Pleasant Valley School District

English Language Development Program for English Language Learners

Pleasant Valley School District

Brodheadsville, Pennsylvania 18322

Updated 4/19

Pleasant Valley School District

Brodheadsville, Pennsylvania 18322 * 570-402-1000

Please sign this form to verify that you have **received and read** your ESL Handbook and also **read and familiarized yourself** with the Guidelines and Policies.

I have received and read my ESL Handbook and also have read and familiarized myself with the Guidelines and Policies.

_____ _____

PRINT – Faculty Member Date

_____ _____

Signature – Faculty Member Date

_____ _____

Signature – Signature – Principal Date

It's The Law
Basic Education Circular (BEC)

Educating English Learners (ELs)

22 Pa. Code §4.26

DATE OF ISSUE: July 1, 2001

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PURPOSE

The purpose of the Basic Education Circular (BEC) is to provide local education agencies (LEAs) with the requirements and interpretations of the legal mandates governing the education of students who are English learners (ELs).The information included should be used in designing, staffing, and evaluating effective programs for ELs. These mandates and interpretations are based on the Pennsylvania Regulations, Chapters 4 and 11; and on federal law, including Title VI of the Civil Rights Act, the Equal Educational Opportunity Act (EEOA), the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), and regulations and case law under those statutes. Citations to these sources are found at the end of this circular.

OVERVIEW

State regulation, 22 Pa. Code § 4.26, declares:

Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-biculturalor English as a second language (ESL) instruction.

As used here, the term "program" refers to:

1) planned English language development instruction by a qualified ESL/Bilingual Education teacher, and 2) adaptations/modifications in the delivery of content instruction and assessments by all teachers based on students' language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs as well as the Pennsylvania academic standards.

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#5 The Six Stages of Language Acquisition
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Definitions of Terms Related to District Language Instruction Educational Program

EL – Acronym for English Learners; students whose first language or primary home language is not English and who are in the process of learning English (refers to the *students*, whereas ESL refers to the program).
ELD – Acronym for English Language Development, a required component of all language instruction programs (LIEPs). ELD takes place daily throughout the day for ELs and is delivered by both LIEP and non-LIEP teachers.
FEL – Acronym for Former English Learner moves to this status once attained basic proficiency and monitored for two (2) years.
LIEP – Acronym for Language Instruction Educational Program; an academic discipline designed to teach English Learners social and academic language skills and cultural aspects of English in order to succeed academically; it involves teaching listening, speaking, reading, and writing at appropriate developmental and proficiency levels with little or no use of the native language.
LIEP Pull-Out – English as a Second Language program model in which English Learners are pulled out of mainstream classrooms in order to receive specific instruction in the development of conversational and academic English.
FEP – Acronym for Fluent English Proficient – refers to students with proficiency in English (as determined by Pleasant Valley School District based on WIDA level, PSSA, and PAELD (WIDA instruments).
Immigrant Student – A student of ages 3-21, not born in any state, and has not attended one or more schools in any one or more states for more than 3 full academic school years.
LEP – Acronym for Limited English Proficient – refers to students with limited proficiency in English (as determined by Pleasant Valley School District based on WIDA levels, PSSA, and PAELD (WIDA instruments).
Migrant Education – Local educational program established to meet the needs of children of farm workers, including Pleasant Valley School District students whose family members work in local orchards and fruit processing plants, egg processing plants, and poultry processing plants; these families often face challenges such as poverty, poor health care, limited English proficiency, and the readjustments of moving often from school to school.
Migrant Student – The term "migratory child" means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who in the preceding 36 months, has accompanied such parent or spouse, to obtain temporary or seasonal employment in agricultural or fishing work.
PA ELD – Acronym for Pennsylvania English Language Development, the process and instrument by which Pennsylvania assesses English Language Development (ELD).
PHLOTE – Acronym for Primary or Home Language Other Than English.
WIDA – Acronym for World-Class Instructional Design and Assessment Consortium. This is the consortium that provides the PAELD assessments for both placement and language proficiency.
WIDA ACCESS – The annual state English proficiency assessment administered to measure English Language Development (ELD).
WIDA Screener – The state placement test administered to all grades 1-12 students and newly enrolled students whose teachers provide English language instruction.
W-APT – The state placement test administered to all kindergarten students whose Home Language Survey identifies them as having a Primary Home Language Other Than English (PHLOTE).

ESL – Policy, Philosophy and Practices of the K-12 Program

English Language Development (ELD) is a required component of all language instruction educational programs (LIEPs). ELD takes place daily throughout the day for ELs and is delivered by both ESL certified teachers and non-ESL certified teachers.

The Pleasant Valley School District values the knowledge, culture, and language that students bring to school. The variety of cultural backgrounds provides experiences that relate the students' foundation of prior learning to the acquisition of English, making the transition into the new culture a comfortable one.

Second language instruction incorporates the domains of listening, speaking, reading, and writing. All modalities of cognition and learning styles are included to make instruction relevant and comprehensible.

Language instruction strives to accommodate individual proficiencies by presenting learning activities at appropriate levels of difficulty. ESL instruction varies in scope and incorporates content areas into lessons when appropriate.

ESL teachers create an atmosphere of acceptance and support for the language learners. Positive attitudes and approaches to instruction are such that students will find the freedom to experiment with language.

Program Description

The Pleasant Valley School District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The goal of the ESL Program is to provide English Language Learners (ELLs) with instructional support that will enable them to participate fully in their educational experience in our schools and in their social lives in our community. The objectives of the ESL program are to develop basic interpersonal communication skills (BICS), cognitive academic language proficiency (CALP), proficiency in the language domains of listening, speaking, reading, and writing, competence in intercultural interactions, and to encourage participation in the full range of instructional activities in the regular education curriculum and in extracurricular activities in our schools.

The program components ensure each student receives instruction geared towards helping the student achieve the PA academic standards in reading, writing, speaking, and listening, and allowing the students the opportunities they need to become proficient in the use of the English language. The ESL program provided to ELLs will include direct language instruction as well as adaptations to instruction and assessment in all content areas, both of which must be commensurate with the student's level of English proficiency.

ELD must be incorporated into all classes taught by non-ESL licensed teachers in which ELs are enrolled. These teachers are responsible for deliberately planning for and incorporating

language instruction as well as the supports, modifications, and accommodations needed to allow ELs to access the standards to which the course is aligned.

ESL Curriculum

The curriculum has been developed according to the Pennsylvania Standards for English Language Development which has recently been aligned to the newly developed, more rigorous Pennsylvania Core/Academic Standards, thus giving ELs equitable access to subject area. The PA ELDS framework is designed to help educators effectively differentiate instruction and assessment across content areas for ELs at varying levels of English Language Proficiency (ELP). The framework incorporates the acquisition of social and academic language across development levels and the incremental demands of language through various grade levels.

Implementation of the English Language Development Standards

The Pennsylvania English Language Development Standards (PA ELDS) Framework must be utilized for planning instruction and assessment by all teachers of ELs. It is highly recommended that teachers also utilize the WIDA English Language Development Standards (ELDS) and associated support documents (Can-Do Descriptors, Performance Definitions, rubrics, etc.) in conjunction with the PA ELDS Framework for these purposes.

Can-Do Descriptors

The Can Do Descriptors highlight what language learners **can do** at various stages of language development as they engage in teaching and learning in academic contexts

Please review the Can Do Descriptors via the link below:

http://wida.us/standards/CAN_DOs/

Please review the Pennsylvania English Language Proficiency Standards via the link below:

http://static.pdesas.org/content/documents/pennsylvania_english_language_proficiency_standards.pdf

Goals of the Program

The goals of the ESL program are:

- To develop survival and academic language skills so new language learners may function in society as rapidly as possible.
- To develop listening skills for comprehending English in conversations and academic settings.
- To develop English speaking skills in conversation and grade appropriate academic settings.
- To develop the ability to read in English for a variety of purposes: information, pleasure, and academic development.
- To develop the ability to write in English with unity, coherence, and appropriate structures.

