LOW	MODERATE	HIGH
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited descriptions and limited sequential words. Uses some language to delineate either beginning, middle or end.	Can produce linearly structured narrative story with details explaining the experience with elaborations and some sequential words. Uses language to delineate beginning, middle, and end. May use pictures to illustrate their familiar story.
EVIDENCE:		

Accuracy: Genre Information

LOW	MODERATE	HIGH
Can produce a series of simple phrases and sentences on familiar topics with limited to no factual details. Writes minimal description or elaboration.	Can present with limited connection some factual information with an introduction using details on a familiar topic, but not an academic topic.	Can present connected factual information with an introduction using details from a source on an academic topic.
EVIDENCE:		

Accuracy: Genre Arguments

LOW	MODERATE	HIGH
Can express a point of view on a familiar topic in words or simple phrases without use of a conjunction word and no supporting reasons.	Can express a single-stance on a familiar topic in a single sentence stating a reason with a conjunction word such as “because”.	Can express a single-stance on a familiar topic in multiple sentences with a supporting reason. May use conjunction words such as “because” to support their opinion.
EVIDENCE:		

Grades 2-3

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

Date:

Evaluator's name:

The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories.

Interaction

LOW	MODERATE	HIGH
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.

EVIDENCE:

Listening

LOW	MODERATE	HIGH
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.

EVIDENCE:

Speaking

LOW	MODERATE	HIGH
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics with little to no content- specific vocabulary.	Can use a series of connected phrases and short, simple sentences to talk in simple terms and some content-specific vocabulary about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using content-specific vocabulary.
EVIDENCE:		

Reading

LOW	MODERATE	HIGH
Can read very short, simple texts and find specific, predictable information with illustrations. Limited understanding of words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics with some support. Use grade-level phonics and word analysis skills in decoding. Begins to understand words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics. Use grade-level phonics and word analysis skills in decoding. Begins to understand idiomatic expressions and words/phrases with multiple meanings.
EVIDENCE:		

Grade: 2-3

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW	MODERATE	HIGH
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce linear sequence of sentences in writing with limited structure. Shows some use of organizational patterns, and simple connectors like “and”, “but”, and “because”.	Can produce clear, structured language, showing some use of a range of organizational patterns, connectors, and cohesive devices (such as causal, sequential or comparative).
EVIDENCE:		

Accuracy: Word/ Phrase

LOW	MODERATE	HIGH
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.
EVIDENCE:		

Accuracy: Grammar/ Sentence

LOW	MODERATE	HIGH
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or “I	Maintains a high degree of grammatical accuracy (capitalization, punctuation, simple tenses, and simple subject-verb agreement). May use a variety of sentence structures.
EVIDENCE:		

Accuracy: Genre Narratives

LOW	MODERATE	HIGH
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited elaborations and some sequential words. Uses some language to delineate beginning, middle and end.	Can produce linearly structured narrative story giving robust descriptions of experiences with elaborations and sequential words. Uses language to delineate beginning, middle and end.
EVIDENCE:		

Accuracy: Genre Informative

LOW	MODERATE	HIGH
Can produce a series of simple phrases and sentences on a research topic. Uses linked sentences to provide very short descriptions of details with little to no use of organizational structure.	Can present information using limited grouping with vague connections. Either the introduction or conclusion is omitted. Uses minimal facts with evidence of phrases or text taken directly from other sources.	Can present information grouped and connected logically with an introduction and conclusion using facts from text or other sources in their own words.

EVIDENCE:

Accuracy: Genre Opinion/Argument

LOW	MODERATE	HIGH
Can express a point of view on a familiar topic in a series of simple sentences which may present supporting details. Uses no conjunction words.	Can express a single-stance on a familiar subject in a text with a delineated introduction or conclusion with 2 or fewer supporting reasons. Uses some conjunction words to link supporting details.	Can express a single-stance on a familiar or academic subject in a clear, well-structured text with delineated introduction and conclusion with 3 or more supporting reasons. Uses conjunction words to link supporting details.
EVIDENCE:		

Grades: 4-12

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

Date:

Evaluator's name:

The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories.

Interaction

LOW	MODERATE	HIGH
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.
EVIDENCE:		

Listening

LOW	MODERATE	HIGH
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled

vocabulary related to familiar	videos.	explicitly.
EVIDENCE:		

Speaking

LOW	MODERATE	HIGH
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion.
EVIDENCE:		

Reading

LOW	MODERATE	HIGH
Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/phrases with multiple meanings.	Can understand long and complex fiction and non-fiction texts on unfamiliar topics, appreciating distinctions of style.

In the event that a teacher finds it challenging to distinguish between two levels in the Interaction, Listening, Speaking, and Reading Inventory rubric, the extension rubric in Appendix B can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Grades: 4-12

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW	MODERATE	HIGH
Can link groups of words with simple connectors like “and,” “but,” and “because.”	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.
EVIDENCE:		

Accuracy: Word/ Phrase

LOW	MODERATE	HIGH
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions on familiar topics.	Can strategically select language to express him/ herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.

