

# **HARRISBURG SCHOOL DISTRICT**



## **LIEP Language Instruction Educational Program DESCRIPTION**

Updated 03.29.23 Per PDE New Forms  
K. Alston, Director of ELD

## **I. PURPOSE**

State Regulation, 22 Pa. Code S4.26, 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-bicultural or English as a second language (ESL) instruction.*

The mission of the English Language Development Program in the Harrisburg School District is to provide instruction and support in English language development to foster the linguistic, academic development, personal and social growth of English Language Learners.

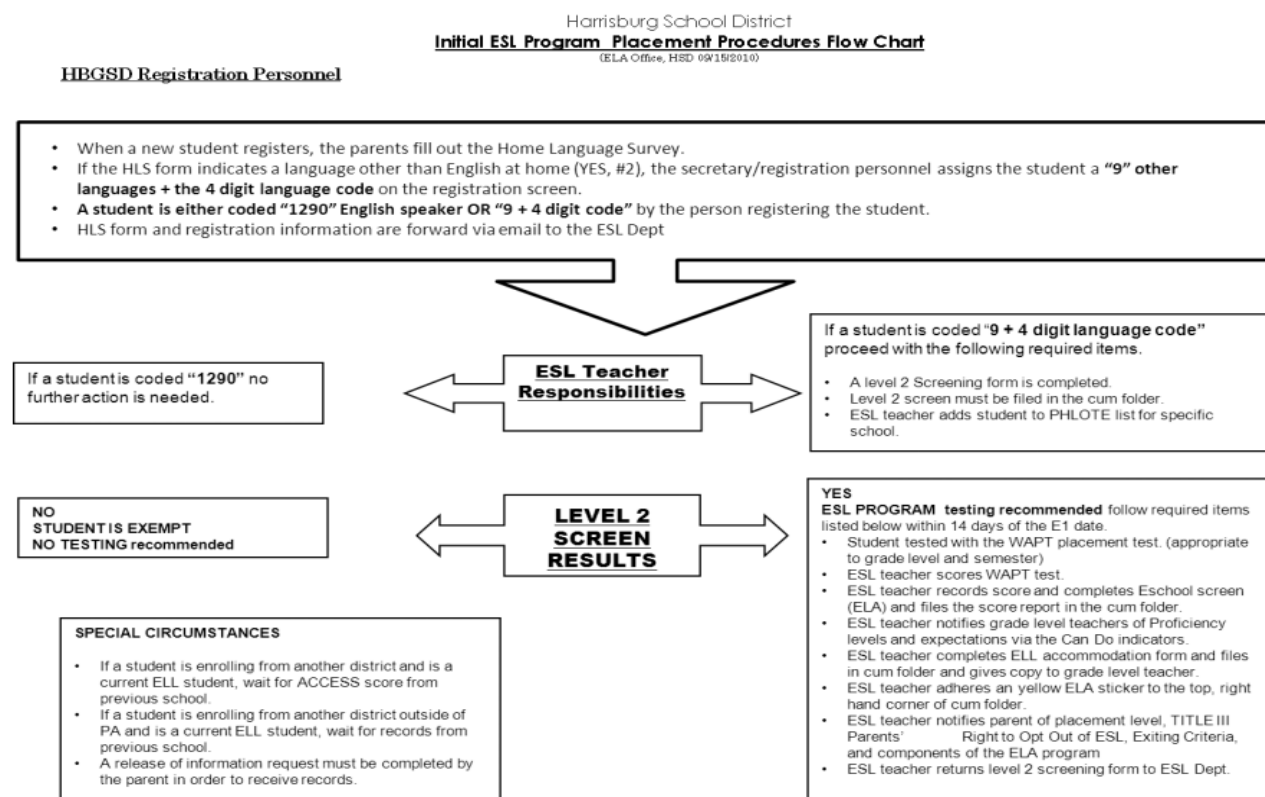
The vision of the English Language Development Program in the Harrisburg School District provides equitable access for English Language Learners to receive meaningful, comprehensible instruction in all content areas.

The goal of Harrisburg School District Language Instruction Educational Program (LIEP) is to facilitate the acquisition of English language skills for students whose native or first language is not English. Core program instruction in social and academic English and appropriate supports ensure that English learners are empowered with the skills and content knowledge necessary to become independent and successful students and to fully participate in Harrisburg School District's educational opportunities.

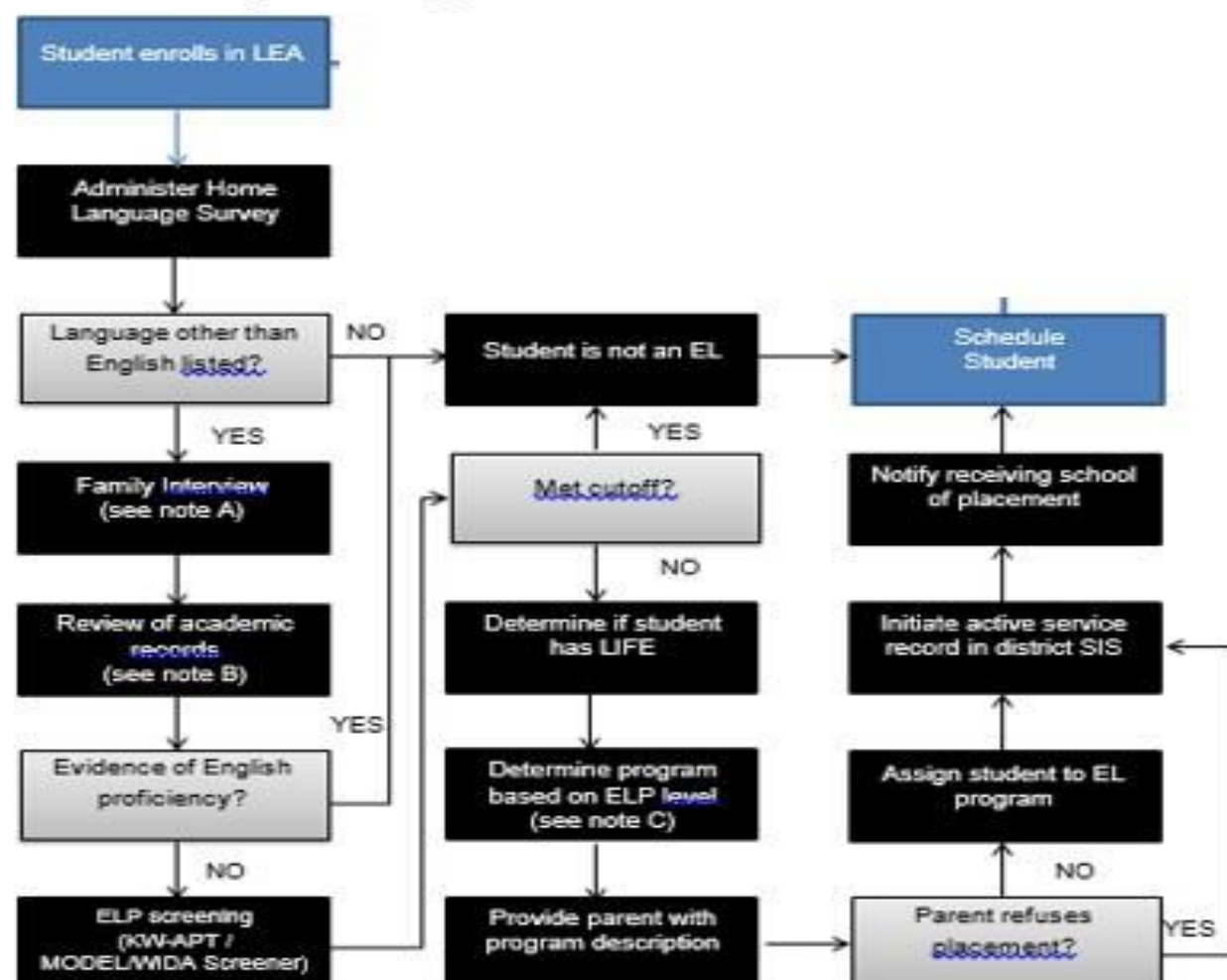
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(Appendix A). This survey is included in the registration packet for all students. The Home Language Survey is translated into Spanish as well as the entire registration packet. A translated version of PDE's HLS forms from Trans Act are available in the registrar's office. ELD teachers are required to place a completed copy of the HLS in the student's cumulative file.

If the parent/guardian responds YES to any question on the **HLS**, the office staff conducts family interview and review of records to determine next steps. Based on the responses to the **HLS**, the office staff and ELD teacher follows the **PDE English Learner Identification Procedure, (Appendix B)** (see flowchart below) for a newly enrolled student. This must be completed within 30 calendar days of the beginning of the school year and within 14 calendar days during the school year.



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 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, complete a thorough review of any available academic records and document evidence of English language proficiency on the **LIEP Records Review Checklist (Appendix C)** and file in the ELs cumulative folder. 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, ELDL and Special Education personnel **MUST** collaborate to determine program and academic placement.

All students enrolling with academic records indicating EL or Monitor status in an LIEP will be placed in Harrisburg School District's LIEP at their current level.