- To develop understanding and appreciation of the cultural heritage of other students and to maintain a growing appreciation of their own cultural traditions and values.
- To develop the ability to participate in society with awareness and understanding of basic concepts of government, customs, and traditions.

Identification and Assessment of English Learners (ELs)

At the time of school registration, all students will be given a Home Language Survey (HLS) to be completed by the parents or guardians (See attachment #1). The ESL teachers will be informed if the Home Language Survey indicates that the child speaks, has spoken, or has family members communicating in a language other than English. The original surveys will be kept in the students' cumulative folders as well as on docushare and include the following:

1. Is a language other than English spoken in the child's home?
2. Does your child communicate in a language other than English?
3. What is the language that your child first learned to speak?

The LIEP teacher will review the Home Language Survey:

- If the HLS indicates a language other than English for any question, the LIEP teacher will conduct a family interview to determine if the student is potentially EL per the English Language Learner Identification Procedure. An interpreter can be used, if necessary.
- If the HLS indicates a language other than English for **all questions**, the family interview is optional and teacher will proceed to records review (Step 4.) of English Learner Identification Procedure.

The English Learner Identification Procedure will be followed to determine English proficiency prior to scheduling. The LIEP teacher will use the K-W-APT or WIDA screener (1-12) and/or ACCESS for ELLS (if available) as a formal language assessment to determine need/eligibility and LIEP instructional level placement of PHLOTE (Primary Home Language Other Than

English) students. Parent permission to identify students as ELs, including screening for English language proficiency, is not required.

According to the results of the English Learner Identification Procedure (K W-APT, K MODEL, WIDA screener [online or paper], or WIDA MODEL screener), the student will be identified as one of the following proficiency levels: Entering, Beginning, Developing, Expanding, Bridging and Reaching.

Following screening, parents are to be notified in a timely manner of:

- ID process
- Results
- Recommended placement

Parents are to be provided with:

- Detailed description of LIEP
- Intended benefits
- Explanation of effectiveness

The parent has the right to refuse placement in a specialized separate LIEP.

For elementary/intermediate students, the ESL and classroom teachers will establish a schedule for students to receive services through a push in and or pullout program. Push in or pullout should occur during English Language Arts instruction; however, the building principal may approve alternative scheduling.

Secondary students receive services as a core English Language Arts subject.

The ESL and content classroom teachers will collaborate regularly to incorporate strategies and accommodations for use in the content area classes.

ESL services must begin within 30 days of registration at the start of the school year. Services must begin within 14 days if the child is enrolled after the start of the school year.

The ESL teachers will maintain the students' ESL files. Documentation of the students' proficiency levels will be maintained in the students' ESL files until they have been successfully monitored for two consecutive years after exiting the program. In addition, copies of the WIDA Access test will be maintained in the students' permanent record files. Students who receive services will be evaluated to determine yearly progress in language acquisition.

The state's annual English language proficiency assessment must be administered yearly. Other measures may include, but are not limited to: curriculum-based assessments, teacher observations, portfolios, and/or standardized tests. Assessments will reflect the academic standards and will consider listening, speaking, reading, and writing proficiency as well as academic progress.

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. A parent's decision to refuse programs or services must be informed and voluntary. The LIEP Teacher or school team may NOT influence the decision in any way and may not make any program or placement decisions contingent on this decision. Placement and programming decisions may not be made without notifying parents and allowing them to exercise their right to refuse part or all of the separate, specialized LIEP. If a parent does not respond to recommended placement after they have been provided with all of the information required, the Pleasant Valley School District will proceed with the recommended placement.

Foreign Exchange Students

Foreign Exchange Students (FES) come to our country to experience the American culture and at the same time provide our students with the opportunity to learn from other cultures. The Pennsylvania Department of Education supports the educational and cultural value of these programs and encourages local education agencies (LEAs) to participate and support these cultural enriching programs. FES are required to:

- Be identified for English as a second language instruction based on Pennsylvania's home language survey.
    - Be assessed for placement in English language instructional programs.
    - Be included in the PIMS or LIEP SYSTEM data collection as ELs.
    - Participate in the annual state ELP assessment.
- Participate in the PSSA and/or Keystone Exams.
    - Their results are attributed to the host family's district of residence and to the state.
    - There is change from the past when FES were not identified or counted as ELs.
    - FES must be identified as ELs in the same way that other students are identified.
    - If identified:
        - They must receive the same supports and accommodations as other ELs.
        - They must take the annual ACCESS test. 12
        - They must be included in district accountability calculations.

Refer to BEC 24 P.S. 13-1301-13-1306 (Basic Education Circulars (Purdon's Statutes) issued January 22, 2009, outlining guidance regarding school enrollment for non-resident students.

The Language Instructional Educational Program (LIEP)

LEAs are required to thoughtfully and deliberately plan, resource, and evaluate their LIEP. The plan and evaluation results must be made available to all staff working with ELs as well as parents of ELs. All program models and program design must allow ELs to have equitable access to academic content for all courses in which they are enrolled. Regardless of the program model(s) employed, the LIEP must, at a minimum:

- be aligned to state academic content standards for the appropriate grade level of the ELs;
- include ELD instruction delivered by properly certified teachers who hold an ESL program specialist certificate or who are working in conjunction with ESL certified teachers;
- incorporate the use of the PA ELDS;
- provide equitable access to content for ELs at all language proficiency levels by providing research-based bilingual or sheltered instruction with fidelity; and
- not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible. The foregoing minimum requirements must be incorporated into the entirety of the student's daily instructional time. A LEA may design its LIEP in many ways, but it must ensure that the program design meets the needs of its EL population and is based on research and/or a sound educational theory recognized by at least some experts in the field as legitimate.

Districts should plan their language instruction educational program (LIEP) thoughtfully to ensure that it is responsive to the needs of the local EL population. For example, ELs at lower proficiency may require more direct English language developmental instruction than students at high proficiency levels who may benefit more from an embedded ELD delivered in a collaborative teaching (co-planning and or/co- teaching) model.

ELD instruction taught by an ESL licensed teacher should not replace ELA instruction in a student's academic program. ELD has its own curriculum that, although may incorporate elements of ELA or to the content areas, is unique and aligned to the PA ELDS. ELD may replace ELA only when the instruction is aligned to the same ELA standards as the ELA course or instructional period in which a student's non-EL peers are enrolled.

ELD may not replace any other core content in a student's academic program unless it is for a limited time not to exceed one school year and the LEA has a plan for immediately mitigating any academic gaps that result. (See attachment #8).

Scheduling

An ELs program or schedule of classes should not be based solely on a single test score whenever additional information is available. A program placement or schedule of courses should be based on all available information related to language and academic needs.

English language acquisition is not linear. In order to be responsive to the needs of the individual ELs, programs should be flexible, allowing for instructional/schedule/program adjustments and changes as needed annually and throughout the school year based on input from ESL and other teachers.

Appropriate Resourcing of the LIEP

Appropriate resourcing of the program includes, but is not limited to:

- Employing an adequate number of properly licensed ESL teachers to ensure that English language development (ELD) instruction is delivered to ELs based on their needs.
- Ensuring that there is a sufficient amount of time available for ESL teachers to collaborate with content teachers in order to ensure that content is made accessible to ELs and to monitor the progress of ELs in content classes.
- Purchasing and maintaining specialized materials to support ELs (native language literature, translation dictionaries, reference materials, etc.).
- Ensuring that the LIEP is provided with the same resources as other academic programs in the district/school (comparable technology, classroom spaces, consumables, a planned ELD curriculum, etc.).
- Providing for adequate professional development to ensure that all staff working with ELs are properly trained according to their role to implement supports that overcome language barriers.