Accuracy: Grammar/ Sentence

LOW	MODERATE	HIGH
Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.
EVIDENCE:		

Accuracy: Genre Narratives

LOW	MODERATE	HIGH
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader
EVIDENCE:		

Accuracy: Genre Reports & Essays

LOW	MODERATE	HIGH
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics and following a standardized format.	Can present information on complex subjects in clear, well structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.
EVIDENCE:		

Accuracy: Genre Arguments

LOW	MODERATE	HIGH

Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can present arguments on complex subjects in clear, well-structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.
EVIDENCE:		

In the event that a teacher finds it challenging to distinguish between two levels in the Written Expression Inventory rubric, the rubric in Appendix c can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Grades: 4-12 The student's command of language indicates to most audiences that he/she:

Interaction

LOW	LOW+	MODERATE	MODERATE+	HIGH
Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the learner is trying to say. Can ask and answer simple questions in areas of immediate need or on very familiar topics.	Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can interact with a degree of fluency and spontaneity (without relying on provided language frames or structures) that makes regular interaction with others possible. Can take an active part in academic discussions in familiar contexts and on familiar topics, accounting for and sustaining his/her views.	Can use language spontaneously, flexi and effectively for social and academic purposes. Can formulate ideas and opinions with precis and relate contributions skillfully to those of other speakers.

Listening

LOW	LOW+	MODERATE	MODERATE+	HIGH
Can recognize familiar words and basic phrases on familiar topics when people speak slowly and clearly.	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech and lectures, presentations, and videos and follow even complex lines of argument provided the topic is reasonably familiar.	Can understand extended speech even when it is not clearly structured ar when relationships are only implied and not signaled explicit

Speaking

LOW	LOW+	MODERATE	MODERATE+	HIGH
Can use simple phrases and sentences to describe familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions on a wide range of familiar subjects. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Can present clear, detailed description of complex subjects integrating sub-themes, developing particula points, and finishing with an appropriate conclusion.

Reading

LOW	LOW+	MODERATE	MODERATE+	HIGH
Can understand familiar names, words, and very simple sentences, for example on visual representations with little text (such as in posters and ads).	Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/ phrases with multiple meanings.	Can understand non-fiction texts on unfamiliar topics in which the writer adopts a particular attitude or viewpoint. Can identify relevant details in contemporary fiction.	Can understand lon and complex fiction and nonfiction texts on unfamiliar topics appreciating distinctions of style.

Grades: 4-12

Expansion of Repertoires: Cohesion

Low	Low+	Moderate	Moderate+	High	
Can link words or groups of words with very basic linear connectors like “and” or “then.”	Can link groups of words with simple connectors like “and,” “but,” and “because.”	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can use a growing number of cohesive devices to link his/her statements into clear, coherent discourse, though there may be some “jumpiness” in a longer text.	Can produce clear, smoothly flowing, well- structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	C co co di m ap va or pa ra ar de

Accuracy: Word/Phrase

Low	Low+	Moderate	Moderate+	High	
Can use high frequency words and simple phrases related to personal details and particular concrete situations.	Can usebasic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content- specific vocabulary. Can express him/herself with some hesitation and circumlocutions on familiar topics.	Has sufficient range of language to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words.	Can strategically select language to express him/herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	S fle re id co sh m er di cl ap m ex

Accuracy: Grammar/Sentence

Low	Low+	Moderate	Moderate+	High	
Has some control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Shows relatively high degree of grammatical control. Does not make errors that cause misunderstanding and can correct most of his/her mistakes. Uses simple and some complex sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	M gu ac us la w of (e pl m re ra ar se st st

Accuracy: Genre Narrative

Low	Low+	Moderate	Moderate+	High	
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can produce clear, detailed descriptions of experiences and events. Can follow established genre conventions in marking relationships Between ideas and organizing the text.	Can put forth clear, smoo stories and descriptions style appropriate to the g Uses language effectivel reader.	

Accuracy: Genre Reports & Essays

Low	Low+	Moderate	Moderate+	High	

Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics, following a standardized format.	Can develop an idea with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem and synthesize information from a number of sources.	Can present information subjects in clear, well- str underlining relevant salie Can expand and support at some length withsubsi reasons, and relevant ex

Accuracy: Genre Arguments

Low	Low+	Moderate	Moderate+	High
Can use simple phrases to express an opinion on a familiar topic.	Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can develop an argument, giving reasons in support of or against a particular point of view and explain the advantages and disadvantages of various options. Can synthesize arguments from a number of sources.	Can present arguments c subjects in clear, well- str may include counter argu support arguments at sor subsidiary points, reason examples.

Appendix G2

Reclassification Cover Sheet

Student Name:

PASID:

DATE:

Grade:

School District:

School:

ACCESS for ELLs® Proficiecy Level (overall composite)	Reclassification Points
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

ACCESS for ELLs® Proficiency Level:

ACCESS for ELLs® Reclassification Points:

Points from language use inventory 1:

Points from language use inventory #2:

TOTAL Points for Reclassification:

Does the total number of points exceed the threshold of 10.5?

Based on the student's ACCESS for ELLs® overall proficiency level score and use of language as observed by his/her teachers, this student **is recommended / is not recommended** for reclassification as a former EL.
If the student's score exceeds the threshold of 10.5, but the recommendation is not to reclassify the student, then provide an explanation below:

Notes:
ESL Teacher/Coordinator Signature: _____

ESL Teacher/Coordinator Printed Name: _____

Appendix H

Notification of Monitor Status

Dear Parent or Guardian:

Your child, _____, has met the criteria for exiting the Language Instruction Education Program. His/her language proficiency test scores as well as his/her teacher evaluations indicate proficiency ELD in English.

Your child's progress will be actively monitored for 2 full academic school years in order to ensure continued success. If at any time your child experiences difficulty with academic demands they may be recommended to receive additional ELD support.

If you have any questions, please contact the ESL teacher, the Supervisor of ESL or the appropriate guidance counselor.