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## **PLACEMENT PROCEDURE**

1. Parent permission to identify students as ELs, including screening for English proficiency is **not** required, but a parent should be notified prior to testing (phone call or personal contact).
2. If a potential multilingual meets the criteria on the table below, they are identified as a current EL. If the score at or above the criteria below they are Exempt from being a multilingual learner.

Grade Level	Screener	Criteria for identification as an EL
Kindergarten	K MODEL	<i>1<sup>st</sup> semester K: Assess oral language</i> Oral language composite below <b>5.0</b>  <i>2<sup>nd</sup> semester K: Assess all 4 domains</i> Oral language proficiency level below <b>5.0</b> <b>OR</b> Literacy Composite below <b>4.2</b>
Kindergarten	K Screener	<i>1<sup>st</sup> semester K: Assess Oral Language</i> Oral language composite below <b>5.0</b>  <i>2<sup>nd</sup> semester K: Assess all 4 domains</i> Oral language proficiency level below <b>5.0</b> <b>OR</b> Literacy Composite below <b>4.2</b>
1 <sup>st</sup> semester 1 <sup>st</sup> grade	K MODEL	<i>Assess all 4 domains</i> Overall composite proficiency level below <b>5.0</b>
1 <sup>st</sup> semester 1 <sup>st</sup> grade	K Screener	<i>Assess all 4 domains</i> Overall composite proficiency level below <b>5.0</b>
1-12	WIDA Screener	Overall composite proficiency level below <b>5.0</b>
1-12	MODEL Screener	Overall composite proficiency level below <b>5.0</b>

3. Placement into the LIEP may **not** be made without notifying parents.
    - Following assessment, the ESL teacher will send home the Harrisburg School District **Parent Letter (Appendix E)** informing parents of assessment results and/or placement in the district LIEP. A copy of this letter must also be placed in the child's cumulative folder.
    - Parents also have the right to refuse placement in Harrisburg's LIEP. This decision must be informed and voluntary. Should a parent choose to refuse placement, follow the procedures outlined in PDE's English Language Development Program **Parental Waiver Form (Appendix F)**.
  4. Instructional placement of ELs must be age and grade appropriate.
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- Students with an IEP must be screened with appropriate accommodations
  - Students with an IEP must be placed in coordination with the IEP team
5. ELs must be given equal access to all educational programs, opportunities and extra-curricular activities.
6. Federal Law requires that ELs will be tested annually with the WIDA ACCESS for ELLs 2.0 ® until she/he attains English proficiency. This includes ELs whose parents have completed the Parental Waiver Form.
7. Per PDE , current multilinguals must be screened to determine if they have limited or interrupted formal education (LIFE). The following criteria is considered:
- 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 (the student should be coded as 06 in PIMS)
- ☐ NO

## II. INSTRUCTIONAL PROGRAM

### Definition of English Language Development

English language development refers to deliberate, planned, and focused instruction intended to foster the development of social and academic English for English learners in order to make it possible for them to access the general academic program and gain agency as successful, contributing members of their communities. ELD curriculum focuses on language at the word, sentence, and paragraph/discourse levels within the context of academic content and the sociocultural context of the school/classroom.

LIEP Classifications used in Harrisburg SD are as follows:

In Kindergarten through grade 8 and in Math, Science, and Social Studies courses in grades 9 – 12 Mixed Classes with English-only Instruction. The language focus: English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support. Support could be provided either inside or outside of the regular classroom.

In HS ELA courses EL Specific English-only Instruction. The language focus: English language skills and content area are the focus of instruction. The student's native language is not used in either instruction or support. Classes are comprised of multilinguals only.

The LIEP includes instruction based on a student's English language proficiency level, the **PA English Language Development Standards, WIDA English Language Development Standards, WIDA CAN DO Descriptors**, and the Pennsylvania Academic Standards. English instruction is provided by a qualified ESL K-12 Program Specialist. ELs will participate in the regular education content classes.

Accommodations/modifications to content instruction will be determined and provided as a result of collaboration between ELD and content teachers.

Placement and instruction in the LIEP is based on the student's level of English proficiency:

Entering	Level 1
Beginning	Level 2
Developing	Level 3
Expanding	Level 4
Bridging	Level 5
Reaching	Level 6
Monitoring	First/Second Year -Grades and Consultation
Monitoring	Third/Fourth Year- PIMS Data Only

### Integrated English Language Development

- Integrated ELD
  - Integrated ELD refers to content and ESL K-12 program specialist teacher providing language instruction and language acquisition support during content area lessons.



- The goal of Integrated ELD is for multilinguals to learn content and academic language simultaneously in each content lesson.
- Learning objectives in Integrated ELD come directly from the content standards being taught in ELA, Math, Science, and Social Studies.
- Language objectives in Integrated ELD support the language forms and functions of the content.
- HBGSD Integrated ELD: Any dual certified K-12 content and/or ESL K-12 Program Specialist with multilinguals in their class will use the PA Core ELA standards in tandem with the HBGSD ELD K-12 curriculum. Effective instructional experiences for multilinguals throughout the day and across all disciplines include the following:
  - Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging.
  - Are appropriately scaffolded in order to provide strategic support that moves learners toward independence.
  - Build both content knowledge and academic English.
  - Value and build on prior knowledge and culture (Anstrom, and others 2010; August and Shanahan 2006; Francis, and others 2006; Genesee, and others 2006; Short and Fitzsimmons 2007)
  - Understand the role language plays in content learning.
  - Decide what language knowledge students need to access content and express understanding.
  - Provide appropriate, explicit oral written language instruction and practice.
  - Scaffolded instruction occurs in ELA block by dual certified content and ESL K-12 program specialist contextualizes language instruction, building on background knowledge, and providing appropriate level of differentiation and scaffolding based on individual differences and needs. Scaffolding is both planned and provided just in time.
  - Integrated ELD will occur throughout the day, but specifically during the ELA block K-12. To ensure that teachers have support in this program design the following professional learning with, coaching, data chats, modeling, and best practices in language acquisition will occur from the ELD Instructional Specialists.

## **Designated English Language Development**

- **Designated English Language Development**
  - Designated ELD is a protected time during the regular school day when ESL K-12 Program Specialists provide lessons for multilingual learners to develop English language proficiency.
  - The goal of Designated ELD instruction is for multilinguals ELD instruction to focus on multilinguals developing language skills to learn content taught in English and to be able to express their content knowledge in English.
- HBGSD Designate Language Development: ESL K-12 Program Specialist will provide Designated ELD instruction that focuses on the WIDA English Language Development Standards Framework, 2020, PA ELPS Framework and HBGSD ELD Curriculum in order to develop critical English language skills, knowledge and abilities needed for content learning in English.

Essential Features of Designated ELD Instruction includes the following:

- Multilinguals will be grouped by proficiency levels regardless of grade level.

- Examples: These are recommendations but based on number of multilinguals at one grade level may have other combinations as long as grouped by proficiency level
    - K-2
    - 3-5
    - 6-8
    - 9-12
    - Special circumstances: SLIFE
- Regardless of grade level, English is explicitly taught based on the components of comprehensive reading and writing.
  - Phonological Awareness
  - Phonics, Spelling, and Word Study
  - Reading Fluency
  - Vocabulary
  - Reading Comprehension
  - Written Expression
- Academic English focus
- Extended language interaction – emphasis on oral language development and ample opportunities for students to communicate in meaningful ways using English in the modes of Speaking, Writing, Listening, and Reading (SWRL)
- Increase level of complexity as language proficiency increases.
- Focus on language forms and functions.
- Clear language objectives aligned to PA ELPS and WIDA English Language Development Standards 2020
- Corrective feedback
- Formative Assessment

\* Designated English Language Development program models may vary by school and grade level based on each building multilingual population and can change/alter from year to year. Multilinguals should be grouped by proficiency levels according to WIDA language proficiency scores. ESL K-12 program specialists in collaboration with ELD Director and building administration can choose one of the examples below based on multilingual population and number of ESL K-12 Program Specialists.

### **Examples of Designated ELD program models:**

- Intervention – separate from content class, specifically focused on English language development.
  - Grades 6-12 only – implementation of iLit for 45 minutes daily
  - Grades K-5 - Imagine Learning intervention **is not** delivered by the ESL K-12 Program Specialist during intervention.
- Small group in content class –
  - ESL K-12 Program Specialist focused specifically on English language development that supports content learning.
  - Collaboration with content teacher to align to content objectives
- Pull-out –
  - No more than 30 minutes a day, used for newcomers, SLIFE and must be approved by ELD Director and Building administration.

- Beginners proficiency level regardless of grade level that is not missing core content no more than 30 minutes a day and must be approved by ELD Director and Building administration.

### **Instructional model within the LIEP include:**

- **Mixed Classes with English-only Support**

**Language Focus:** English language skills and content are the focus of instruction. The student's native language is not used in instruction. Support could be provided either inside or outside of the regular classroom.