Staffing and Professional Development

All LEAs in which ELs are enrolled must offer annual professional development related to ELD/ESL for all LEA personnel as part of the Professional Development Act 48 Plan.

All ESL teachers are highly qualified, Pennsylvania certified teachers with ESL Program Specialist certifications. Staff development opportunities will be provided and encouraged by the district. All new district teachers will receive ESL training as a part of the induction process.

Communication with Parents

LEAs are required to provide all important information to parents who are not proficient in English in a language or mode of communication that they understand. If it is not practical for the LEA to provide a written translation because the parents' language is not a common language, then the LEA may use a cover page explaining in the parents' language how they may have the document translated orally. To provide parents with effective communication, interpreters or translators must understand and be able to express in both languages any specialized terms or concepts used in the communication. It is also important that translators or interpreters understand the ethics of interpreting and translating and the need for confidentiality. Relying on students, siblings, or friends is not appropriate for translations that require confidentiality (e.g. parent-teacher conferences, discipline, participation in special services, etc.). Moreover, translators and interpreters should also be competent in interpreting or translating information or documents that require the knowledge of specialized terms or concepts in both languages (Pleasant Valley School District utilizes the services of TransAct.

The Pleasant Valley School District will ensure that parents are aware of the options, programs, policies, and procedures of the ESL program. School related documents may be provided by TransACT, a document translation service provided by PDE. Communication with the parents of English Learners, who may also be learning English, will be clear and presented in a mode and/or language they understand.

The Pleasant Valley School District will maintain a list of all community contacts that are able to act as translators or interpreters. The school district will need sufficient notice to arrange for communication assistance.

Parent, Family, and Community Engagement

Research shows that children whose parents/guardians are involved in supporting their learning do better in school. Parent/guardian involvement is especially important for supporting successful language development. The Pleasant Valley School District is committed to creating positive and collaborative parent, family, and community engagement.

Annual Notifications

Parents/guardians of currently enrolled ELs in the Pleasant Valley School District are provided with the following information within 30 days of the start of each school year:

- A notification of their child's continued participation in the LIEP
- A description of the LIEP including its intended benefits for their child/children and an explanation of its effectiveness
- A notification of their right to refuse services

Outreach Activities

The Pleasant Valley School District provides outreach to parents/guardians of ELs to inform them how they can be involved in the education of their child/children and be active participants in assisting their child/children to attain English proficiency and succeed academically. Activities and communication include but are not limited to:

- *School Messenger* automated messages
- Newsletter
- Email, letter, and telephone communication
- Open House
- Parent-Teacher conferences
- Parent Teacher Organizations
- School events such as athletics, music, drama, and other various activities.

- Free adult English classes
- Culture Night

Program Planning and Evaluation

Program planning and evaluation is an ongoing process involving the superintendent, building principals, LIEP teachers, and parents to best meet the needs of the ELs to ensure their success academically and socially.

Essential Information

The following list of identifies essential information that is communicated to parents/guardian in the PVASD:

- School registration and enrollment instructions
- Description of EL identification process and reason child was identified as EL
- Child's current ELP and description of what that means
- Description of LIEP
- Information explaining their right to refuse enrollment of their child in the LIEP
- Description of criteria for reclassification
- Special education notices (if applicable)
- Student discipline policies and procedures
- Report cards and progress reports
- Notices of parent-teacher conferences
- Information regarded gifted and talented programs
- Results of annual ACCESS for ELLS
- Requests for parent/guardian permission for student participation in school activities
- Other information provided to native English-speaking parents/guardians

All important information to parents who are not proficient in English is provided in a language or mode of communication that they understand or use a cover page explaining in the parents' language how they may have the document translated orally

Suggestions to Parents for Assisting their Child at Home:

- Read to your child in your native language
- Continue to use the native language at home for teaching life skills and concepts to your child
- Discuss events and news with your child in your own language; maintain contact with relatives and events in your native country if possible
- Help with homework if possible

- Ask your child to tell you about new thing s/he learns each day
- Get a public library card
- If possible allow your child to join community sports/clubs where your child may have more exposure to the English language
- If possible take the free adult English classes offered by Pleasant Valley School District

Grading of ELs

LEAs must utilize the same grading system for ELs in content courses as they do for all students (e.g. pass/fail is inappropriate for ELs if other students receive a letter grade). For ELD courses or instructional periods taught by a licensed ESL teacher in an all-EL setting, any grading system that meaningfully conveys information about progress and/or achievement may be used.

In addition to the information that is provided to all students, LEAs must communicate information related to English language proficiency and/or progress to parents at least annually.

Students' grades should reflect their achievements after appropriate accommodations have been made by the content teacher. Grades will reflect the students' performances on a variety of assessments. See district Student Handbook for other grading guidelines. Concerns by the content area teacher regarding an EL should be directed to the building ESL teacher. No EL should fail due to a language barrier. If there is a concern that an EL should receive an unsatisfactory grade, a grade less than 65, the content teacher and ESL teacher will meet to determine the final grade. Any concerns should be reviewed with the administrator.

Retention of ELS

An EL may not be retained in a grade based solely on his/her lack of English proficiency. LEAs must provide evidence that all appropriate modifications and accommodations to instruction and assessment aligned to the student's English language proficiency to allow the EL meaningful access to the general curriculum as well as to promote second language learning were implemented and documented over time prior to considering grade retention.

ELs participating in the ESL program will be evaluated for retention by the principal in consultation with the ESL teacher, classroom teachers, and parents. Consultations will determine if students have made insufficient progress in English proficiency and/or academic development. If lack of English proficiency is what delays the mastery of academic objectives, then placement will be age appropriate.

Reporting Progress

Report Cards/Progress Reports:
LEAs may utilize the report card/progress report to communicate English language development information to parents of ELs or they may utilize a separate communication mechanism. If a LEA chooses to include English language development information on the report card, then it must ensure that the information provided is understandable and useful to engage parents in the education of their children.

High School Transcripts:
The English learner designation and/or English language development information must not appear on an EL's high school transcript unless it is part of a course title or code.

The system for reporting progress will include written reports, parent conferences, report cards, progress reports, and assessments. The documentation will reflect progress within the ESL class and the content area classes (See attachment #4a, b). Records of progress will be kept in the students' ESL files.

Area Vocational-Technical Schools (AVTSs) / Career and Technical Centers (CTCs)

ELs may not be denied access to participate in programs at AVTSs/CTCs based solely on English language proficiency. ELs participating in vocational programs must receive ELD instruction appropriate to their level of proficiency and content-area instruction must be aligned to the student's English language proficiency level. Comprehensive AVTS/ CTC schools are responsible for providing the LIEP and staffing for ELs as outlined in this document.

Annual Assessment of ELs

The annual state English language proficiency (ELP) assessment, ACCESS for ELs, 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.

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

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

Testing Accommodations

The testing accommodations allowable for ELs on state academic achievement assessments are published annually by PDE. Testing accommodations allowable for ELs on the ACCESS for ELLs are published annually by the WIDA Consortium.

In order to achieve academic standards, ELs will be scheduled in content area classes with the understanding that they may not be able to comprehend all of the instruction. Content area instruction will be aligned with the corresponding standards and adapted to meet the needs of the ELs. ESL teachers will be able to provide examples of appropriate accommodations as needed (See attachment
#16).

RECLASSIFICATION, MONITORING, AND REDESIGNATION OF ELs

LEAs must include in their LIEP uniform procedures in accordance with state requirements for:

- reclassifying ELs as former ELs (FELs) when they attain proficiency
- actively monitoring the progress of FELs for a period of two years after reclassification and reporting students to the state in a monitor status for an additional two years, and
- Re-designating FELs as active ELs if they struggle academically as a result of persistent language barriers. This procedure must include steps to ensure that the nature of the challenge for the former EL is language-based and not academic.