_____	ESL Teacher	_____
Print		Signature
_____	Supervisor of ESL	_____
_____	Elementary Guidance	_____
_____	Secondary Guidance	_____

Appendix I

Pages 1 and 3 to be completed by the appropriate ESL/Bilingual Education Staff

Student Name			
Grade in 1st year of monitoring		**Academic Year**	

Name of classroom teacher *(1st year of monitoring)*		*The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.*
Name of classroom teacher *(2nd year of monitoring)*		
Name of ESL/Bilingual Ed teacher *(1st year of monitoring)*		*The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.*
Name of ESL/Bilingual Ed teacher *(2nd year of monitoring)*		
Supervisor of ESL (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)		

Exiting ACCESS for ELs® Results:							
Composite	**Listening**	**Speaking**	**Reading**	**Writing**	**Literacy**	**Comprehension**	**Oral Language**

PSSA Results (Below basic, Basic, Proficient, Advanced):			
	Reading	**Mathematics**	**Writing**
1st Year of monitoring			
2nd year of monitoring			

	1st year of monitoring		2nd year of monitoring	
Is the student receiving any special services? *(any academic services/programs in addition to the standard academic program)*	**NO**	**YES**	**NO**	**YES**
If yes, describe the services (1st year):				

If yes, describe the services (2nd year):

Report Card Results:								
	1st year of monitoring				2nd year of monitoring			
	1st	2nd	3rd	4th	1st	2nd	3rd	4th
LA								
Math								
Science								
Social Studies								

Student Name: _____

1st Year of Monitoring	Teacher's Initials:	1st _____	2nd _____	3rd _____	4th _____

Rate the student's performance in each of the following areas (*1 = never 2 = seldom 3 = sometimes 4 = often 5 = always*)	Quarter 1st	2nd	3rd	4th
1. The student completes assignments on-time. - - -

Have ESL strategies been implemented to respond to the language needs of the former EL?				

Do you recommend that this student be considered for reclassification as an EL?				

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

2nd Year of Monitoring	Teacher's Initials:	1st _____	2nd _____	3rd _____	4th _____

Rate the student's performance in each of the following areas (*1 = never 2 = seldom 3 = sometimes 4 = often 5 = always*)	Quarter 1st	2nd	3rd	4th
1. The student completes assignments on-time. -				
2. The student communicates effectively with teacher. -				
3. The student participates effectively in class projects.- -				
4. The student participates effectively in class discussions. -				
5. The student is able to work independently. -				
6. The student attends class regularly. -				
7. The student displays effort and enthusiasm in class. -				
8. The student requires additional assistance with assignments. -				
9. The student shows evidence of difficulty with language. -				
10. The student has discipline problems that interfere with his/her academic progress. - - - - - -				

	1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former EL?				

Do you recommend that this student be considered for reclassification as an EL?				

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Student Name: _____

To be completed by appropriate ESL staff

1st year of monitoring	1st	2nd	3rd	4th
I received and reviewed this form. *(ESL staff member initials)*	_____	_____	_____	_____

Complete the following items only if the information on this form indicates that the former EL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former EL. *(if the answer is "Yes", describe the collaboration in the comments section)*		
1st	**Yes No**	*Comments:*
2nd	**Yes No**	*Comments:*
3rd	**Yes No**	*Comments:*
4th	**Yes No**	*Comments: requirement*

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

	1st	2nd	3rd	4th
I recommend that this student be reclassified as an EL.				

If a recommendation is made to reclassify, have the parents been notified?	**YES**	**NO**

2nd year of monitoring	1st	2nd	3rd	4th
I received and reviewed this form. *(ESL staff member initials)*	_____	_____	_____	_____

Complete the following items only if the information on this form indicates that the former EL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former EL. *(if the answer is "Yes", describe the collaboration in the comments section)*		
1st	**Yes No**	*Comments:*

2nd	**Yes No**	*Comments:*
3rd	**Yes No**	*Comments:*
4th	**Yes No**	*Comments:*

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

	1st	2nd	3rd	4th
I recommend that this student be reclassified as an EL.				

If a recommendation is made to reclassify, have the parents been notified?	**YES**	**NO**

Pages 1 and 4 to be completed by the appropriate ESL/Bilingual Education staff

Student Name				Monitoring Year (circle): **1st year | 2nd year**
Grade		**Academic Year**		
Name of <u>Language</u> Arts teacher				*The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.*
Name of <u>Mathematics</u> teacher				
Name of <u>Science</u> teacher				
Name of <u>Social Studies</u> teacher				
Name of ESL/Bilingual Ed teacher				*The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.*
Supervisor of ESL (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)				

Exiting ACCESS for Els® Results:							
Composite	**Listening**	**Speaking**	**Reading**	**Writing**	**Literacy**	**Comprehension**	**Oral Language**

PSSA Results (Below basic, Basic, Proficient, Advanced):		
Reading	**Mathematics**	**Writing**

Is the student receiving any special services? *(any academic services/programs in addition to the standard academic program)*	**NO**	**YES**
If so, describe the services:		

Report Card Results:

	1st	Comments	2nd	Comments	3rd	Comments	4th	Comments
LA								
Math								
Science								
Social Studies								

Student Name: _____ Monitoring Year (circle): **1st year** | **2nd year**

Language Arts	Teacher's Initials:	1st _____	2nd _____	3rd _____	4th _____

Rate the student's performance in each of the following areas (*1 = never 2 = seldom 3 = sometimes 4 = often 5 = always*)	Quarter 1st	2nd	3rd	4th
11. The student completes assignments on-time. - - -