**Class Composition:** ELs and non-ELs are placed together in the same classroom.

- **Pull-Out Direct Instruction-** provides direct instruction to students in addition to regular education instruction. This leads to increased English proficiency and mastery of English language skills. Pull-out instruction may include One-on-One Instruction/Support and/or Small Group Instruction. Small groups may be formed based on the English language proficiency level of the students and may span grade levels.
- **Push-in Classroom Co-Teaching-** provides planning, instructing and assessing students in the application of English language skills during regular education instruction.
- **Consultation-** The ELD teacher monitors student progress with English proficiency in the classroom and collaborates with the teacher to facilitate a student's English language skills.
- **ELD DELIVERED BY NON-ESL TEACHERS** - 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 support, modifications, and accommodations needed to allow ELs to access the standards to which the course is aligned.

## **ENGLISH LANGUAGE DEVELOPMENT STANDARDS and RESOURCES**

Pennsylvania's English Language Development Standards for English Learners (ELDS for ELs) have been carefully developed to meet compliance with federal requirements by providing a framework for standards-based instructional and assessment planning for ELs so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging academic content standards that all children are expected to meet.

[http://www.stateboard.education.pa.gov/Documents/About%20the%20Board/Board%20Actions/2017/EL\\_D%20Standards.pdf](http://www.stateboard.education.pa.gov/Documents/About%20the%20Board/Board%20Actions/2017/EL_D%20Standards.pdf)

### **WIDA English Language Development Standards Framework 2020 Edition Kindergarten – Grade 12**

The 2020 Edition of the WIDA ELD Standards Framework is designed for U.S. and international

audiences. Table 1-3 outlines an array of uses for the document. While you will notice some overlap, we have placed emphasis on the distinct nature and responsibilities of each group and its contribution to the education of multilingual learners.

<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

### **Can Do Descriptors – Key Uses**

These editions are organized around four overarching communicative purposes called Key Uses: Recount, Explain, Argue, Discuss.

The Descriptors are organized by the following grade level clusters, corresponding with ACCESS for ELLs and WIDA Screener.

Kindergarten - <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Kindergarten.pdf>

1<sup>st</sup> Grade - <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-1.pdf>

2<sup>nd</sup> – 3<sup>rd</sup> Grades - <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf>

4<sup>th</sup> 5<sup>th</sup> Grades - <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-4-5.pdf>

6<sup>th</sup> - 8<sup>th</sup> Grades - <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-6-8.pdf>

9<sup>th</sup> – 12<sup>th</sup> Grades - <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-9-12.pdf>

### **HBGSD ELD Curriculum**

[https://docs.google.com/document/d/1hhdeIIqUSaampoSpj\\_bNzgDEE7BckEQG6TPNb7OXtBE/copy](https://docs.google.com/document/d/1hhdeIIqUSaampoSpj_bNzgDEE7BckEQG6TPNb7OXtBE/copy)

### **HBGSD ELD LESSON PLAN TEMPLATES**

ELA -

[https://docs.google.com/spreadsheets/d/1Jrc2OBC9gPKiP0aWFzeJdxhjCTAq7\\_f80bWSNegYiCY/copy](https://docs.google.com/spreadsheets/d/1Jrc2OBC9gPKiP0aWFzeJdxhjCTAq7_f80bWSNegYiCY/copy)

MATH -

[https://docs.google.com/spreadsheets/d/1oqX\\_hkarmc6RbD08E8cRw6\\_FTE2Ck3nBkl32qc3ztBI/copy](https://docs.google.com/spreadsheets/d/1oqX_hkarmc6RbD08E8cRw6_FTE2Ck3nBkl32qc3ztBI/copy)

SCIENCE - [https://docs.google.com/spreadsheets/d/1KoKHv5g4SHvvUr-](https://docs.google.com/spreadsheets/d/1KoKHv5g4SHvvUr-RFqNBLTAxowh0qJoS_2eboBd7pH8/copy)

[RFqNBLTAxowh0qJoS\\_2eboBd7pH8/copy](https://docs.google.com/spreadsheets/d/1KoKHv5g4SHvvUr-RFqNBLTAxowh0qJoS_2eboBd7pH8/copy)

SOCIAL STUDIES -

[https://docs.google.com/spreadsheets/d/12LoJHkorKat7fkTYkuXz7xUod\\_bptoY5o9mhnYamHuk/copy](https://docs.google.com/spreadsheets/d/12LoJHkorKat7fkTYkuXz7xUod_bptoY5o9mhnYamHuk/copy)

## **III. ACCOMMODATIONS**

Based on a student's English proficiency, teachers must establish realistic expectations. Accommodations/modifications should be provided to ensure that classwork, assignments and assessments measure a student's content knowledge and skills. The **LIEP Accommodations/Modifications Checklist (Appendix I)** provides appropriate accommodations/modifications for ELs. This completed checklist is filed and updated in the student's LIEP folder each year. It should be noted on the form if no

accommodations/modifications are provided.

PSSA/Keystone accommodations are allowable for ELs and are published annually by the Pennsylvania Department of Education (PDE). The following individuals, when appropriate, should be involved in the determination of accommodations: ELD teacher, classroom teachers, reading specialist, RTII teacher, test administrator, test coordinator, parent, principal, counselor, learning support teacher and student. Current accommodations used in day-to-day instruction and assessments are appropriate for testing. New accommodations unfamiliar to students should not be introduced to students for the first time when they are taking the PSSA or Keystone Exams. All accommodations should be documented in the student's LIEP folder and/or IEP and recorded on the accommodations section of the PSSA or Keystone Exams.

Visit the PDE website for current Accommodation Guidelines for ELs.

<http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/TestingInformation.aspx#tab-1>

### **III. GRADING**

ELs are graded using the same grading system as all other students. The ELD teacher and the regular education teacher collaborate to determine grades for each EL. Content area instruction is aligned to the standards with accommodations/modifications provided to meet the needs of the ELs.

### **IV. RECLASSIFICATION CRITERIA**

LIEP Reclassification of ELs occurs annually between June and September 30th. Each year, a student's current status must be reported in the PIMS October Student Enrollment Collection.

The district employs uniform procedures in accordance with state requirements for reclassifying ELs as Former ELs (FELs) when they attain proficiency.

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, WIDA ACCESS for ELLs 2.0 ®, and gathered by teachers using standardized language use inventories.

Using the following system, the WIDA ACCESS for ELLs 2.0 ® 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.

Required Reclassification Criteria:

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.

The Language Use Inventories must be completed prior to the release of ACCESS scores at the end of each school year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold.

Each Language Use Inventory produces a single score and the sum of the two inventory scores is added to the WIDA ACCESS for ELLs 2.0 ® *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	3.5
4.8-5.0	4.5
5.1-5.3	5.5
≥5.3	6.5

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
	Writing - Genre - Research	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.

Rubrics and details for scoring are located in **Reclassification Criteria (APPENDIX K)**.

## V. MONITORING OF FORMER ELs (FELs)

Upon reclassification, FELs are actively monitored for two years by the ELD Teacher. Monitoring the academic progress of FELs is a collaborative effort between the ELD teacher and the classroom teacher. Additional staff may include the core team. The classroom teacher and ESL teacher engage in frequent and ongoing communication to ensure that the student receives appropriate supports aligned with instructional needs.

After every marking period, an **EL Monitor Report (Appendices L, M, or N)** is completed for all current and Reclassified ELs in monitor years one and two. A copy of the completed report is filed in the student's cum folder.

Classroom grades for ELs in monitor years three and four are no longer actively monitored, however their status continues to be documented in years three and four for state recording purposes.

# Harrisburg School District

## HOME LANGUAGE SURVEY

### ENGLISH LANGUAGE DEVELOPMENT PROGRAM

Dear Parent or Guardian,

The Office of Civil Rights (OCR) requires that school districts identify limited English proficient (LEP) students in order to provide appropriate language instructional programs for them. Pennsylvania has selected the Home Language Survey as the method for this identification. Under federal law, school districts have the right to ask for information to identify students with limited English proficiency. In addition, school districts may conduct screenings in order to determine the best possible instructional program for these students.