SIRS/SHARE Team

Every effort will be made to accommodate the learning needs of ELs. If ELs are not showing progress in ESL and/or core subjects, they will be referred to the SIRS/SHARE team.

ESL specialists will attend data analysis meetings to ensure that interventions will be used to meet the needs of their learners. ELs will be progress monitored if needed. Careful data analysis will need to be maintained. To ensure accuracy of referring ELs, the ESL teacher will provide the students' ESL assessment data & history.

Speech

It is imperative that students are identified accurately as having speech/language impairments when the underlying reason may be bilingual issues. Children who have been immersed in other languages or have learned another language may need more time to master English. A comparison should not be made to those children who have only been exposed to English.

ELs Suspected of or Having a Disability

Special Education services may be needed for ELs who have a disability and qualify. This could be determined at the time of enrollment if a student arrives with a valid IEP or at some point during the school year.

ELs will not be placed in special education programs based on their limited English proficiencies. The guidelines for special education will be the same for EL and non-EL students in accordance with the Individuals with Disabilities Education Act. Procedures for screening, evaluation, IEP and service provisions and/or instruction must be in compliance with the Individuals with Disabilities Education Act and PA Chapter 14 Regulations. Psychologists in the district will conduct an appropriate evaluation. At times bilingual psychologists may be needed to administer the evaluation in the ELs native language. ELs referrals will be done with the classroom teachers and the ESL teacher. The process of special education will be translated in the native language when required to explain the parental rights and process.

The Evaluation Report will be translated in the parents' native language when necessary. An IEP will be written if an EL has been identified as needing special education. The IEP team may include the ESL teacher, special education teacher, parents/guardians, school counselor, regular education teacher, psychologist, and another Local Education Authority. A translator may be needed to ensure parental understanding of the process and to have input in the IEP.

Special needs may override the need for ESL services.

ESL services may continue after an EL is identified as needing special education services as determined by the student's IEPs. ESL services will be noted in the section of "specially designed instruction" in the IEPs. A copy of the Home Language Survey will be attached to the IEP folders. The ESL teacher will provide appropriate ESL instruction, and the special education teacher will give special education services.

Right to Dual Services

LIEP and special education programming are not mutually exclusive. Special education services do not replace English language development services or vice versa. ELs much be afforded all supports, resources, and programming for which they are eligible. In other words, ELs are eligible for special education services if they meet IEP eligibility criteria and, conversely, students with a disability are eligible for English language development programming if they are identified as an EL.

Identification

There is no waiting period for making a disability determination for an EL. A child must not be determined to be a child with a disability if the determinant factor for that finding is lack of English proficiency.

Programming Considerations

English language development instruction or English as a second language is part of an EL's general academic program and must be included in an academic program for ELs with disabilities. This content must be delivered by a properly trained and certified ESL teacher either directly or by a special education teacher who is working in collaboration with an ESL teacher. The IEP team, which must include an ESL professional, must take into account the language needs of an EL with a disability when considering program design and placement.

Reclassification

An EL who has a disability must meet the state's definition of English proficient in order to be reclassified as a former EL. This definition and the provisions for reclassification can be found in the "Reclassification, Monitoring, and Re-designation of ELs" guidance document.

Exiting ELs

Active Monitoring Period – First Two Years after Reclassification

If ELs meet the exit criteria, they will be monitored for two consecutive, academic years. Student monitoring will occur formally at the end of each marking period and informally throughout the school year (see attachment #9/10).

Monitoring will consist of the following measures of student progress: grades, test scores, student performance, and teacher observations. The monitoring form will be distributed and reviewed by the ESL teacher and maintained in the student's ESL file.

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 ESL teacher will meet with the classroom teachers and re-evaluate the student's needs. A plan of action will be formulated that may include remaining in the mainstream classroom with additional adaptations and modifications, receiving additional academic support services, or returning to daily ESL services. This information will be maintained in the ELs ESL file.

Additional Monitoring Period – Third and Fourth Years After Reclassification

Districts are no longer 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 no longer monitored for the remainder of their time in school.

Progress Monitoring/ELs

All ELs are administered the DIBELS assessment grades K-2 and STAR Testing grades 3-8. The ESL program specialist does not administer district assessments. Non-English speaking students/Level 1 should not be benchmarked, progress monitored or STAR tested.

Identification of PHLOTE Students

PHLOTE (Primary Home Language Other Than English) students may have completed an ESL program or have never been serviced in ESL. Records on these students will be kept in the district computer system. PHLOTE information will be shared using the ESL Information For New Students or Changes to Current Information 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: Click here to enter text.

Date: Click here to enter a date.

Phone: Click here to enter text.

Name of Student: Click here to enter text.

PASID: Click here to enter text.

Students Date of Birth: Click here to enter a date.

Age: Click here to enter text.

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

Parent Country of Origin: Click here to enter text.

Student Country of Origin: Click here to enter text.

Parents' Primary Country of Education: Click here to enter text.

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			

Is this student a Native Alaskan, Native American, or Native Hawaiian?

☐ YES ☐ NO

Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?

☐ YES ☐ NO

a. When at home, how often does this student hear a language other than English?
   ☐ Never (Skip to f) ☐Occasionally (Go to b) ☐ Often (Go to c) ☐ 100% or near 100% of the time (Skip to g)

b. When at home, how often does this student speak a language other than English?
   ☐ Always (Skip to g) ☐ Occasionally (Go to c) ☐ Never (Skip to f)

c. When interacting with their parents or guardians, how often does this student hear a language other than English?
   ☐ Never (Go to d) ☐ Occasionally (Go to d) ☐ Often (Skip to g)

d. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
   ☐ Never (Go to e) ☐ Occasionally (Go to e) ☐ Often (Skip to g)

e. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?
☐ Never (Go to f) ☐ Occasionally (Go to g) ☐ Often (Skip to g)

f. DO NOT place this student on the PHLOTE list - DO NOT screen for English language proficiency. End identification procedure.

g. PLACE this student on the PHLOTE list - Continue with identification procedure. Go to STEP 3.

Comments:

Click here to enter text.

☐ **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.**

Review the information on the family interview. **Review of the family interview must be conducted by an ESL professional**. 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 STEP 4**.

☐ **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 STEP 5**.

NOTE: A student who has ACCESS scores from the previous school year indicating that he/she is an EL should still be screened to determine their current proficiency level. If the student exceeds the cut-off on the screener, then the district should identify the student as monitor year one. In this case, there is no need to continue with the identification process.

☐ **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.

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**
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: Click here to enter text.

Proceed to STEP 9.

☐ **STEP 9:** Provide parent with a detailed program description and explain identification and placement decision. 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:** 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 receiving school of student identification and placement. **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 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 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

Student 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.