15. The student is able to work independently. - - -

9. The student shows evidence of difficulty with language. -				
10. The student has discipline problems that interfere with his/her academic progress. - - - - - - - - - - - - -				

	1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former EL?	**Y N**	**Y N**	**Y N**	**Y N**

Do you recommend that this student be considered for reclassification as an EL?	**Y N**	**Y N**	**Y N**	**Y N**

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Student Name: _____ Monitoring Year (circle): **1st year** | **2nd year**

Science Teacher's Initials: 1st _____ 2nd _____ 3rd _____ 4th _____

Rate the student's performance in each of the following areas (*1 = never 2 = seldom 3 = sometimes 4 = often 5 = always*)	Quarter 1st	2nd	3rd	4th
1. The student completes assignments on-time. -				
2. The student communicates effectively with teacher. -				
3. The student participates effectively in class projects.- -				
4. The student participates effectively in class discussions. - - - - - - - - - - - - - - - - - - -				
5. The student is able to work independently. -				
6. The student attends class regularly. -				
7. The student displays effort and enthusiasm in class. -				
8. The student requires additional assistance with assignments. - - - - - - - - - - - - - - - - -				
9. The student shows evidence of difficulty with language. -				
10. The student has discipline problems that interfere with his/her academic progress. - - - - - - - - - - - - -				

	1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former EL?	**Y N**	**Y N**	**Y N**	**Y N**

Do you recommend that this student be considered for reclassification as an EL?	**Y N**	**Y N**	**Y N**	**Y N**

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Social Studies	Teacher's Initials:	1st _____	2nd _____	3rd _____	4th _____

Rate the student's performance in each of the following areas
(*1 = never 2 = seldom 3 = sometimes 4 = often 5 = always*)

	Quarter 1st	2nd	3rd	4th
1. The student completes assignments on-time.				
2. The student communicates effectively with teacher.				
3. The student participates effectively in class projects.				
4. The student participates effectively in class discussions.				
5. The student is able to work independently.				
6. The student attends class regularly.				
7. The student displays effort and enthusiasm in class.				
8. The student requires additional assistance with assignments.				
9. The student shows evidence of difficulty with language.				
10. The student has discipline problems that interfere with his/her academic progress.				

	1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former EL?	**Y N**	**Y N**	**Y N**	**Y N**

Do you recommend that this student be considered for reclassification as an EL?	**Y N**	**Y N**	**Y N**	**Y N**

If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.

Student Name: _____ Monitoring Year (circle): **1st year** | **2nd year**

To be completed by appropriate ESL staff

I received and reviewed this completed form.	1st _____ (Initial)	2nd _____ (Initial)	3rd _____ (Initial)	4th _____ (Initial)

Complete the following items only if the information on this form indicates that the former EL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former EL. *(if the answer is "Yes", describe the collaboration in the comments section)*		
1st	**Yes No**	*Comments:*
2nd	**Yes No**	*Comments:*
3rd	**Yes No**	*Comments:*
4th	**Yes No**	*Comments:*

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

	1st	2nd	3rd	4th
I recommend that this student be reclassified as an EL.	**YES NO**	**YES NO**	**YES NO**	**YES NO**

Additional Recommendation(s):

If a recommendation is made to reclassify, have the parents been notified?	**YES**	**NO**

Appendix J

Notification of Exit

Dear Parent or Guardian:

Your child's academic progress has been actively monitored for two full academic years and has been recommended for exit from the Language Instruction Education Program.

If you have any questions, please contact the ESL teacher, the Supervisor of ESL or the appropriate guidance counselor.

_____ ESL Teacher _____

_____ Supervisor of ESL _____

_____ Elementary Guidance _____

_____ Secondary Guidance _____

Appendix K

REVIEW OF SCHOOL DISTRICT
LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP)

I. ADMINISTRATION

ADMINISTRATION: Philosophy

☐ Yes	☐ No	1.	Is there evidence of administrative respect for diversity of cultures and languages in the District mission statement?
☐ Yes	☐ No	2.	Is there a written description of the LIEP (s)?
☐ Yes	☐ No	3.	Is there a written plan for involving English Learners (ELs) in the regular education programs?
☐ Yes	☐ No	4.	Does the LIEP provide for English language acquisition?
☐ Yes	☐ No	5.	Does the LIEP provide for academic (content area) instruction?
☐ Yes	☐ No	6.	Are ELs guaranteed access to the full school curriculum (both required and elective courses including vocational education and technology) while they are receiving ELD services?
☐ Yes	☐ No	7.	Is the academic success of ELs recognized as a responsibility shared by all educators, the family and the community?
☐ Yes	☐ No	8.	Is there evidence of administrative awareness that knowledge of more than one language and culture is advantageous for all students?

ADMINISTRATION: Policy

☐ Yes	☐ No	9.	Are ELs held to the same high expectation of learning established for all students?
☐ Yes	☐ No	10.	Is there a written statement regarding principles for administering or developing the LIEP?
☐ Yes	☐ No	11.	Is the program available from Kindergarten through grade twelve?
☐ Yes	☐ No	12.	Is there a program/principal's handbook detailing program policy?
☐ Yes	☐ No	13.	Is the LIEP administrator a part of the District admin. team?
☐ Yes	☐ No	14.	Is there a statement of commitment to staff development?
☐ Yes	☐ No	15.	Are fiscal resources equitably allotted for implementation of this program?