Date: \_\_\_\_\_ School: \_\_\_\_\_ Age \_\_\_\_\_ Gender \_\_\_\_\_ Grade \_\_\_\_\_

Student: \_\_\_\_\_ DOB: \_\_\_\_\_

(First) (Mid Initial) (Last)

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Name of person completing survey: \_\_\_\_\_ Relationship: \_\_\_\_\_

**Check the most appropriate answer to the following questions:**

1. What is/was the student's first language? \_\_\_\_\_

2. Does the student speak a language other than English? (Do not include languages learned in school) \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, specify the language (s) \_\_\_\_\_

3. What language (s) is/are spoken in your home? \_\_\_\_\_

4. Has the student attended any United States school in any 3 years during his/her lifetime? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, name the school, state, and dates attended \_\_\_\_\_

**If you answered YES to question 2 and named a language other than English to questions 1 and 3.**

**If you answered NO to question 2 and answered English to question 1, skip the remainder of this survey.**

5. What languages are spoken by the parents or guardians in the home? \_\_\_\_\_

6. What languages are read by the parents or guardians in the home? \_\_\_\_\_

7. Indicate national origin (s), (heritage or ancestry) of your child:

( ) Puerto Rico ( ) Cuba ( ) Dominican Republic ( ) Mexico ( ) Cambodia ( ) China ( ) Germany ( ) Greece ( ) India ( ) Israel ( ) Italy ( ) Philippines ( ) Serbia ( ) Vietnam ( ) Other (Specify) \_\_\_\_\_

8. Student's place of birth: \_\_\_\_\_ Student's Country of origin \_\_\_\_\_

9. How long has your child continuously lived in any of the 50 states? \_\_\_\_\_

10. Have you received assistance from any resettlement agency? \_\_\_\_\_

11. In what language do you most frequently speak to your son or daughter? \_\_\_\_\_

12. What language does your son or daughter most frequently speak at home? \_\_\_\_\_

13. What language can your child read best? \_\_\_\_\_

14. Was your child ever a student in the Harrisburg School District before? \_\_\_\_\_ Yes \_\_\_\_\_ No

15. Was your child enrolled in English as a Second Language Program or a Bilingual Program in any previous school? \_\_\_\_\_ Yes \_\_\_\_\_ No

16. Did your child receive special help with reading in any former school? \_\_\_\_\_ Yes \_\_\_\_\_ No

Answer this question only if your child was NOT born in the United States or Puerto Rico:

When did your child first enter the United States? \_\_\_\_/\_\_\_\_/\_\_\_\_ What is the most recent date your child has entered the US? \_\_\_\_/\_\_\_\_/\_\_\_\_

When did the student (including Puerto Ricans) first enter a mainland (state) school? \_\_\_\_/\_\_\_\_/\_\_\_\_



# English Learner Identification Procedure Grades K-12

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*(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.**

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

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

## Family Interview

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

Interviewed:

Date:

Phone:

Name of Student:

PASID:

Students Date of Birth:

Age:

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

Parent Country of Origin:

Student Country of Origin:

Parents' Primary Country of Education:



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

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

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

☐ YES

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

☐ YES

☐ NO
3. When at home, how often does this student hear a language other than English?  

☐ Always

☐ Occasionally

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

☐ Always

☐ Occasionally

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

☐ Always

☐ Occasionally

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

☐ Always

☐ Occasionally

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

Always

☐ Occasionally

☐ Never

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

Based on the answers to the interview questions, determine if the second language exposure/use is significant and tied to the national origin of the student/parent(s)/guardian(s) or is superficial in nature. Ensure that the parent/guardian understands the HLS and has completed it accurately during the parent interview. The HLS cannot be completed again at a later date. If the student's development of English may have been impacted by exposure to another language in any way, then **proceed to STEP 3**.

### Comments:

- ☐ **STEP 3:** If the student has an IEP or is suspected of having a disability (e.g., the parent states that the student has a disability), then see [Appendix A](#) before proceeding.
- ☐ **STEP 4:** Conduct a review of the student's academic records from previous schooling if available. Look for compelling 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 compelling evidence of English proficiency, then **proceed to STEP 5**.

### NOTE:

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

*If a newly enrolled student has an ACCESS overall composite proficiency level score from a previous district that is more than one year old (i.e. two or more years prior to the current year), then **proceed to step 5** (screening) to determine the EL status. If the student exceeds the cut score for identification as an EL, then the student may be coded as never-EL and the identification process is complete.*

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

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

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	K MODEL	<p><i>1<sup>st</sup> semester K: <b>Assess oral language</b></i> Oral language composite below <b>5.0</b></p> <p><i>2<sup>nd</sup> semester K: <b>Assess all 4 domains</b></i> Oral language proficiency level below <b>5.0</b> <b>OR</b> Literacy Composite below <b>4.2</b></p>
Kindergarten	K Screener	<p><i>1<sup>st</sup> semester K: <b>Assess Oral Language</b></i> Oral language composite below <b>5.0</b></p> <p><i>2<sup>nd</sup> semester K: <b>Assess all 4 domains</b></i> Oral language proficiency level below <b>5.0</b> <b>OR</b> Literacy Composite below <b>4.2</b></p>
1 <sup>st</sup> semester 1 <sup>st</sup> grade	K MODEL	<b>Assess all 4 domains</b> Overall composite proficiency level below <b>5.0</b>
1 <sup>st</sup> semester 1 <sup>st</sup> grade	K Screener	<b>Assess all 4 domains</b> Overall composite proficiency level below <b>5.0</b>
1-12	WIDA Screener	Overall composite proficiency level below <b>5.0</b>
1-12	MODEL Screener	Overall composite proficiency level below <b>5.0</b>

*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 (the student should be coded as 06 in PIMS)
- ☐ NO

**Proceed to STEP 8.**

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

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

**Program Placement:**

**Proceed to STEP 9.**

- ☐ **STEP 9:** Provide the parent with a detailed program description and explain the identification and placement decision. The parent has the right to refuse placement in a specialized, separate LIEP. See [PDE guidance concerning parental right to refuse services](#). **Proceed to STEP 10.**
- ☐ **STEP 10:** The parent accepts or refuses placement in part or in whole in the LIEP. If, after the district notifies the parent of their option to refuse specialized LIEP services, the parent does not respond, then the district may proceed with the recommended program placement. **Proceed to STEP 11.**
- ☐ **STEP 11:** If your district participates in Title III, explain the services offered and their right to opt out of all of some of those services. If, after the district notifies the parent/guardian of their option to opt out of Title III services, the parent does not respond, then the district may proceed with enrolling the student in the Title III services. **Proceed to STEP 12.**

*NOTE: This applies to discrete services/programs (e.g. after-school tutoring, summer school programs, the use of technology purchased with Title III funds, etc.). If, for example, Title III is being used for professional development for staff working with ELs, then there is no discrete service of which parents may opt out.*

- ☐ **STEP 12:** Notify the receiving school of student's identification and placement. **Proceed to STEP 13.**
- ☐ **STEP 13:** Initiate an active service record in the district SIS. If the student has limited or interrupted formal education, then ensure that LIFE is identified. If the student will participate in Title III funded services, then ensure that the student is identified as participating in Title III. *NOTE: Not all ELs in a district that receives Title III funds are participating in Title III.* **Proceed to STEP 14.**
- ☐ **STEP 14:** Schedule the student based on program placement and English language proficiency.

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

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

## **Appendix A**

### **Students who have or are suspected of having a disability**

If a student arrives with an IEP or is suspected of having a disability (i.e. parent informs enrollment personnel that the student has a disability), then enrollment personnel must coordinate with Special Education staff to complete this procedure. *NOTE: The identification process must be completed within the timelines prescribed in 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.

#### **If a student cannot complete all domains of the screener due to a disability:**

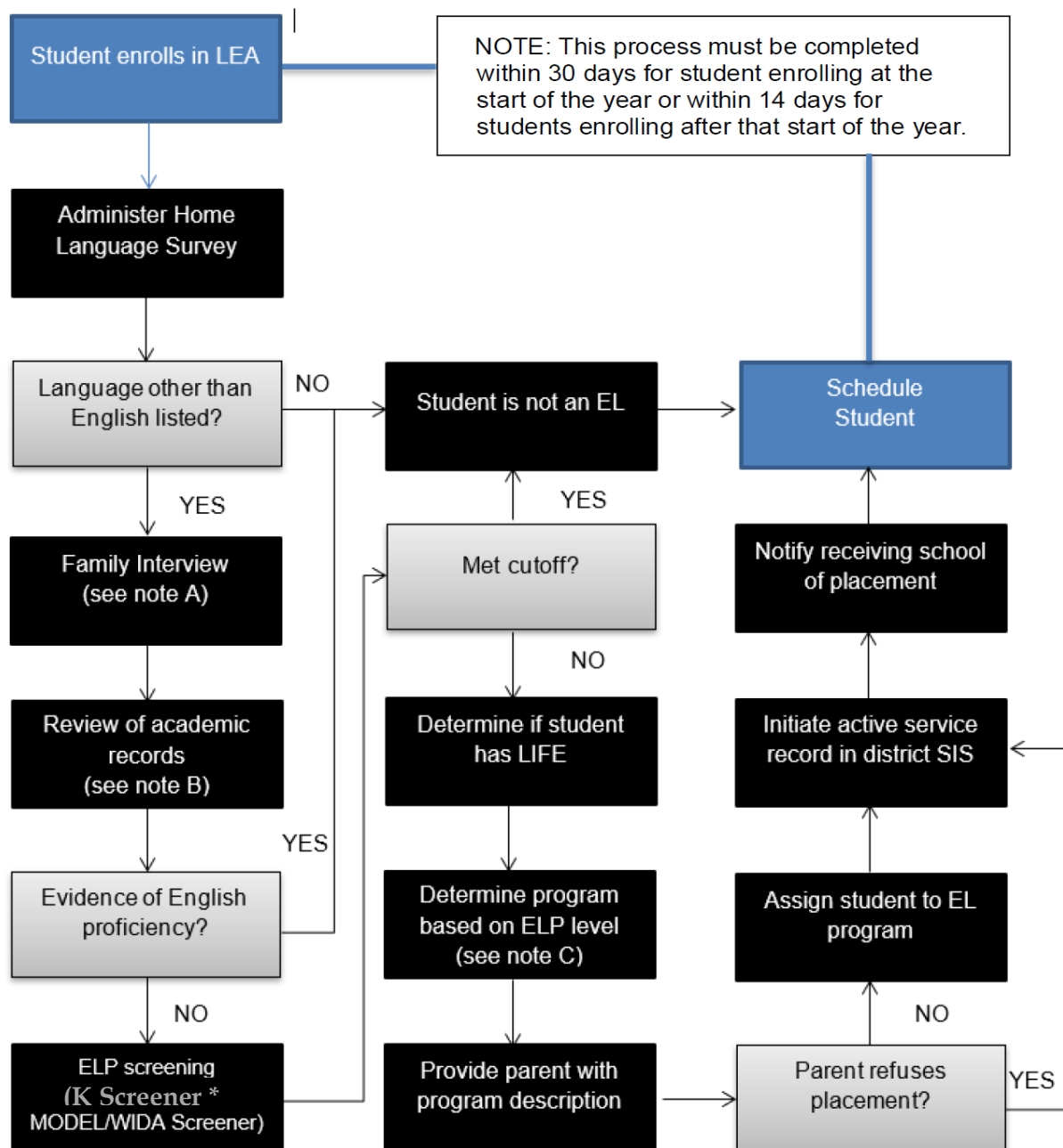
The determination must be based on the domains that can be completed by applying the appropriate cutoff score to all completed domains individually. For example, if a 4<sup>th</sup> grade student can only complete the reading and writing domains, then he/she must achieve a proficiency level of 5.0 or above in both reading and writing to exclude them from identification as an EL.