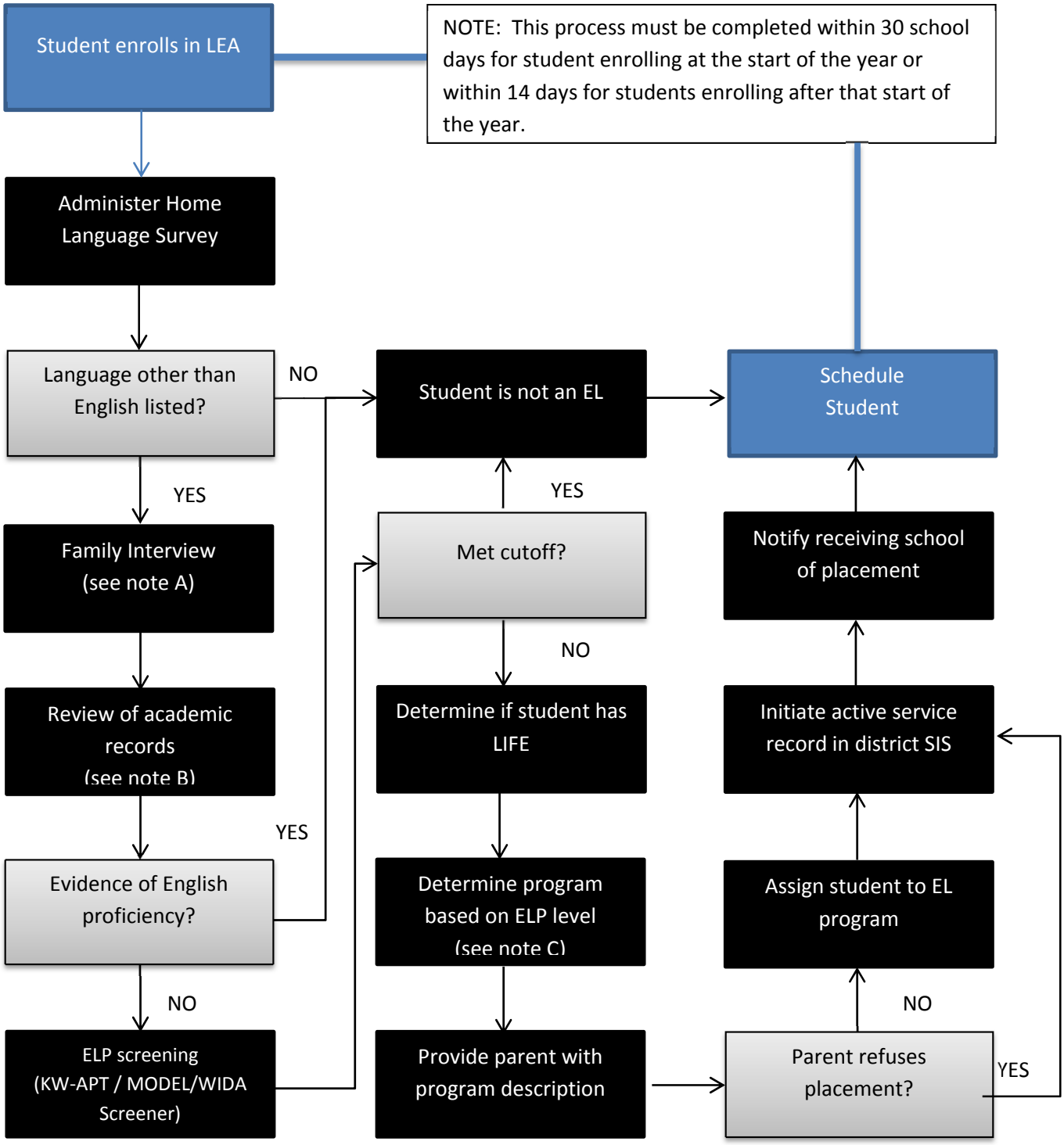
If the student is suspected of having a disability but a determination cannot be made prior to completing this procedure:

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

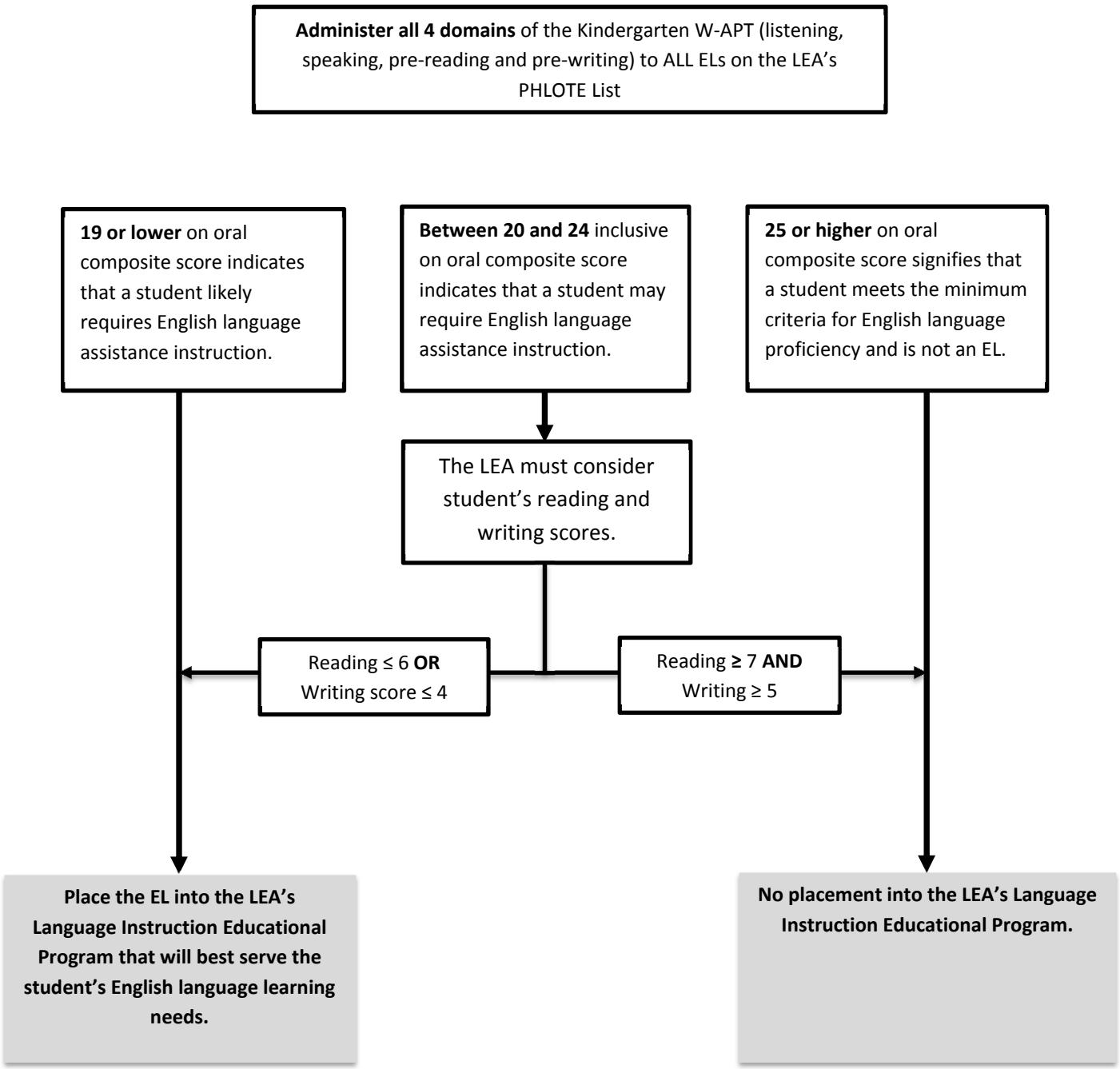
Note C:

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



PLEASANT VALLEY SCHOOL DISTRICT

English Language Development

Date: _____

Student Name: _____

Dear Parents/Guardians,

Pleasant Valley School District welcomes you and your child to our school family. Administrators, faculty and staff value the culture, language and traditions your child brings to the school.

As required by law, your child's English language skills were assessed based on information from the Home Language Survey which you completed at registration. Your child received a score of _____ on a scale of 1 to 6. Please see attached. Test results indicate your child is eligible for English Language Development support.

The ELD program is not a bilingual program. Students are immersed in a totally English-based language curriculum. The ESL program specialist will work with your child based on their English Language Level and academic needs, focusing on listening, speaking, reading and writing skills aimed at improving his/her vocabulary, grammar and English language proficiency.

Your child will remain in the program until further testing indicates the ESD program is no longer needed.

If you have questions or concerns about the ELD program, do not hesitate to contact the ESL Program Specialist at the school. Your child's success is important and we wish to help you maximize your child's potential.