ADMINISTRATION: Procedures

☐ Yes	☐ No	16.	Are the District's procedures effective in identifying all students who have a primary or home language other than English?
☐ Yes	☐ No	17.	Is documentation regarding each student's primary or home language maintained in the student's files, including special education files?
☐ Yes	☐ No	18.	Is the LIEP included in all District initiatives and/or long-range planning?
☐ Yes	☐ No	19.	Is the District timely in identifying and placing ELs who need special education services?
☐ Yes	☐ No	20.	Are job descriptions available for all LIEP staff?

ADMINISTRATION: Staffing

☐ Yes	☐ No	21.	Is a qualified person, with supervisory and ELD experience, responsible for the management of the district's LEIP?
☐ Yes	☐ No	22.	Are ESL instructors certified teachers?
☐ Yes	☐ No	23.	Are ESL teachers trained in ELD methodology?
☐ Yes	☐ No	24.	Do instructional assistants/teacher aides always work under the supervision of a certified teacher?
☐ Yes	☐ No	25.	Do instructional assistants/teacher aides perform ELD instructional duties?
☐ Yes	☐ No	26.	Do instructional assistants/teacher aides provide content area tutorial support?
☐ Yes	☐ No	27.	Is support staff (e.g., counselors, secretaries, nurses, bus drivers, etc.) knowledgeable about their roles with regard to ELs and their families?
☐ Yes	☐ No	28.	Are there specific staff designated to identify potential English Learners?
☐ Yes	☐ No	29.	Are there specific staff designated to administer, evaluate and interpret the assessments used with EL students?
☐ Yes	☐ No	30.	Are there specific staff designated to identify and gather community resources?

☐ Yes ☐ No 31. Has the District identified and trained interpreters (oral) and translators (written)?

☐ Yes ☐ No 32. Is District administrative staff (e.g., content supervisors, assistant superintendent, etc.) familiar with programmatic requirements for ELD instruction?

☐ Yes ☐ No 33. Is District administrative staff (e.g., content supervisors, assistant superintendent, school board members, etc.) familiar with legal and regulatory requirements for LIEP?

☐ Yes ☐ No 34. Does all staff participate in in-service training reflective of the language and cultural needs of ELs?

Summary of LIEP Staffing (Questions 21 – 34)

Responsibilities	Person(s)
LIEP supervision	Supervisor of ESL: Building Principal:
ESL teacher(s)	List:
Instructional assistant(s)	List:
Support staff (i.e. IST staff, counselors, nurses, Reading Specialists, etc.)	List:
Student identification	Home Language Survey and ESL teachers
Student assessment: initial Student assessment: on-going	Schuylkill IU 29 Supervisor of ESL, ESL teachers and designated district administrators
Interpreter/translator	District staff and IU 29 translators and interpreters

ADMINISTRATION: Program Monitoring

☐ Yes ☐ No 35. Is the District monitoring the effectiveness of its LIEP?

☐ Yes ☐ No 36. Does the monitoring include gathering and evaluating data to compare ELs currently in the LIEP with former ELs exited from the program, and with native speakers of English?

☐ Yes ☐ No 37. Has the LIEP ever been modified as a result of program monitoring?

☐ Yes ☐ No 38. Does the monitoring include gathering and evaluating data to compare LIEP students with non-program students with respect to grade retention?

☐ Yes ☐ No 39. Does the monitoring include gathering and evaluating data to compare LIEP students with non-program students with respect to **achievement**?

☐ Yes	☐ No	40.	Does the monitoring include gathering and evaluating data to compare LIEP students with non-program students with respect to **attendance**?
☐ Yes	☐ No	41.	Does the monitoring include gathering and evaluating data to compare LIEP students with non-program students with respect to participation in **extracurricular activities**?
c Yes	c No	42.	Does the monitoring include gathering and evaluating data to compare LIEP students with non-program students with respect to **dropout rates**?
c Yes	c No	43.	Does the monitoring include gathering and evaluating data to compare LIEP students with non-program students with respect to **graduation rates**?
c Yes	c No	44.	Does the monitoring include gathering and evaluating data to compare LIEP students with non-program students with respect to placement in **special education**?
c Yes	c No	45.	Does the monitoring include gathering and evaluating data to compare LIEP students with non-program students with respect to placement in **gifted programs**?

II. PROGRAM DESIGN AND DELIVERY

PROGRAM DESIGN AND DELIVERY: Standards

c Yes	c No	1.	Does the **LIEP** have goals and objectives?
c Yes	c No	2.	Is the curriculum aligned with ELD standards and with other academic standards?
c Yes	c No	3.	Are ELs expected to meet content standards in all areas, including language arts, mathematics, social studies, science, world languages, the fine arts, health, and physical education, consistent with those for all students?
c Yes	c No	4.	Does the faculty develop strategies to address any lack of achievement in academic standards by ELs?

PROGRAM DESIGN AND DELIVERY: Curriculum and Instruction

c Yes	c No	5.	Is planned instruction for ELD written and approved by the School Board?
c Yes	c No	6.	Is the District mission statement used to guide instruction?

c Yes	c No	7.	Does the planned instruction address strategies for assisting students to make progress toward academic standards required for high school graduation?
c Yes	c No	8.	Is the curriculum aligned with instructional goals, texts, instructional practices and assessments?
c Yes	c No	9.	Is the LIEP articulated clearly enough that all stakeholders can see the relationship between it and the general education program?
c Yes	c No	10.	Is planning time provided for ESL teachers to meet with content area teachers of English Learners?
c Yes	c No	11.	Are assessment results used for program modification?
c Yes	c No	12.	Are textbooks and other instructional materials adequate to implement the program?
c Yes	c No	13.	Do ELs develop full productive and receptive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students?
c Yes	c No	14.	Do ELs receive instruction that reflects their language proficiency levels?
c Yes	c No	15.	Do instructional media and library collections reflect the needs of the instructional program for ELs?
c Yes	c No	16.	Do ELs have equal access to computers and other technologically advanced instructional assistance?
c Yes	c No	17.	Does the general education curriculum reflect the cultural background(s) of all students?
c Yes	c No	18.	Does the instructional program for ELs in special education take into account their language needs with respect to the IEP?
c Yes	c No	19.	Does the instructional program for ELs in migrant education take into account their language needs?