#### **If a student cannot complete any domains of the screener due to a disability:**

The identification decision must be based on the available evidence gathered from the home language survey, the family interview, and the records review. If the HLS indicates a language other than English, the family interview confirms that it is tied to national origin and significant, and academic records do not supply evidence of English proficiency, then the student should be identified as an EL.

## Appendix B

### English Learner (EL) Identification Procedure Flowchart



\* For second semester kindergarten students and first grade students who take the kindergarten screener, BOTH oral language domains must meet or exceed 5.0 AND literacy domains must meet or exceed 4.2.

**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: A determination of English proficiency for the purpose of precluding screening **MUST** be based on compelling and robust evidence.

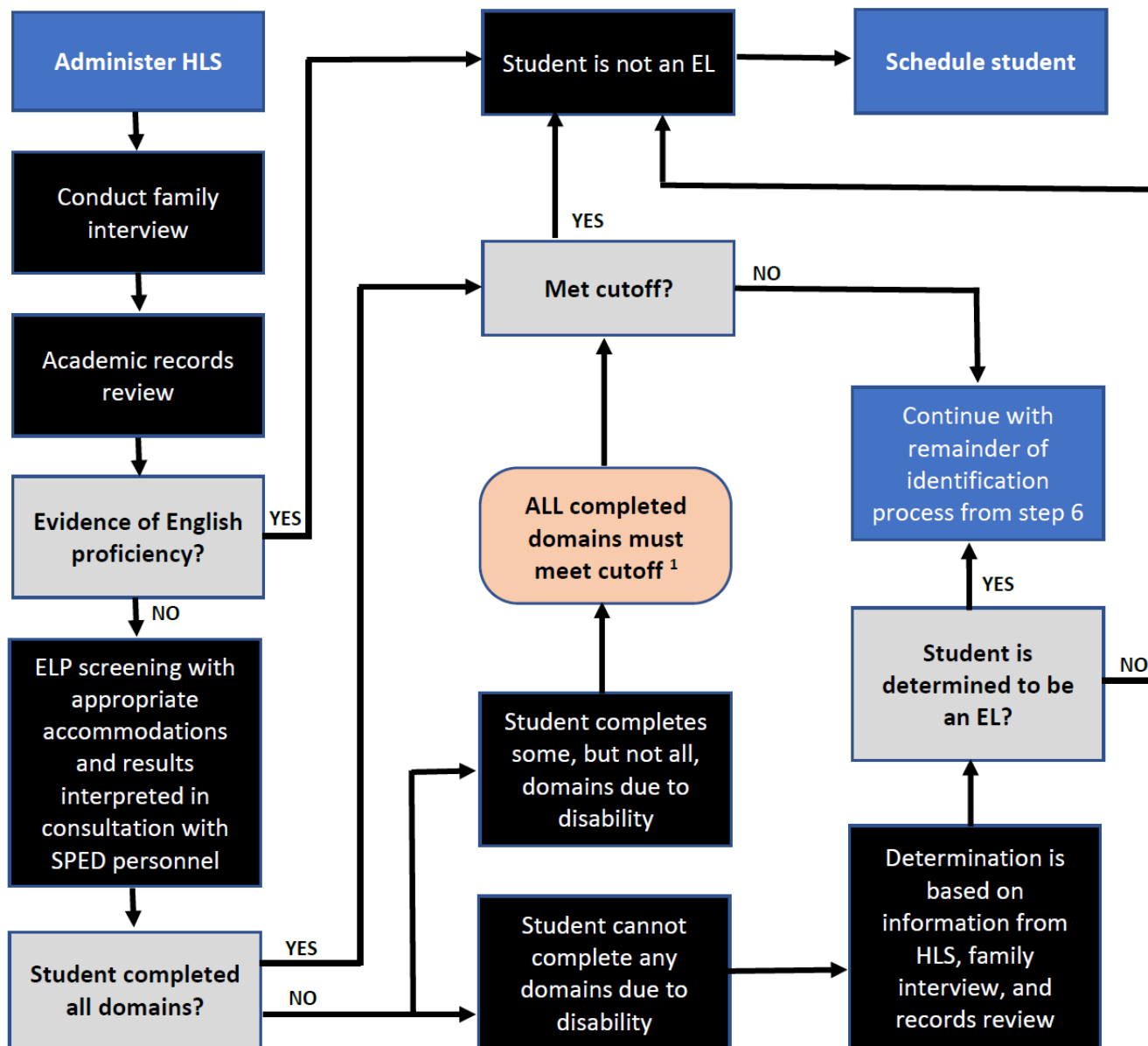
**Note C:**

If the student has an IEP, then EL and Special Education personnel **MUST** collaborate to determine program and academic placement. The process must be completed within 30 days for students enrolling at the start of the school year or within 14 days for students who enroll after the start of school.



## Appendix C

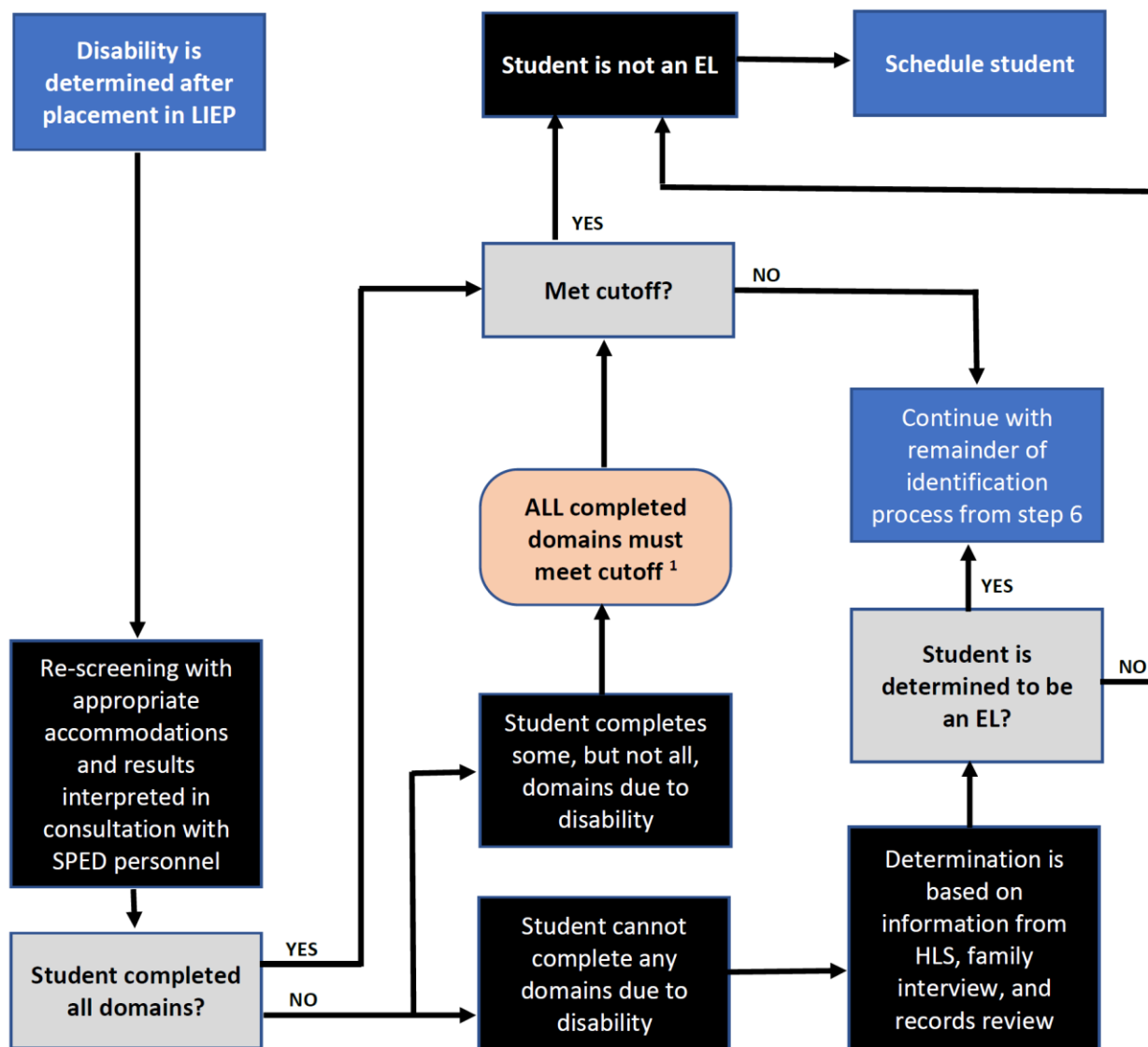
### EL Identification for students who have or are suspected of having a disability at the time of enrollment



<sup>1</sup> ALL completed domains for students in grades 1-12 must meet the 5.0 cutoff. For second semester kindergarten students and first grade students who take the kindergarten screener, oral language domains must meet or exceed 5.0 and literacy domains must meet or exceed 4.2.