Please sign and return the bottom to the ESL Program Specialist.

My signature verifies that I have read and understand that my child will be enrolled in the ELD program and will remain there until future English language proficiency assessments indicate the s/he has attained the state-mandated level of proficiency required to exit the program.

Parent signature: _____

Form Revised 3/20/2019

PLEASANT VALLEY SCHOOL DISTRICT

Date: _____

Student Name: _____

Dear Parents/Guardians,

As required by federal law, your child has taken the English Language Proficiency test to determine if s/he qualifies for specialized instruction to comprehend daily lessons and participate in school. Your child has been tested in English reading, writing, speaking and listening. Test scores indicate s/he should receive specialized instruction in class designed to help students acquire English language proficiency and access grade level content instruction.

Your child is currently enrolled in the English Language Development (ELD) support at Pleasant Valley School District.

Following federal guidelines, the Pennsylvania Department of Education now requires Pleasant Valley to allow you to remove your child from the ELD program.

Currently, an ESL Program Specialist works with your child to focus on listening, speaking, reading and writing skills aimed at improving your child's vocabulary, grammar, and overall English language proficiency.

If you opt your child out of the ELD program, your child will not receive specialized ELD instruction or support. Participation in all other ELD program testing and protocols remains mandatory based on federal guidelines.

If you wish to have your child opt out of ELD support, please contact me, the ESL Program Specialist at your child's school.

Cordially,

ESL Program Specialist

Form revised 3/20/19

English Language Development Support Services
Pleasant Valley School District
Brodheadsville, PA 18322

ESL Services Update

Date: _____

Student Name: _____

Your child has been receiving ELD, English Language Development services this past year and has made continued progress in the program. All ELD students were tested during the 3rd marking period of the school year to assess each child's level of language proficiency. Your child's scores indicate that additional ELD services are needed; therefore, your child will remain in the program for grade _____.

If you have any questions and/or concerns about the ELD program, please do not hesitate to contact me. Your child's success is very important to us at Pleasant Valley, and we will do everything we can to help your child have a productive and successful year.

Sincerely,

ESL Program Specialist

ESL Program Specialist
Pleasant Valley School District

Date: _____

Student Name: _____

My signature indicates that I have read and understand that my child will remain in the ELD Program until future English language proficiency assessments indicate that he/she is ready to exit the program. Contact me, the ESL Program Specialist at your child's school, if you wish to have your child opt out of ELD services.

Parent Signature: _____

Pleasant Valley School District
English Language Development
ELL Modification/Accommodation Checklist

ELL Student: **Year:**

Content Teacher: **Subject:**

Teaching Modifications	**MP1**	**MP2**	**MP3**	**MP4**
"Near point" utilized				
Peer support/buddy system				
Support from classroom paraprofessional				
Books on tape/CD				
Videos provided on subject				
Supplemental materials utilized				
Slower paced instruction				
Extended time for completion				
Instructions/directions given in writing and orally				
Alternative assignments				
Study guides provided				
Shorter reading assignments				
Reduced amount of work required				
Homework adapted to reflect language proficiency level				
Homework adapted to reflect home support				
Total Physical Response (TPR) Utilized				
Rephrasing/simplifying vocabulary				
Word banks using content vocabulary				
Picture dictionary utilized				
Bilingual dictionary utilized				
Bilingual word to word dictionary utilized				
Manipulatives/visuals to reinforce meaning				
Cooperative grouping/learning				
Sheltered instruction (graphic organizers)				
Assessment Accommodations				
Modified test				
Extended time provided				
Opportunity to retake/repeat assignment				
Alternative assessment tools used				
Use story retellings to assess comprehension				
Use anecdotal records as a form of assessment				
Keep portfolio as a form of assessment				
Allow open book tests				
Test read aloud/reworded				
Indicate page numbers where answers can be found				
Bilingual dictionary utilized				
Bilingual word to word dictionary utilized				
Modified scoring				
Small group testing				

ESOL Program Specialist:

The Six Levels of English Proficiency

Entering - (up to 6 months in an English-speaking classroom with EL support and/or a score of 1.0-1.9 on the ACCESS or W-APT test). At this level, students can be expected to speak and understand little English. They will observe and internalize the new language and use gestures, pointing, nodding and other nonverbal signals to communicate. Any oral utterances will be yes/no answers, single words and short word patterns that are repetitive. At this level, students tend to use functional vocabulary to communicate personal and survival needs while still internalizing English.

Emerging - (up to 2 years in an English-speaking classroom with EL support and/or a score of 2.0-2.9 on the ACCESS or W-APT test). At this level, students understand and speak conversational and academic English with hesitancy and difficulty, understand parts of lessons and simple directions, and are at a pre- emergent or emergent level of reading and writing in English which is significantly below grade level.
Students can be expected to use simple sentences and begin to initiate discussions, but they will predominantly use present tense verbs and demonstrate errors of omission (e.g., leaving words out, leaving endings off). While the students may understand simple sentences in sustained conversation, they may require repetitions.

Developing - (up to 5 years in an English-speaking classroom with EL support and/or a score of 3.0-3.9 on the ACCESS or W-APT test). At this level, students understand and speak conversational and academic English with decreasing hesitancy and difficulty; are post-emergent in that they are developing reading comprehension and writing skills in English; and their English literacy skills allow them to demonstrate academic knowledge in content areas with assistance. They are more comfortable in social situations but hesitate to state opinions or ask questions when in a large group. Reviews and restatements are necessary to ensure better understanding, and the students continue to need a good amount of support in academic areas.

Expanding - (up to 7 years in an English-speaking classroom with EL support and/or a score of 4.0-4.9 on the ACCESS or W-APT test). At this level, students understand and speak conversational English without apparent difficulty, but understand and speak academic English with some hesitancy. They can be expected to be comfortable in social language situations, state opinions and ask for clarification. Students continue to acquire reading and writing skills in content areas, use complex sentences, and participate in classroom activities, but they need additional support for comprehension and use of the academic language in order to achieve grade level expectations. Support is needed in filling gaps in cultural and/or background knowledge, and repetitions, rephrasing and clarification are still necessary for understanding classroom discussions.

Bridging - (up to 10 years in an English-speaking classroom with EL support and/or a score of 5.0 to 5.9 on the ACCESS or W-APT test). At this level, students understand and speak conversational and academic English well and can be expected to communicate their thoughts more completely. They can participate in everyday conversations without relying on concrete contextual support, and they can express their ideas on a wide range of topics. While gaps may exist in vocabulary and/or grammar, students are near proficient in reading, writing, and content area skills needed to meet grade level expectations. Students consistently display an understanding of grade level material and can write to convey meaning and understanding.
Occasional support is necessary, and monitoring is required.

Reaching - (and/or a score of 6.0 on the ACCESS or W-APT test). At this level, students represent parity with native English speakers.

Dimensions of Language Proficiency

BICS – Basic Interpersonal Communicative Skills	**CALP** – Cognitive Academic Language Proficiency
• Universal aspects of language proficiency that are normally acquired by all native speakers of any language	• Those language skills associated with literacy and cognitive development
• Usually by ages 5-6, all children have developed BICS in their first language	• Language skills required to go beyond ordinary social communication
• Those language skills needed for every day face-to-face communication; personal, social situations	• Cognitive demanding, decontextualized
• Contexts are clear and generally concrete	• Language skills needed for reasoning, problem solving, or other cognitive processes required for academic achievement in subject matter
• Not necessarily related to academic success	• CALP developed in first language contributes to the development of CALP in second language
• May take up to 2 years to develop in a second language	• May take 5-7 years to develop in a second language (depending on first language CALP, age and other variables)

pennsylvania
DEPARTMENT OF EDUCATION

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 A).

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 D to record the results.