PROGRAM DESIGN AND DELIVERY: Identification

c Yes	c No	20.	Does the district utilize a HLS for identifying students who have a primary or home language other than English (PHLOTE)?
c Yes	c No	21.	Has the District determined a consistent procedure for determining that a student is an EL and eligible for LIEP?

PROGRAM DESIGN AND DELIVERY: Assessment

c Yes	c No	22.	Does the District assess the English language proficiency of all students identified as having a primary or home language other than English?
c Yes	c No	23.	Are PHLOTE students assessed for oral language, reading and writing proficiency and English comprehension?
c Yes	c No	24.	Does a plan exist for accommodations for ELs in statewide or district-wide assessments?
c Yes	c No	25.	If the District conducts proficiency assessments for PHLOTE students, are these assessments formal assessments (e.g., tests)?
c Yes	c No	26.	Are these assessments informal assessments (e.g., teacher interviews, observations, performances)?
c Yes	c No	27.	Do assessments take into account the language acquisition stages?
c Yes	c No	28.	Do assessments take into account the cultural background of the students?
c Yes	c No	29.	Are portfolios used to assess progress of LIEP students?

PROGRAM DESIGN AND DELIVERY: Exit

c Yes	c No	30.	Does the District follow the state required exit criteria?
c Yes	c No	31.	Do exit criteria include assessment of English proficiency?
c Yes	c No	32.	Do exit criteria include assessment of academic achievement?

PROGRAM DESIGN AND DELIVERY: Coordination with Other Programs

c Yes	c No	33.	Are ELs provided equal opportunity for participation in **gifted programs**?
c Yes	c No	34.	Are ELs provided equal opportunity for participation in **vocational/technical programs**?
c Yes	c No	35.	Are ELs provided equal opportunity for participation in **college preparatory programs**?
c Yes	c No	36.	Are ELs provided equal opportunity for participation in **advanced placement programs**?

c Yes	c No	37.	Do ELs have equal access to appropriate early childhood programs?
c Yes	c No	38.	Does the District ensure coordination between the regular and the special education programs in meeting the particular needs of ELs who are in special education?
c Yes	c No	39.	Does the staff perceive that the District identifies and places all ELs who need special education services in a timely manner?
c Yes	c No	40.	Do IEPs for ELs include special consideration of English as a Second Language instruction?
c Yes	c No	41.	Does the District ensure coordination between the regular and the special education programs in meeting the particular needs of ELs who are in **migrant education** programs?

III. SUPPORT SERVICES and COMMUNICATION

SUPPORT SERVICES AND COMMUNICATION: Supportive Services

c Yes	c No	1.	Are all staff members knowledgeable of their role(s) with regard to LEP students?
c Yes	c No	2.	Does the district maintain enrollment information that includes the number of EL students for each school?
c Yes	c No	3.	Does data collected regarding **achievement** include ELs?
c Yes	c No	4.	Does data collected regarding **grade retention** include ELs?
c Yes	c No	5.	Does data collected regarding **attendance** include ELs?
c Yes	c No	6.	Does data collected regarding participation in **extracurricular activities** include ELs?
c Yes	c No	7.	Does data collected regarding placement in **special education** include ELs?
c Yes	c No	8.	Does data collected regarding **dropout rates** include ELs?
c Yes	c No	9.	Do instructional media and library collections reflect the multicultural needs of the student population?
c Yes	c No	10.	Do ELs participate in special opportunity programs? (e.g., Gifted, Advanced Classes)

c Yes	c No	11.	Is the assessment for participation in special opportunity programs similar for ELs and non-ELs?
c Yes	c No	12.	Are migrant students identified and provided appropriate services?
c Yes	c No	13.	Are migrant students provided appropriate ELD Instruction?
c Yes	c No	14.	Is there coordination between the content area and ESL teachers and the migrant education program?
c Yes	c No	15.	Are Title I funds appropriately utilized for services that are not remedial, but complement ELD instruction?
c Yes	c No	16.	Are counseling and related services provided in the language best understood by the student?
c Yes	c No	17.	Are MDEs, when necessary, conducted in the language best understood by the student?
c Yes	c No	18.	Is transportation available to ELs?
c Yes	c No	19.	Is career guidance available to ELs?

SUPPORT AND COMMUNICATION SERVICES: Communication Systems

c Yes	c No	20.	Are there methods in place to provide school communications to language minority **families** in a language they can understand?
c Yes	c No	21.	Are assessment results explained to the language minority community in a language they can understand?
c Yes	c No	22.	Is a meeting held at the beginning of each year to inform language minority families of LIEP and other District services?
c Yes	c No	23.	Does the District seek input from parents on information and decisions that affect all critical aspects of the education of ELs?
c Yes	c No	24.	Are there methods in place to provide school communications to **students** who are not proficient in English?
c Yes	c No	25.	Are language minority parents or guardians of special education students notified of procedural safeguards in their native language or preferred mode of communication?
c Yes	c No	26.	Is there a parent advisory committee to the LIEP?
c Yes	c No	27.	Does the school community understand the goal of the LIEP?

c Yes	c No	28.	Do staff members, who work with families in the identification of PHLOTE students, speak and understand the appropriate language(s)?
c Yes	c No	29.	Has the school community been informed of the legal requirements for the LIEP?
c Yes	c No	30.	Does the school community understand the roles of the ESL program staff?
c Yes	c No	31.	Does the community at-large understand the goal of the LIEP?