## Appendix C (cont.)

### EL Identification for students who are determined to have a disability after being placed in the LIEP



<sup>1</sup> All completed domains for students in grades 1-12 must meet the 5.0 cutoff. For second semester kindergarten students and first grade students who take the kindergarten screener, oral language domains must meet or exceed 5.0 and literacy domains must meet or exceed 4.2.

## Appendix D

### Selection of appropriate grade-level cluster test forms

See the tables below for selection of the appropriate screener to use for each grade.

#### WIDA Screener Selection

Grade	1*		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	Grade 1 Test		Grades 2–3 Test				Grades 4–5 Test				Grades 6–8 Test				Grades 9–12 Test									

\* Districts have the option of using the grade 1 WIDA Screener, the Kindergarten MODEL, or K Screener for first semester 1<sup>st</sup> graders.

#### WIDA MODEL Selection

GRADE	K		1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	K Screener		Grades 1-2 Screener				Grades 3-5 Screener				Grades 6-8 Screener				Grades 9-12 Screener											

#### WIDA K Screener

GRADE	K		1	
Semester	1		2	
Grade - Cluster Form	K Screener			



# Dual Language Learner Identification Procedure – Pre-K

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

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

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

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

## Family Interview

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

Interviewed:

Date:

Phone:

Name of Student:

PASID:

Students Date of Birth:

Age:

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

Parent Country of Origin:

Student Country of Origin:

Parents' Primary Country of Education:

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

☐ YES ☐ NO

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

☐ YES ☐ NO

3. When at home, how often does this student hear a language other than English?

☐ Always ☐ Occasionally ☐ Never

4. When at home, how often does this student speak a language other than English?

☐ Always ☐ Occasionally ☐ Never

5. When interacting with their parents or guardians, how often does this student hear a language other than English?

☐ Always ☐ Occasionally ☐ Never

6. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?

☐ Always ☐ Occasionally ☐ Never

7. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?

☐ Always ☐ Occasionally ☐ Never

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

Based on the answers to the parent interview questions, determine if the second language exposure/use is significant or superficial in nature. If the student's development of English may have been impacted by exposure to another language in any way, then **proceed to STEP 3**.

**Comments:**

☐ **STEP 3:** Review the information on the family interview. If the information from the family interview indicates that English is not the student's native language or that exposure to another language may have had a significant impact on the student's English language development, **proceed to STEP 4**.

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

Name of screener	Score(s)	Score descriptor

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

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

**Supports to be provided:**

- ☐ Specialized English language instruction
- ☐ Native language support
- ☐ Additional language enrichment activities
- ☐ Use of additional/specialized visuals to communicate and convey meaning

- ☐ Pairing student with English-speaking peer(s) ☐ Pairing student with native language peers(s) ☐ Other: [Click here to enter text.](#)

**Proceed to STEP 6.**

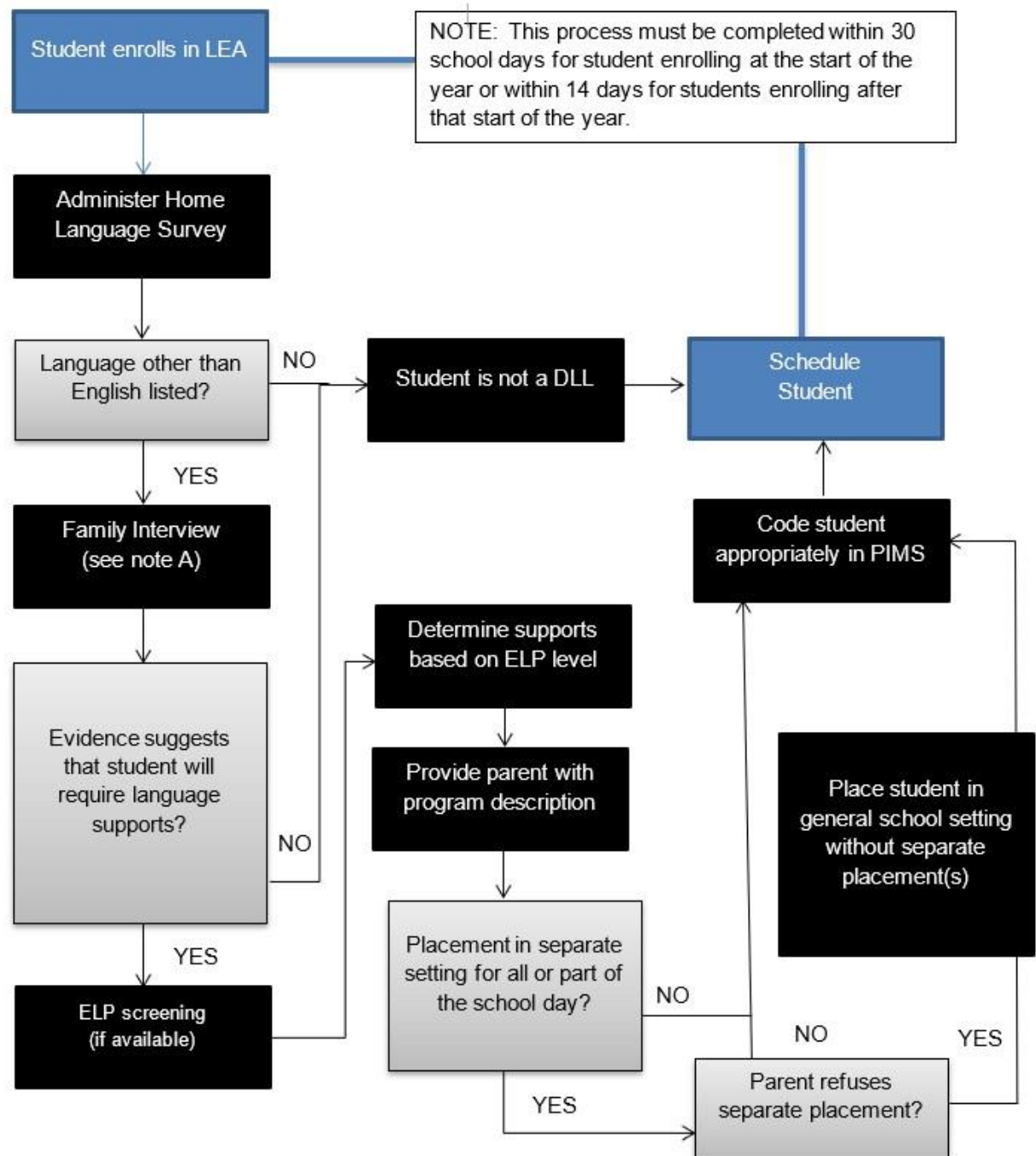
- ☐ **STEP 6:** Provide the parent(s) with a description of the program and/or the supports that will be provided to their child(ren) and explain the identification decision. Parents have the right to refuse placement in a specialized, separate setting if that is the proposed program design for the DLL. See [PDE guidance concerning parental right to refuse services](#). If the school will **not** place the student into a separate setting based on the DLL status, then **skip to STEP 8**, otherwise **proceed to STEP 7**.
- ☐ **STEP 7:** Parent accepts or refuses placement in part or in whole in the program. If, after the district notifies the parent of their option to refuse specialized services provided in a separate setting, the parent does not respond, then the school may proceed with the recommended program placement. **Proceed to STEP 8.**
- ☐ **STEP 8:** Complete the Student/Student Snapshot template in PIMS. In field 41, code the student as *01 – Current EL* (there is no code for DLL in PIMS). In field 45, code the student as *26 – Mixed Classes with English-Only Support* unless another code is more appropriate (e.g. *22 - EL bilingual*). **Proceed to STEP 9.**
- ☐ **STEP 9:** Schedule student based on program placement and English language proficiency.

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

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

## Appendix A

**Pre-K EL Identification Procedure Flowchart**





**Harrisburg School District**  
**English Learner Program Placement**

<b>English</b>
English Learner Program Placement

☐ Initial Placement    ☐ Continuing Placement

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_  
(mm/dd/yyyy)

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

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

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

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is \_\_\_\_\_ (number of years). The high school graduation rate for students receiving English Learner Services is \_\_\_\_\_. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.