(continued through page 37)

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 1	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 2	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.

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 supports.

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 supports 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.

ELs with Disabilities - taking the ACCESS for ELLs®

An EL with a disability may be considered for reclassification if:

1. The student has an IEP, **AND**
2. The student has been continuously enrolled in an ESL/bilingual education program 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% at any point or total over the three most recent testing cycles, **AND**
4. The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

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

ΔSS / SS1 (100) = % change

ΔSS: Difference between the scale score from year one and year two (or year one and year three)
SS1: Scale score from year 1

Example: A student scores 4.3 last year and 4.5 this year (or scored 4.3 in year 1 and 4.5 in year 3). The percent difference is (.2/4.3)100, which is 4.65%.

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 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.

Appendix A

Grade: Kindergarten

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

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
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.	

Listening:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
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.	

Speaking:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
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.	

Reading:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
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.	

Total Points:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
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.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
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.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
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.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
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.	

Total Points:

Grade: Kindergarten

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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 sentences.	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.	

Accuracy: Grammar/

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Total Points:

Grade: 1

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

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Total Points:

Grade 1

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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 of "I", beginning of sentence, people names/places, ending punctuation, simple tenses. May use a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
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.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
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.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
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.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
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.	

Total Points:

Grades 2-3

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

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Accuracy: Genre Informative

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Accuracy: Genre Opinion/Argument

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Total Points:

Grade: 2-3

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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).	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Total Points:

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.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
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.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
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.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
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.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
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.	

Grades: 4-12

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

Student:
PASID:
Date:
Evaluator's name:
Content Area:
Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Accuracy: Genre Reports & Essays

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Grades: 4-12

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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 (0)	MODERATE (.2)	HIGH (.3)	Value
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.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
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 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	

Total Points:

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.

English Language Development
Pleasant Valley School District
Brodheadsville, PA 18322

Date: _____
Re:_____

Dear Parents/Guardians,

Your child has been receiving ELD services. He/she has shown satisfactory progress in language skills. We are certain that your child will be able to successfully meet all grade level requirements in the content academic areas. Consequently, your child has been exited from the ELD program.

It is, however, state-mandated that we monitor your child's grades for the next two years. Should your child's grades become sub-standard, he/she can be re-entered into the program.

It has been a pleasure working with your child. If you have any questions or concerns, please contact the school. Please sign and return the bottom portion of this letter to the ESL Program Specialist as soon as possible. Thank you!

Sincerely,

ESL Program Specialist
Please cut off the bottom section and return to school.

ELD
Date: _____
Student's Name: _____ Grade: _____
School: _____

My signature indicates that I have read and understand the above information concerning my child exiting the ELD program.

Parent's Signature: _____

Post-Exit ELL Monitoring Form (Elementary)

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)*			
ESL Coordinator (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)			

Exiting ACCESS for ELLs® 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.				
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.				

Answer the following two questions with either yes or no.	1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former ELL?				
Do you recommend that this student be considered for reclassification as an ELL?				

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.				

Answer the following two questions with either yes or no.	1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former ELL?				
Do you recommend that this student be considered for reclassification as an ELL?				

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 ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. *(if the answer is "Yes", describe the collaboration in the comments section)*

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 ELL, yes or no.				

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 ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. *(if the answer is "Yes", describe the collaboration in the comments section)*

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 ELL, yes or no.				

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

Post-Exit ELL Monitoring Form (Middle/Secondary)

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

Student Name				Monitoring Year ◯ 1st year ◯ 2nd year
Grade		**Academic Year**		
Name of Language 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 Mathematics teacher				
Name of Science teacher				
Name of Social Studies 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.*
ESL Coordinator (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)				

Exiting ACCESS for ELLs® 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 ◯ 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
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.				

Answer the following two questions with either yes or no.	1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former ELL?				
Do you recommend that this student be considered for reclassification as an ELL?				

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.

Mathematics

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.				

Answer the following two questions with either yes or no.	1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former ELL?				
Do you recommend that this student be considered for reclassification as an ELL?				

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 ◯ 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.				

Answer the following two questions with either yes or no.	1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former ELL?				
Do you recommend that this student be considered for reclassification as an ELL?				

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.				

Answer the following two questions with either yes or no.	1st	2nd	3rd	4th
Have ESL strategies been implemented to respond to the language needs of the former ELL?				
Do you recommend that this student be considered for reclassification as an ELL?				

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 ◯ 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 ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. *(if the answer is "Yes", describe the collaboration in the comments section)*		
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 ELL, yes or no.				

Additional Recommendation(s):

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

ESOL Opt Out Monitoring Form (Elementary)

Student Name				*The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ELD staff for review.*
Grade		**Academic Year**		
Name of classroom teacher				
ELD Coordinator (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)				*The ELD staff is responsible for reviewing this form each time that it is completed by the classroom teacher.*

ACCESS Results:							
Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

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

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

Comments: *If you have additional comments, identify which quarter you are commenting on.*

Student Name: _____

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 strategies been implemented to respond to the language needs of the EL?	**Y N**	**Y N**	**Y N**	**Y N**

If you have additional comments, attach them to this form when you return it to the ELD staff.

To be completed by ELD staff

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

ESOL Opt Out Monitoring Form (Middle/Secondary)

Student Name	**Jon Q Student**			
Grade		**Academic Year**	**2016-17**	
Name of Language Arts teacher				*The classroom teacher is responsible for completing this form at quarterly intervals and returning it to ELD staff for review.*
Name of Mathematics teacher				
Name of Science teacher				
Name of Social Studies teacher				
ELD Coordinator (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)				

Report Card Results:

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

Comments: *If you have additional comments, identify which quarter you are commenting on.*

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.				
12. The student communicates effectively with teacher.				
13. The student participates effectively in class projects.				
14. The student participates effectively in class discussions.				
15. The student is able to work independently.				
16. The student attends class regularly.				
17. The student displays effort and enthusiasm in class.				
18. The student requires additional assistance with assignments.				
19. The student shows evidence of difficulty with language.				
20. The student has discipline problems that interfere with his/her academic progress.				

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

Mathematics

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 strategies been implemented to respond to the language needs of the EL?	**Y N**	**Y N**	**Y N**	**Y N**

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

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 strategies been implemented to respond to the language needs of the EL?	**Y N**	**Y N**	**Y N**	**Y N**

If you have additional comments, attach them to this form when you return it to ELD staff. 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 strategies been implemented to respond to the language needs of the EL?	**Y N**	**Y N**	**Y N**	**Y N**

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

To be completed by ELD staff

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

State-Required English Learner Reclassification Criteria – SY 2016-2017

Every LEA must include the state-required English learner (EL) reclassification criteria in the LEA's program for ELs. The reclassification criteria represent valid and reliable evidence of a student's English language proficiency and ability to access academic standards without specialized language supports. These required criteria ensure consistent measures across LEAs for reclassifying students from active EL status to former EL.

LEAs must assure implementation of the reclassification criteria within the Federal Programs' Monitoring/Consolidated Program Review and the LEP System Review.

Reclassification of current ELs to former ELs takes place annually between June and September. The EL status of students for the 2016-2017 school year must be determined by September 30, 2017 and reported in the PIMS October, 2017 District and School Enrollment Collection. Students reported as current ELs in the PIMS October District and School Enrollment Collection cannot be reclassified during the period from October, 2017 until June, 2018.

Under new federal rules, measures of academic achievement may no longer be used for EL reclassification decisions. As a result, the PSSA and/or Keystone assessment achievement criteria that were previously included in reclassification criteria have been removed for the 2016-2017 school year. The criteria outlined in this document will be used only for the 2016-2017 school year (including students who will be reclassified in September, 2017). New reclassification criteria will be published for the 2017-2018 school year and will take effect in June, 2018.

