



# English Learners

Title III

Policies and Procedures



## All EL Law is based on the Civil Rights Act of 1964

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Equal is providing the skills necessary for each student to achieve success in the school environment.

Same Does NOT mean Equal- Lau v. Nichols (US Supreme Court Decision 1974)

It's ALL about the Program Castaneda v. Pickard, 5<sup>th</sup> Cir., 1981 648 F.2d 989 (Us Court Of Appeals

Research-based program, Implementation, Evaluation

Equal access to public education, regardless of immigration status

ALL in- Plyler v. Doe (U.S. Supreme Court Decision 1982)



**It's the  
Law!**

# Who are ELs?

- An English learner is a student (ages 3 -21) who is in the process of acquiring English and has a first language other than or in addition to English.

# Enrolling EL students

- EL Students are enrolled in school with **no barriers** .
- If any EL child does not have proper documentation, the EL student is still enrolled in school. Any enrollment questions can be directed to the Central Office.

All In - Plyler vs. Doe - US Supreme Court 1982

# How are ELs identified?

- All new enrollees must complete the “Home Language Survey (HLS)” .
- Counselors check to see if a language other than English is indicated on the form.

ESSA Title III, Part A, Subpart 2, Section 3302 (b)

Step 1:  
Identify



**HOME LANGUAGE SURVEY**

Student Name: \_\_\_\_\_ Date : \_\_\_\_\_

Date-of-Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

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

Please answer the following questions:

Is a language other than English used in the home? (Circle One)

Yes      No

Did the student have a first language other than English? (Circle One)

Yes      No

Does the student most frequently speak a language other than English? (Circle One)

Yes      No

What is the predominant language spoken in the home by the parent(s)/guardian(s)?

What is the country of national origin of the student?

(This is the country of birth except for military or other dependents who may have been born in another country while a parent was on duty in that country. In that case, the country of national origin is the country of which the parents are citizens.)

Signature of person completing the survey: \_\_\_\_\_

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

Relationship to student: (Circle One)    Mother      Father      Guardian      Self

Signature of translator (if needed): \_\_\_\_\_

# Updated Home Language Survey

# How are ELs identified?

- The School Counselor or designee will administer the WIDA Online Screener assessment for grades 1 -12 or the WAPT for Kindergarten to determine the language needs of the student.

## Scores Below 5.0

If the student scores below 5.0, the student is identified and coded as an EL student and qualifies for EL services. (For Kindergarten, below a 25 on WAPT.)

## Scores 5.0 or Above

If the student scores a 5.0 or above, the student is considered proficient and is not identified as an EL student. S/he will be coded NOMPLOTE

Step 2:  
Screening

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# How are ELs identified?

- The EL Committee

*(Parents, EL Coordinator, Classroom Teacher(s), Administrator, Other Appropriate School Personnel)* will complete the I-ELP (Individual English Language Plan) and determine the best possible EL Services.

- Within 30 working days if the student registered prior to the start of school.
- Within 10 working days if the student registered after the start of school.

Step 3:  
Program Placement









# WIDA Proficiency Levels



Entering	Emerging	Developing	Expanding	Bridging
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
words and pictures	simple sentences	simple paragraph	paragraph	Extended Passages

Language Domain	Proficiency Level (Possible 1.0-6.0)					
	1	2	3	4	5	6
Listening 				4.0		
Speaking 		2.2				
Reading 			3.4			
Writing 			3.5			
<b>Oral Language</b> 50% Listening + 50% Speaking		3.2				
<b>Literacy</b> 50% Reading + 50% Writing			3.5			
<b>Comprehension</b> 70% Reading + 30% Listening			3.7			
<b>Overall*</b> 35% Reading + 35% Writing + 15% Listening + 15% Speaking			3.4			

# Sample Student ACCESS Report

4.8  
Exit score



ACCESS for ELLs 2.0\*  
English Language Proficiency Test

### Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade  
Tier: sample tier  
District ID: XXXXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXXXX  
School: sample school  
District: sample district  
State: sample state

## Individual Student Report 2016

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level <small>(Possible 0-6.0)</small>	Scale Score <small>(Possible 100-500)</small> and Confidence Band	
		<small>See Interpretive Guide for Score Reports for definitions</small>	<small>for definitions</small>
Listening	4.0	368	
Speaking	2.2	320	
Reading	3.4	356	
Writing	3.5	355	
<b>Oral Language</b> <small>50% Listening + 50% Speaking</small>	3.2	344	
<b>Literacy</b> <small>50% Reading + 50% Writing</small>	3.5	356	
<b>Comprehension</b> <small>70% Reading + 30% Listening</small>	3.7	360	
<b>Overall*</b> <small>15% Reading + 35% Writing + 15% Listening + 15% Speaking</small>	3.4	352	