IV. STAFF DEVELOPMENT

c Yes	c No	1.	Is a needs assessment conducted for staff development?
c Yes	c No	2.	Are goals established?
c Yes	c No	3.	Is a realistic plan developed and implemented?
c Yes	c No	4.	Do ESL staff members participate in the planning of in-service activities?
c Yes	c No	5.	Are there staff development offerings about ELs available to all staff?
c Yes	c No	6.	Are equitable resources dedicated to staff development of ESL program teachers?
c Yes	c No	7.	Have staff who administers the District's EL identification procedures received special training on these procedures?
c Yes	c No	8.	Is all school staff knowledgeable of the procedures for identifying students who have a primary language other than English (PHLOTE)? If "no" explain why not?
c Yes	c No	9.	Has the District trained the staff who administer, evaluate and interpret the results of the assessment methods used?
c Yes	c No	10.	Have the needs of the LIEP been considered in the development of the District staff development plan?

Date form completed:

_____

Name and Position of person completing form:

_____

ELD Curriculum Framework **APPENDIX L**

Big Idea: Receptive	ESL Level	Competencies (Skills)	Assessment
Listening EL listener is able to decipher oral language to communicate with others **Concepts:** Appreciative listening Critical listening Relationship listening Discriminative listening	5	In addition to competencies below: ● Follow sequence from multiple oral directions ● Respond to questions using academic language related to a topic ● Retell, re-enact, summarize information from oral communication ● Reflect, evaluate, draw conclusions, and/or critique input and respond to discussion ● Make personal connections to oral input	Demonstrate comprehension of grade and/or ESL-level oral communication by speaking in response to questions using technical and academic language, personal opinion, and following multi-step commands
	4	In addition to competencies below: ● Respond to questions in detailed sentences ● Complete Venn diagrams after listening to a story or watching a video ● Compare and contrast information gleaned from oral presentations ● Identify cause and effect from oral communication	Demonstrate comprehension of grade and/or ESL-level oral communication by speaking in response to questions, express comparisons, causes, detailed narratives, and following multi-step commands
	3	In addition to competencies below: ● Perform multi-step commands with visual and/or nonverbal support ● Sequence illustrations based on oral discourse ● Categorize input based on pre-identified topics	Demonstrate comprehension of grade and/or ESL-level oral communication by speaking in response to short questions, sequence stories or processes, and follow multi-step commands
	2	In addition to competencies below: ● Sort manipulatives based on segmented commands ● Sequence illustrations based on oral communication ● Perform short phrased one or two step commands	Demonstrate comprehension of grade and/or ESL-level oral communication through physical action or short phrase responses
	1	● Point to visuals to show comprehension ● Match labels to visuals ● Perform one-word commands ● Indicate meaning through physical actions	Demonstrate comprehension of grade and/or ESL-level oral communication of single-word or short phrase input through physical action or one-word/short phrase responses

Big Idea: Receptive	ESL Level	Competencies	Assessment
Reading EL reader is able to decode and comprehend text to gain knowledge and enrichment **Concepts:** Builds vocabulary Increases thinking skills Enhances concentration Better writing skills	5	In addition to competencies below: ● Follow written directions ● Determine or clarify meaning of multiple-meaning words and phrases of grade-level text ● Read grade-level fiction and non-fiction text from a variety of sources (books, internet, advertisements) ● Conduct grade-level appropriate research of a topic using a variety of reading material ● Analyze or draw conclusions based from reading a grade-level text ● Make inferences based on reading a grade-level text ● Comprehend language specific to content area independently	Demonstrate ease of reading and comprehension of long and complex fiction and nonfiction texts on familiar and unfamiliar topics as grade appropriate
	4	In addition to competencies below: ● Read grade-level adapted text (short sentences with multiple paragraphs) without graphics ● Follow high frequency directions ● Identify cause/effect, sequence, summary, compare/contrast, opinion words in text as appropriate for grade level ● Identify central and related ideas in an adapted grade-level text ● Summarize a text using a graphic organizer ● Make inferences based on reading an adapted text as appropriate for grade level ● Comprehend language specific to content area being introduced to vocabulary	Demonstrate comprehension of grade and/or ESL-level reading by following multi-step directions of a process, completing speaking or writing tasks to express inferences, opinions, or elements of text structures with teacher models and with increased fluency
	3	In addition to competencies below: ● Match pictures to words or short phrases ● Point to grade-level appropriate multiple meaning words ● Read grade-level appropriate short paragraphs of graphically supported text	Demonstrate comprehension of grade and/or ESL-level reading by expressing thoughts and information learned using multiple meaning words in context and completing tasks correctly with peer modeling
	2	In addition to competencies below: ● Sequence or sort labeled pictures ● Follow directions using labeled pictures ● Identify high frequency words and familiar content-oriented words	Demonstrate comprehension of grade and/or ESL-level reading through spoken or written sequencing of labeled pictures, and performing written directions

Big Idea: Receptive	ESL Level	Competencies	Assessment
	1	● Identify words shown with pictures ● Follow directions using diagrams or pictures ● Understand the organization of text (i.e. left to right, spaces between words)	Demonstrate comprehension of grade and/or ESL-level reading through labeling pictures, single words, and follow short written commands

Big Idea: Productive	ESL Level	Competencies	Assessment
Speaking EL speaker is able to convey thoughts and knowledge through comprehensible oral communication **Concepts:** Ability to inform, persuade and direct Deliver a message Connect with others Enhanced writing skills	5	In addition to competencies below: ● Produce clear, smoothly flowing descriptive speech ● Explain a viewpoint on an issue with effective structure, which highlights significant points ● Compare or contrast objects or text using appropriate transition words and technical vocabulary ● Express and defend opinions (debates) with details	Demonstrate ability to articulate grade and/or ESL-level with advanced fluency to argue, recount, explain, and discuss thoughts using increasingly technical word choice
	4	In addition to competencies below: ● Produce extended, detailed descriptions from a graphic organizer ● Summarize or sequence events using transition words ● Compare or contrast objects or text using appropriate transition words ● Participate in conversations using idiomatic expressions or slang ● Discuss events or steps in a process with details and some technical descriptions	Demonstrate ability to articulate grade and/or ESL-level with increased fluency expressed thoughts with some technical word choice while using some idiomatic expressions correctly
	3	In addition to competencies below: ● Produces expanded statements (independent sentences) to answer WH questions ● Uses academic talk to participate in class discussions (in my opinion, I disagree, I agree) ● Restate events, steps in a process, or elements of a story in connected sentences with detail	Demonstrate ability to articulate grade and/or ESL-level in expanded sentences with less supports, and expresses opinions more freely and fluently using general and a few technical words
	2	In addition to competencies below: ● Produce simple statements (multiple words or short phrases) to answer WH questions ● Use sentence frames or starters in academic oriented classroom conversations ● Restate information or list steps of a process	Demonstrate ability to articulate grade and/or ESL-level short formulaic phrases to express thoughts and responses in context using general to specific word choice
	1	● Repeats words and phrases ● Name objects, single words ● Responds to Yes or No questions ● Responds with single word answers to questions	Demonstrate ability to articulate grade and/or ESL-level simple words in repetition, respond in single, general words

Big Idea: Productive	ESL Level	Competencies	Assessment
Writing EL writer is able to convey thoughts and knowledge through a variety of text types based on audience and purpose **Concepts:** Express themselves Inform their reader Persuade a reader Entertain others	5	In addition to competencies below: ● Writes with great flexibility in reformulating ideas to convey finer shades of meaning, emphasis, differentiation, and clarity ● Writes using of a range of organizational patterns, connectors, and cohesive devices as appropriate for grade level ● Uses figurative language as appropriate in writing ● Writes using technical vocabulary ● Writes for a variety of audiences ● Varies writing based on purpose (argumentative, narrative, poetry, compare/contrast, informative) ● Compose writing that reflects ability to synthesize, apply, evaluate, and analyze content ● Writes with minimal errors that does not distract from comprehension ● Uses complex sentence patterns and variety of sentence types ● Cites evidence appropriate for grade-level	Demonstrate ability to near fluently produce written grade and/or ESL-level discourse with good spelling, cohesion links, and use of technical word choice in a wider variety of text structure and purposes; ability to self-edit using checklists
	4	In addition to competencies below: ● Writes at length of their own ideas with some technical vocabulary with a word bank as grade appropriate ● Uses a number of cohesive devices to link statements into clear coherent discourse ● Uses dialog in writing as appropriate ● Writes a variety of text types using a graphic organizer (i.e. informative, narrative, journal entries) ● Edit and revise writing using checklists or rubrics ● Limited spelling errors which do not detract from comprehension ● Create notes in their own words (paraphrase) from grade-level text with support	Demonstrate ability to produce written grade and/or ESL-level expanded sentences with increased good spelling conventions and more cohesion links in a wider variety of text structures including specific and technical words; ability to self-edit using checklists and rubrics

Big Idea: Productive	ESL Level	Competencies	Assessment
Writing (continued)	3	In addition to competencies below: ● Writes simple linked sentences on a topic as appropriate for grade level with some technical terminology ● Demonstrates control of repeated or known language patterns and structure on grade-level topics ● Can link words or groups of words with simple linear connectors (i.e. and, then, but, because) ● Uses paragraph frames to write compare/contrast or argumentative/opinion essays as appropriate for grade level ● Writes a letter using correct form and style ● Some spelling errors which detract from comprehension ● Use prewriting strategies like graphic organizers ● Writes using a single voice	Demonstrate ability to produce written grade and/or ESL-level expanded sentences with increased command of spelling, use of general and specific words, and cohesion links between sentences or within paragraphs to express various thoughts and opinions
	2	In addition to competencies below: ● Writes grammatically correct simple statements and/or sentences on a familiar topic ● Applies basic spelling conventions ● Uses informal language rather than formal academic language in writing	Demonstrate ability to produce written grade and/or ESL-level simple sentences with basic using general and specific words, correct spelling conventions
	1	● Writes or reproduces letters or words from the print environment ● Draws and labels an event, story elements, or experience ● Completing sentences using a word bank ● Uses inventive spelling that is comprehensible ● Follows basic grammar rules (i.e. beginning capitalization and ending punctuation) ● Writes simple sentences from dictation	Demonstrate ability to produce written grade and/or ESL-level letters, simple, general words by copying; label pictures with words or short phrases from models or independently using invented spelling