# Harrisburg School District

## English

English Learner Program  
Placement

The name of the English proficiency test your child took is:

☐ \_\_\_\_\_  
(Test used to measure level of English proficiency)

☐ \_\_\_\_\_  
(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: \_\_\_\_\_ The highest score possible is: \_\_\_\_\_

The level needed to be proficient in English and exit English Learner Services is:

\_\_\_\_\_

If applicable, your child's level of academic achievement was measured using the following test(s):

☐ \_\_\_\_\_  
(Test used to measure level of academic achievement)

☐ \_\_\_\_\_  
(Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is: \_\_\_\_\_

The method of instruction used in your child's English Learner Services is:

- ☐ **Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language.
- ☐ **Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- ☐ **Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- ☐ **Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- ☐ **Other:** \_\_\_\_\_

- ☐ Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or \_\_\_\_\_ if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: \_\_\_\_\_ Title: \_\_\_\_\_

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

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

## Harrisburg School District

### Description of Programs

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for \_\_\_\_\_ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

Description of Other Available English Learner Services: Instructional  
Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

**English Learner Program Placement**  
**Initial Placement**  
**PRE-K**

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

Date: \_\_\_\_\_

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

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English and the services that the school will provide to help your child become proficient in English and succeed academically. This letter provides information about how we determined that your child is an English learner and other important information.

Education law requires that we provide you with this information and that you understand it. If you need assistance understanding this letter, please contact:

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

Title: \_\_\_\_\_

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

Phone: \_\_\_\_\_

If you need an interpreter, please tell us and we will make one available to you.

Your child will receive instruction in our school district's language instruction educational program (LIEP), which is designed to overcome language barriers, making content comprehensible, and to help him/her develop their English language proficiency.

When you completed the home language survey at the time of enrollment, you indicated that your child speaks or is/was exposed to a language other than English. We also verified this during the parent interview. Because of this, we gave your child an English proficiency test. Based on the results of this test, your child is eligible to participate in the LIEP. The specific supports and services that your child will receive in the LIEP will be based on the results from this test (initially), how well your child is doing in school, and other educational information about your child that teachers will compile throughout the course of the year.

The LIEP is designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and eventually graduate from high school. If your child has a disability and an Individualized Education Program (IEP), personnel in the LIEP will work closely with the special education staff to ensure that all supports and services are provided and that they complement each other.

The name of the English proficiency test your child took is:

\_\_\_\_\_ Pre-IPT Oral Ages 3-5 English

Your student's overall level of English Proficiency is: \_\_\_\_\_

The overall approach to instruction used in your child's LIEP is:

\_\_\_\_\_ **English-only instruction**

This includes Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English: Instruction is provided in English and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time learning other academic content such as math, science, English language arts, and social studies. English language development instruction may be provided within content classes or separately by an ESL teacher as part of the program.

Supports to be provided:

\_\_\_\_\_ Additional language enrichment activities

\_\_\_\_\_ Use of additional/specialized visuals to communicate and convey meaning

All program categories listed above include supports to make content comprehensible for your child in all classes while helping him/her to develop their English skills.

You have a right to refuse your child's participation in certain specialized and separate components of the LIEP. This right is explained on another form that will be provided to you by the district at the time of enrollment.

Please contact the person below if you would like to request more information about the LIEP program.

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

Title: \_\_\_\_\_

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

Phone: \_\_\_\_\_

**Colocación en el programa de estudiantes de inglés**  
**Colocación inicial**  
**PRE-K**

Nombre del estudiante: \_\_\_\_\_

Fecha: \_\_\_\_\_

Ubicación de la escuela: \_\_\_\_\_

Estimado/a padre, madre o tutor:

Se identificó a su hijo/a como estudiante de inglés. Mediante esta carta, se brinda información sobre el dominio del inglés que posee su hijo/a y los servicios que proporciona la escuela a fin de que domine dicho idioma y triunfe académicamente. A través de la presente, se brinda información sobre los factores que permitieron tomar esta decisión y demás datos importantes.

La ley de educación exige que le proporcionemos esta información y que usted la comprenda. Si necesita ayuda para comprender esta carta, comuníquese con:

Nombre: \_\_\_\_\_

Cargo: \_\_\_\_\_

Correo electrónico: \_\_\_\_\_

Teléfono: \_\_\_\_\_

Si necesita un intérprete, infórmenos para que podamos poner uno a su disposición.

Su hijo/a accederá a la enseñanza dentro del Programa Educativo de Enseñanza de Idiomas (Language Instruction Educational Program, LIEP) de nuestro distrito escolar, el cual está diseñado para superar barreras lingüísticas, lograr que el contenido sea comprensible, y ayudar a los participantes a desarrollar competencias en el idioma inglés.

Cuando completó la encuesta sobre el idioma que se habla en el hogar, al momento de la inscripción, usted indicó que su hijo/a habla o está/estuvo expuesto/a a un idioma que no es el inglés. También verificamos dicha información durante la entrevista de padres. Por ello, le administramos a su hijo/a una prueba de dominio del inglés. En función de los resultados de la prueba, se determinó que su hijo/a califica para participar en el LIEP. Los soportes y servicios específicos que su hijo/a recibirá en el LIEP se basarán en lo siguiente:

- los resultados de la prueba (en principio);
- el desempeño de su hijo/a en la escuela; y
- otra información educativa sobre su hijo/a recolectada por los maestros durante el transcurso del año.

El LIEP está diseñado para fomentar el aprendizaje del inglés, a fin de que el/la estudiante pueda alcanzar los estándares académicos, triunfar en la escuela y, eventualmente, graduarse de la escuela secundaria. Si su hijo/a posee una discapacidad y forma parte de un Programa de Educación Individualizado (Individualized Education Program, IEP), el personal del LIEP trabajará en colaboración con el personal de educación especial para garantizar que se brinden todos los soportes y servicios y que se complementen entre sí.

El nombre de la prueba de dominio del inglés que realizó su hijo/a es:

\_\_\_\_\_ Evaluación Pre-IPT Ages 3-5 Engles

El nivel general de dominio del inglés de su hijo/a es: \_\_\_\_\_

El enfoque general de enseñanza que se utiliza en el LIEP de su hijo/a corresponde a alguna de las siguientes opciones:

\_\_\_\_\_ **Enseñanza en inglés con apoyo en la lengua materna**

Incluye la enseñanza mediante el idioma inglés simplificado, inmersión estructurada en inglés y enseñanza académica con diseño especial en inglés: La enseñanza se imparte en inglés con algo de apoyo en el idioma nativo del/ de la estudiante y las adaptaciones necesarias para el nivel de dominio del inglés correspondiente. Este método de enseñanza se utiliza para que el contenido académico en inglés sea comprensible para los estudiantes de dicho idioma. Les permitirá adquirir competencias en inglés mientras aprenden los demás contenidos académicos, como matemáticas, ciencias, lengua y literatura en inglés, y estudios sociales. La enseñanza para el desarrollo del idioma inglés se puede proporcionar dentro de las clases de contenido o bien por separado, por parte de un maestro de ESL que forme parte del programa.

**Apoyos que se proporcionarán:**

\_\_\_\_\_ Actividades adicionales de enriquecimiento lingüístico

\_\_\_\_\_ Uso de imágenes adicionales / especializadas para comunicar y transmitir significado

Todas las categorías del programa mencionadas anteriormente incluyen soportes a fin de que el contenido sea más comprensible para los estudiantes en todas las clases. Al mismo tiempo, se apunta a ayudarlos a desarrollar sus habilidades en inglés.

Usted tiene derecho a rechazar la participación de su hijo/a en ciertos componentes especializados e independientes del LIEP. La explicación de este derecho se encuentra en otro formulario; el distrito se lo entregará al momento de la inscripción.

Comuníquese con la persona que figura a continuación en caso de que desee obtener más información sobre el LIEP o los programa.

Nombre: \_\_\_\_\_

Cargo: \_\_\_\_\_

Correo electrónico: \_\_\_\_\_

Teléfono: \_\_\_\_\_

**ENGLISH LANGUAGE DEVELOPMENT PROGRAM**  
**Parental Waiver Form**

Student Name:

School:

Opt-out Date:

Grade:

Student ID#:

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

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

- ☐ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why s/he was recommended for additional English language instruction.
- ☐ My decision to decline or opt-out of specialized ELD instruction is voluntary.
- ☐ The school district will report my child to the Pennsylvania Department of Education as an English Learner (EL) until my child attains English proficiency.
- ☐ Federal law requires that my child will be tested annually with the WIDA ACCESS for ELs 2.0 until s/he attains English proficiency and is no longer considered EL status.
- ☐ The school district will monitor my child's academic progress without benefit of receiving specialized ELD instruction until my child attains English proficiency, and four years after exit from EL status.
- ☐ The school district will continue to inform me of my child's progress in attaining English proficiency.
- ☐ I can change my preference at any time by notifying the school district in writing, and allow my child to enroll in the ELD program(s) offered by the school.