\*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	4	<ul style="list-style-type: none"> <li>understand oral language in English related to specific topics in school and can participate in class discussions, for example:                             <ul style="list-style-type: none"> <li>Exchange information and ideas with others</li> <li>Apply key information about processes or concepts presented orally</li> </ul> </li> <li>Connect people and events based on oral information</li> <li>Identify positions or points of view on issues in oral discussions</li> </ul>
Speaking	2	<ul style="list-style-type: none"> <li>communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:                             <ul style="list-style-type: none"> <li>Share about what, when, or where something happened</li> <li>Describe steps in cycles or processes</li> </ul> </li> <li>Compare objects, people, pictures, events</li> <li>Express opinions</li> </ul>
Reading	3	<ul style="list-style-type: none"> <li>understand written language related to common topics in school and can participate in class discussions, for example:                             <ul style="list-style-type: none"> <li>Classify main ideas and examples in written information</li> <li>Identify steps in written processes and procedures</li> </ul> </li> <li>Identify main information that tells who, what, when or where something happened</li> <li>Recognize language related to claims and supporting evidence</li> </ul>
Writing	3	<ul style="list-style-type: none"> <li>communicate in writing in English using language related to common topics in school, for example:                             <ul style="list-style-type: none"> <li>Describe familiar issues and events</li> <li>Describe processes and procedures with some details</li> </ul> </li> <li>Create stories or short narratives</li> <li>Give opinions with reasons in a few short sentences</li> </ul>

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at [www.wida.us/scorereport](http://www.wida.us/scorereport)

Figure 2: Individual Student Report

# English as a Second Language

## Core Program - ESL

- Content and language are taught at the same time. There is an emphasis on academic language.

## Sheltered Instruction

- Clear, direct, simple English
- Scaffolding
- Adapt content to meet proficiency needs

# BICS

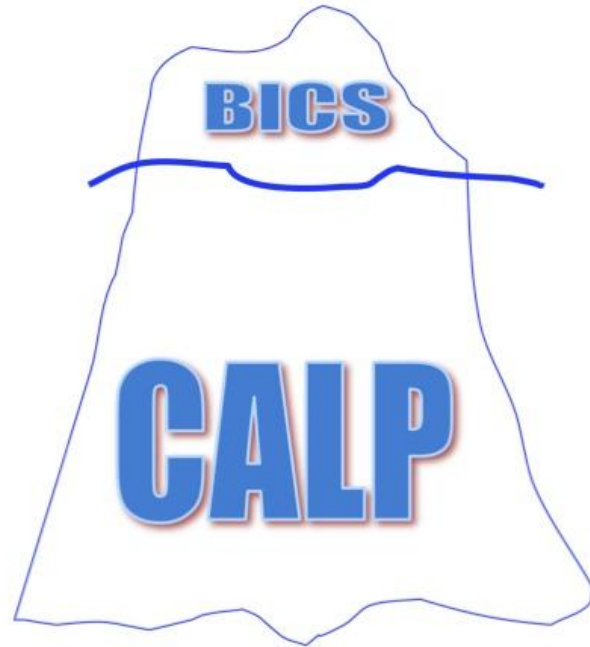
## **Basic Interpersonal Communication Skills**

- conversational, social, everyday language
- fluency takes 1-3 years
- often includes a 'silent period'

# CALP

## **Cognitive Academic Language Proficiency**

- school, textbook, academic language
- takes a minimum of five years to develop even an intermediate fluency; takes a whole lifetime to develop fully



# WIDA Standards

## Five language standards:

- Standard 1: The language of Mathematics
- Standard 2: The language of English Language Arts
- Standard 3: The language of Science
- Standard 4: The language of Social Studies
- Standard 5: Social and Instructional language



## Translation Software

### Parent notices in native language

- Field trips
- Discipline forms

Please see the EL Coordinator (Bart Shannon) or your school counselor if you need access to these services.

# Additional Resources

[www.alabamaachieves.org/English\\_learners](http://www.alabamaachieves.org/English_learners)