A single test score should not be used to make high-stakes decisions for students including reclassification from active EL to former EL status. Therefore, to be reclassified as former ELs and removed from the districts language instruction educational program (LIEP), students must meet **the single required criterion** and **at least one of the additional criteria** listed below.

Required Criterion:

1. For kindergarten students—overall composite proficiency level score of 5.0 on an ACCESS for ELLs Kindergarten assessment (accountability score).

   For grades 1-12 students—overall composite proficiency level score of 5.0 on a ACCESS 2.0 Grades 1-12 assessment.

   NOTE: Cutoff score flexibility is available for students in grades 1-12 in the following *Special Circumstances:*

   - *Following the grade and score criteria in the table below, the W-APT may be administered between June and July or the WIDA Screener after July 1 to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.*

NOTE: The W-APT or WIDA Screener may only be administered to a student once in any school year.

Grade Level	ACCESS 2.0 Score	Required W-APT/Screener Scores*
K	Cut-off score flexibility is not allowable for Kindergarteners	
1-5	4.6-4.9	5.0 in each domain
6-8	4.7-4.9	5.0 in each domain
9-12	4.8-4.9	5.0 in each domain

NOTE: A student must score 5.0 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.

Additional Criteria:

- Recommendation from an ESL teacher who has taught the students during the 2016-2017 school year.*

  OR

- Recommendations from at least two core content area teachers who have taught the students during the 2016-2017 school year and who have a functional knowledge of the WIDA performance definitions and ELD Standards.*

  OR

- Writing sample that demonstrates proficiency at the Expanding level and speaking at the Bridging level as measured using the WIDA writing and speaking rubrics scored by an ESL teacher

** A recommendation form is provided in Appendix A. Districts are free to use this form or develop their own form, but the recommendation process must be standardized across the district and documented in some way.*

ELs with Disabilities (taking the ACCESS for ELLs®)

An EL with a disability may be considered for reclassification if:

1. The student has an IEP, **AND**
2. The student has been continuously enrolled in an ESL/bilingual education program 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% at any point or total over the three most recent testing cycles, **AND**
4. The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

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.

Recommendation for reclassification from active EL to monitor status
20__-20__ School Year

Date: _____

Student name: _____ **Grade:** _____

Recommending teacher: _____ **Content area:** _____

Rate this student's use of academic English in the four domains of language compared to their native English-speaking peers.

	Not at native English peer level	At native English peer level	Exceeding native English peer level
Listening: Ability to understand oral language (instruction, directions, discussions etc.).	☐	☐	☐
Speaking: Ability to express ideas and concepts and demonstrate understanding of academic content through oral language.	☐	☐	☐
Reading: Ability to comprehend grade-level texts, instructions, procedures, etc.	☐	☐	☐
Writing: Ability to express ideas and concepts and demonstrate understanding of academic content through written language.	☐	☐	☐

Recommend for reclassification?	☐ YES	☐ NO

If the rating for any of the language domains is "*Not at native English peer level*", then the student may not be ready for reclassification. Please provide any additional information to justify a recommendation to reclassify below.

This form is to be used only for students who are reclassified between June 1 and September 30, 2017.

Pleasant Valley School District
English Language Development Program
Exit Letter

Name of Student: _____ Date: _____

School: _____

Dear Parent/Guardian,

Your child has gained much success in the English skills of reading, writing, speaking, and listening.

The English Language Development Program has assessed your child. S/he no longer qualifies for the instruction and Title II Supplemental Programs offered through the core program. Your child's progress will be monitored for a period of 2 years as required by federal law.

Thank you for your assistance in helping us make this transition a successful one. If you have any questions of concerns, please call your child's school or teacher.

Sincerely,

_____ _____
Name Title

_____ _____
Phone Email Address

Internet Resources

1. PDE Standards for English Language Development

https://www.stateboard.education.pa.gov/Documents/About%20the%20Board/Board%20Actions/2017/ELD%20Standards.pdf

2. WIDA CAN DO Descriptors Grades K-12

https://wida.wisc.edu/teach/can-do/descriptors

They communicate, plan, and co-teach regularly with the students' classroom teacher to better support the student and to reinforce the exact skills being covered that week in the classroom. Mrs. Philipps' ELD classes at the Middle and High School are academic credit English classes.

FREE Adult English Classes

The Pleasant Valley School District is providing a free Adult ELD (English Language Development) class. The class focuses on reading, writing, speaking, listening, vocabulary, and grammar, with the goal of helping individuals to become more proficient in English for everyday life in the community. The participants work at their own level and at their own pace. There is open enrollment; participants can join at any time.

Where: Pleasant Valley Elementary School
When: Thursday Afternoons
From: 3:45-5:45 p.m.

(you do not have to stay the entire time.)

students may also come with their parents for homework help

If you have any questions you can contact Darcy Caruso at Pleasant Valley Elementary School, 570-402-1000 Ext. 6033.
caruso.darcy@pvbears.org

Pleasant Valley K-12 ELD Program

What does ESL/ELD/ELL/EL mean?

ESL - English as a Second Language

ELD - English Language Development

ELL - English Language Learner

EL - English Learner

Common ELD questions and answers:

What is ELD?

* Acronym for English Language Development
* A required component of all language instruction educational programs (LIEPs)

* ELD takes place daily throughout the day for ELs and is delivered by both LIEP and non-LIEP teachers.

How are ELL's identified?

*The Home Language Survey, part of every new student's registration package.

*All new students complete the survey regardless of race, religion, nationality, culture or language.

How are ELL's selected?

*When a student is determined to be a PHLOTE, (Primary home language other than English) the student is screened using the WIDA Pennsylvania screener.

*Placement and English proficiency are determined by the WIDA placement test.

*The process is a Pennsylvania Department of Education requirement.

What happens Next?

* Parents are notified of the identification process, the results, and the recommended placement.

*Parents are provided with a detailed description of the LIEP, the intended benefits, and an explanation of effectiveness.

*The parent has the right to refuse placement in a specialized separate LIEP.

*All ELLs are entitled to receive modifications and/or accommodations in instruction from their regular classroom content area teachers if needed.

Annual Assessments

*All ELLs are tested by the ESL Program Specialists each year to document improvements and needs in English language skills.

*The annual standardized test, called the WIDA ACCESS, is required by the state Department of Education

Exiting ESOL

* The ESL specialist must use the ACCESS for ELLs results and a language inventory together to produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified.

Meet the PV ELD teachers

Mrs. Darcy Caruso works with grades K-3 at Pleasant Valley Elementary School. She has been with Pleasant Valley for 20+ years teaching ELD, reading support, enrichment, and third grade. Before that she taught ELD in N.C. for one year. She is currently the ELD district coordinator, K-12.

Mrs. Jennifer Krebs works with grades K-3 at Pleasant Valley Elementary School. She has been with Pleasant Valley for 14 + years as a remedial math teacher and ESL Program Specialist.

Mrs. Candice Bustos is a part time ELD support and works with students in grades K-12 at Pleasant Valley School District. She has been teaching for 5 years. In addition to teaching ELD she is also part time library teacher at Pleasant Valley Elementary School.

Mrs. Melissa O'Keefe works with grade 4-6 at Pleasant Valley Intermediate School. She has 28+ years in elementary education. In addition to ESL certification, she has a Masters in Elementary Education and a Reading Specialist certification.

Mrs. Susanne Philipps works with grades 7-12 at Pleasant Valley Middle School and High School. She has 20+ years in secondary and university level education, both in-school and on-line. In addition to ESL certification, she has taught Language Arts, Journalism, Creative Writing, and Spanish.

ELD at PV:

Mrs. Caruso, Mrs. Krebs, Mrs. Bustos and Mrs. O'Keefe work within the regular education classroom and with small groups of ELLs supporting their language development. They utilize the classroom curriculum to help our students become more proficient.

(*Continued on back)