I, (parent/guardian name) with a full understanding of the above information, wish to

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

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

HARRISBURG SCHOOL DISTRICT ELD Department  
**ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS**  
(Given to Grade Level Teacher and Filed in CUM folder)

Name \_\_\_\_\_ ID \_\_\_\_\_ Grade \_\_\_\_\_ Year \_\_\_\_\_

**Language Proficiency Scores**

ACCESS	Kindergarten Screener (circle one)			Test Date:
Speaking	Listening	Writing	Reading	Overall Composite

ELD Teacher Name \_\_\_\_\_ Classroom Teacher/Team \_\_\_\_\_

**\*\* Any PSSA/Keystone accommodation must occur during instruction throughout the SY. \*\***

**Reinforcement and Follow Through**

- \_\_\_ Use positive reinforcement and give immediate feedback
- \_\_\_ Provide language experience
- \_\_\_ Have student repeat directions
- \_\_\_ Other: \_\_\_\_\_

**Test Preparation:**

- \_\_\_ Read directions to the student (re-read as necessary). – **PSSA/Keystone**
- \_\_\_ Allow student demonstrate understanding of the directions.
- \_\_\_ Highlight key word or phrases in directions. – **PSSA/Keystone**
- \_\_\_ Pre-teach test vocabulary and procedures

**Test Administration:**

- \_\_\_ Prompt to remain on task. – **PSSA/Keystone**
- \_\_\_ Read test items on all assessments except for ELA/Reading exception TDA Writing Prompt. – **PSSA/Keystone**
- \_\_\_ Provide small group testing. – **PSSA/Keystone**
- \_\_\_ Check for understanding and ability to keep up.
- \_\_\_ Provide written steps for directions.
- \_\_\_ Mask portions of the test to direct student's attention to specific areas
- \_\_\_ Provide materials colored stickers/highlighters to create visual cues.
- \_\_\_ Provide word to word or electronic dictionary device dictionaries, or word to word translation sheet. -**PSSA/Keystone**
- \_\_\_ Provide the opportunity to re-take test.
- \_\_\_ Modify test length, permit oral responses, and/or format as collaborated with ELD teacher
- \_\_\_ Permit extended time. – **PSSA/Keystone**
- \_\_\_ Provide frequent breaks – **PSSA/Keystone**
- \_\_\_ Modify rubric and /or grading system as collaborated with ELD teacher
- \_\_\_ Other: \_\_\_\_\_

**Instruction:**

- \_\_\_ Offer peer support, small group, or buddy work
- \_\_\_ Offer individual support and extended time
- \_\_\_ Permit non-verbal (head shake, thumbs up/down) response to questions
- \_\_\_ Modified lessons/objectives/assignments as collaborated with ELD teacher
- \_\_\_ Provide study guides/charts/maps/graphic organizer(s) or picture dictionaries
- \_\_\_ Use of calculator/computer/word banks/picture dictionaries
- \_\_\_ Supply manipulatives and visual representations
- \_\_\_ Pre-teach vocabulary
- \_\_\_ Use re-phrasing and repeated clarification
- \_\_\_ Use of highlighter including online highlighting feature – **PSSA/Keystone**
- \_\_\_ Other: \_\_\_\_\_

**Assignment**

- \_\_\_ Give directions aloud, in small, distinct steps with visual supports if supported
- \_\_\_ Record or type assignments
- \_\_\_ Use alternate assignments as collaborated with ELD teacher
- \_\_\_ Other: \_\_\_\_\_





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

## **State required reclassification criteria**

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

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

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.

## 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:

$$\Delta SS / SS1 (100) = \% \text{ change}$$

*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](http://www.pattan.net).

## **Monitoring of former ELs**

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

### **Active Monitoring Period – first two years after reclassification**

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

# 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:**

<b>LOW (0)</b>	<b>MODERATE (.3)</b>	<b>HIGH (.5)</b>	<b>Value</b>
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:**

<b>LOW (0)</b>	<b>MODERATE (.3)</b>	<b>HIGH (.5)</b>	<b>Value</b>
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:**

<b>LOW (0)</b>	<b>MODERATE (.3)</b>	<b>HIGH (.5)</b>	<b>Value</b>
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:**

<b>LOW (0)</b>	<b>MODERATE (.3)</b>	<b>HIGH (.5)</b>	<b>Value</b>
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:**

## 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

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 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.	

#### 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:**

## 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.

#### 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:**

## 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.	

#### 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:

**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.

**Interaction**

<b>LOW (0)</b>	<b>MODERATE (.3)</b>	<b>HIGH (.5)</b>	<b>Value</b>
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**

<b>LOW (0)</b>	<b>MODERATE (.3)</b>	<b>HIGH (.5)</b>	<b>Value</b>
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**

<b>LOW (0)</b>	<b>MODERATE (.3)</b>	<b>HIGH (.5)</b>	<b>Value</b>
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**

<b>LOW (0)</b>	<b>MODERATE (.3)</b>	<b>HIGH (.5)</b>	<b>Value</b>
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.	

**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.

## 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 communicate 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	

#### 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.	

**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.

## Appendix B

### Grades: 4-12

*The student's command of language indicates to most audiences that he/she:*

#### Interaction

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the learner is trying to say. Can ask and answer simple questions in areas of immediate need or on very familiar topics.	Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can interact with a degree of fluency and spontaneity (without relying on provided language frames or structures) that makes regular interaction with others possible. Can take an active part in academic discussions in familiar contexts and on familiar topics, accounting for and sustaining his/her views.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	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	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can recognize familiar words and basic phrases on familiar topics when people speak slowly and clearly.	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech and lectures, presentations, and videos and follow even complex lines of argument provided the topic is reasonably familiar.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast speed.

#### Speaking

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

## Reading

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



## Appendix C

### Grades: 4-12

#### Expansion of Repertoires: Cohesion

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

#### Accuracy: Word/Phrase

Low	Low+	Moderate	Moderate+	High	High+
Can use high frequency words and simple phrases related to personal details and particular concrete situations.	Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/herself with some hesitation and circumlocutions on familiar topics.	Has sufficient range of language to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words.	Can strategically select language to express him/herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	Shows great flexibility in reformulating ideas to effectively convey finer shades of meaning, emphasize, differentiate, and clarify. Uses appropriately many idiomatic expressions.

#### Accuracy: Grammar/Sentence

Low	Low+	Moderate	Moderate+	High	High+
Has some control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Shows relatively high degree of grammatical control. Does not make errors that cause misunderstanding and can correct most of his/her mistakes. Uses simple and some complex sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	Maintains grammatical accuracy when using complex language, even when attention is otherwise engaged (e.g., in forward planning or monitoring others’ reactions). Uses a range of grammar and sentence structures strategically

### Accuracy: Genre Narrative

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

### Accuracy: Genre Reports & Essays

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics, following a standardized format.	Can develop an idea with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem and synthesize information from a number of sources.	Can present information 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	Low+	Moderate	Moderate+	High	High+
Can use simple phrases to express an opinion on a familiar topic.	Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can develop an argument, giving reasons in support of or against a particular point of view and explain the advantages and disadvantages of various options. Can synthesize arguments from a number of sources.	Can present arguments 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.	

## Reclassification Cover Sheet

Student Name:

PASID:

DATE:

Grade:

School District:

School:

ACCESS for ELLs® Proficiency Level:

ACCESS for ELLs® Reclassification Points:

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

Points from language use inventory #1:

Points from language use inventory #2:

TOTAL Points for Reclassification:

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

Based on the student's ACCESS for ELLs® overall proficiency level score and use of language as observed by his/her teachers, this student **is recommended / is not recommended** for reclassification as a former EL.

If the student's score exceeds the threshold of 10.5, but the recommendation is not to reclassify the student, then provide an explanation below:

Notes:

ELD Teacher/Director of ELD Signature:

ELD Teacher/Director of ELD Print Name:

RECLASSIFICATION COVER SHEET ACCESS for ELLS 2.0  
ELS WITH IEP'S

STUDENT NAME:

PASID:

DATE:

GRADE:

School District:

School:

Does student have an Individualized Education Plan?

Has the student received ESL/ELD program services for four years? ACCESS 2.0 Scores  
Difference between year one and year two – Scale score from year  
one –

\_\_\_\_/\_\_\_\_(100) =

Is the percentage difference less than or equal to 10%?

Based on the student's ACCESS for ELLs scores and the recommendation of ESL teacher and IEP team, does student meet reclassification criteria?

Notes:

ELD Teacher/Director of ELD Signature:

ELD Teacher/Director of ELD Printed Name:

RECLASSIFICATION COVER SHEET ALTERNATE ACCESS for  
ELLS® - ELS WITH IEP'S

STUDENT NAME:

PASID:

DATE:

GRADE:

School District:

School:

Does student have an Individualized Education Plan? ALTERNATE ACCESS Scores

Year 1 –

Year 2 –

Year 3 –

Did student achieve a score of P2 on two consecutive administrations or achieve the same score for three consecutive administrations?

Based on the student's ACCESS for ELLs scores and the recommendation of ESL teacher and IEP team, does student meet reclassification criteria?

Notes:

ESL Teacher/Coordinator Signature: ESL

Teacher/Coordinator Printed Name: