

POTTSVILLE AREA SCHOOL DISTRICT LIEP PROGRAM

MISSION STATEMENT

The mission of the Language Instructional Educational Program (LIEP) in the Pottsville Area School District (PASD) is to provide support and intensive instruction in English and American culture to Non and Limited English Proficient (NEP and LEP) students which will enable them to become successful in the mainstream classroom, the school environment, and the community at large.

ESL PROGRAM

I. Goals and Objectives

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

The objective of the program is to have our ELs increase at least one level of English Proficiency or at least six months on the growth scale based on WIDA ACCESS Scores by the end of the school year or qualify to exit the program.

II. Student/Parent Orientation

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

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

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

III. Student Identification, Assessment and Placement

Enrollment

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

Identification:

Students and/or Student Guardians complete a Home Language Survey (HLS) upon registration with our school district (See Appendix A: Home Language Survey). If the HLS indicates a language other than English for **any** question, **proceed to STEP 2** of the English Learner Identification Procedure. (See Appendix A: EL Identification Procedure)

If the HLS indicates a language other than English **for all questions**, the family interview is optional and you may **skip to STEP 4** of the EL Identification Procedure.

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

Assessment:

Initial identification and reclassification:

The IU 29 Supervisor will assess newly enrolled students without academic records for their English language proficiency within 30 days of the beginning of the school year and within 14 days during the school year using the following instrument:

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

Placement:

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

After it is determined that the student is in need of ELD instruction, a recommendation for age/grade appropriate placement, as well as classroom strategies, grading, and parent

involvement, will be made by the ESL team. The ESL Team may include Principal, ESL coordinator, IU 29 Supervisor, classroom teacher, and guidance counselor.

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

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

IV. Instructional Program

The district language instruction program is based on Pennsylvania's PreK-12 English Language Proficiency/Development Standards (ELPS or ELDS), the WIDA Can Do Descriptors and PA Academic Standards providing a framework for standards-based instructional and assessment planning for English learners so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging commonwealth academic content and student academic achievement standards as all children are expected to meet. We utilize EL Specific English Only Instruction for current ELs. Content teachers will be supported by ESL teachers with techniques and strategies to make appropriate accommodations to instruction and assessment for successful academic achievement of ELs.

We take an eclectic view of the evidenced-based theories but primarily a social interactionist view where the learner discovers the meaning potential of language by participating in communication; one of the most salient and significant modes of discourse being conversation. Zone of Proximal Development (input plus 1) Strategies used as scaffolds such as questioning techniques, modeling, demonstrations to assist learning process using all 4 domains of listening, speaking, reading, and writing to create classrooms where students' lives and experiences are valued, and they explore the multiple functions of literacy, reading and writing to satisfy their own needs and goals. The repetitiveness of the Behaviorist model is used for reinforcement. Explicit vocabulary instruction using vocabulary words based on grade-level content is very important in accelerating EL students' English language development.

Planned Instruction for ELD Classes:

Pottsville Area School District will provide a Language Instruction Education Program (LIEP). An ESL team will review student background information and test results. An instructional plan will be developed that is appropriate to the student's language proficiency level and congruent with the District curriculum. The student will be placed in the LIEP during non-core instructional time. The student will be placed in the regular education program for all other subject areas and activities. ELD classes will be part of the daily schedule and thoughtfully planned from the administrative level so that students are not removed from content classes. As the proficiency of the student advances, a student may require only minimal instructional time, which may be in the form of ongoing support:

however, this support will be planned, structured time within the school day. The number of recommended instructional hours will be determined by the student's needs.

Recommended instructional hours are as follows:

- a. Entering (Level 1)/ Beginning (Level 2) students: up to 2 hours
- b. Developing (Level 3) students: 1-2 hours
- c. Expanding (Level 4) students: up to 1 hour and/or support
- d. Bridging (Level 5) students: exit and monitored

**Levels are defined by the PA ELDS*

Planned Instruction in Academic content areas:

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

Reclassifying Students:

- i. An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for ELLs®, and gathered by teachers using standardized language use inventories.
- ii. Two language use inventories must be completed (See Appendix C). 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.
- iii. The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified. If the score exceeds the state-defined threshold, then the student is eligible to be reclassified.

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

Required Reclassification Criterion:

I. The following tables display the points possible from the ACCESS for ELLs® and the language use inventories (See appendix C):

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.

Monitoring Students:

The progress of Former English Learners (FELs) will be actively monitored using the monitoring forms for the first two years of monitoring (see appendix F). The ESL teacher will collaborate with the content teacher when filling out the monitoring forms four times a year for each monitored student. ELs will continue to be reported to the state for an additional two years (total of four years of monitoring status). Parents will be notified using the Notification of Monitor Status form (see appendix E).

Active Monitoring Period – first two years after reclassification

Monitoring will ensure that ELs in the first two years after reclassification do not struggle academically as a result of persistent language barrier by using the monitoring forms four times in a school year. The forms will be used to actively monitoring students' progress and achievement in the general academic program delivered without specialized, planned language supports.

Additional monitoring period – third and fourth years after reclassification

FELs will be continued to be reported to the state in PIMS for an additional two years after the active monitoring period. They will not be actively monitored for their 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.

Exited Students

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

Re-designating former ELs

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

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

Grading/Retention Policy:

ELs will be graded using the same grading system as all other students. Grades will reflect what the students know and are able to do at their level of English language proficiency.

Grading will also reflect the collaboration and coordination of supports by both ESL teachers and content area teachers.

Students who are receiving ELD instruction, as well as those being monitored must demonstrate the following in order to pass a class/grade:

- a. Actively listen in class.
- b. Take notes
- c. Attempt to do the assigned work. If help is needed, the student must ask the regular education teacher or go to the ESL teacher. If the student does not complete the assignments and does not ask for help, it will be considered a missed assignment.
- d. Behave appropriately in class.
- e. Bring materials to class.
- f. Follow class rules

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

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

The ESL teacher will brief the content teachers prior to the start of the school year about realistic expectations for all students in their classes.

V. Parent Right to Refuse Specialized Programming

Parents of ELs have the right to refuse certain separate, specialized programs and services that may be part of the LIEP for their children. Parents of Identified English Learners will be informed their rights to refuse ELD services as outlined in the English Language Development Program Parental Waiver Form (See Appendix A). Placement and programming decisions will not be made without notifying parents and allowing them to exercise their right to refuse part or all of the separate, specialized LIEP. The district will proceed with the recommended placement in the absence of a response from the parent after they have provided the parent with all of the information outlined above.

VI. Participation in District Testing

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

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

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

- a. All limited English proficient students beyond their first year of enrollment in US schools are to be included in the PSSA assessment.
- b. Limited English proficient students who are in their first year of enrollment in US schools may opt out of the Reading and Writing assessments only.
- c. Reclassified ESL students may be classified in the LEP subgroup during the two-year monitoring process.
- d. English Learners should receive appropriate accommodations as outlined in PDE's PSSA Accommodation Handbook. A list of accommodations will be kept in the student's folder. (Appendix G: PSSA Testing Accommodation Record for ELs)
- e. Spanish version of the PSSA Math and Science tests will be available as an accommodation for a student whose dominant language is Spanish. The student must have been in U.S. schools for less than 3 years and must be proficient in Spanish.

Procedures for state-required assessments:

ELs will participate in all state-required assessments (i.e. PSSA, Keystone Exams) with allowable accommodations.

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

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

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

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

VII. Student Participation in Related and Extra-Curricular Activities

All students are encouraged to participate in a variety of extra-curricular activities offered by the district. The ESL team will monitor ESL students in regards to their participation in extra-curricular activities. These include but are not limited to the following programs:

Title I, gifted and talented, and vocational. Furthermore, ESL students will have equal opportunity to participate in all extracurricular and nonacademic activities that are available to other students. The district ensures that the selection and/or application process for special opportunity programs will not rely solely on measures of English language proficiency. All District staff is familiar with procedures to recommend a student for special opportunity programs.

VIII. Pupil Services

Counseling:

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

Instructional Guidelines for ELs with Disabilities: (changes according to PennLINK 10/21/10)

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

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

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

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

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

Migrant:

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

Vocational-Technical Education:

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

Federal and Other Programs:

English learners may participate in all federal or other programs for which they qualify. (see appendix H: Parental Consent for EL Instruction Programs) The ESL team will direct collaboration of services.

XI. Staff Development Related to Program

District Staff:

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

ESL Staff:

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

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

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

- ELD methods
- second language acquisition
- cross cultural processes
- adapting content area instruction

Content Area Teachers:

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

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

New Hires:

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

X. Funding

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

XI. Title III

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

XII. Community Involvement

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

If the native language cannot be written by Pottsville Area School District staff, then the IU 29 Supervisor will be contacted or district staff will access www.transact.com to provide this service or an interpreter of the District's choice will be hired. The same will apply if an interpreter is needed for meetings.

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

XIII. Communications with Parents

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

XIV. Program Evaluation

An annual evaluation of the LIEP will be conducted to ensure the LIEP is tailored to meet the needs of individual students. (See Appendix J: Review of School District ESL Program). Data to help monitor the program will include but is not limited to the following:

- report card grades
- student assessments
- attendance
- rate of participation in extra-curricular activities
- graduation rate
- discipline rate
- socialization observations
- parent involvement
- staff development programs
- completion of IEP goals

XV. Monitoring

PIMS/ELR System:

The district will submit data annually into the PIMS/ELR system. ELP status of students must be determined by September 30 and reported in the PIMS October District and School Enrollment Collection.

Self-Assessment Instrument:

The district will complete a self-assessment prior to any scheduled on-site visit conducted by the Regional Monitor.

If no on-site visit is planned, the district will update the files of the self-assessment annually (See Appendix J – Review of School District LIEP).

On-Site Monitoring:

The state will communicate with the district to arrange for an on-site monitoring. The Regional Supervisor of ESL will contact the district to set an on-site date and identify the monitoring team.

updated 07/02/18

APPENDIX A

HOME LANGUAGE SURVEY

EL IDENTIFICATION PROCEDURE (K-12)

**DUAL LANGUAGE LEARNER IDENTIFICATION
PROCEDURE (Pre-K)**

PARENTAL WAIVER FORM



HOME LANGUAGE SURVEY

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

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

Child's first name: _____

Child's family name: _____

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

Questions for Parents or Guardians

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

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

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

Parent/Guardian Signature: _____ Date: _____

Interpreter Provided No Yes



**English Learner Identification
Procedure – Grades K-12
(See Pre-K identification guidance for Pre-K students)**

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

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

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

Family Interview

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

Interviewed by: _____

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			

Grade	State (City & School if PA)	Country	Primary Language of Instruction
8			
9			
10			
11			
12			

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

- YES NO

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

- YES NO

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

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

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

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

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

Never (Go to f) Occasionally (Go to g) Often (Skip to g)
- f. DO NOT place this student on the PHLOTE list - DO NOT screen for English language proficiency. End identification procedure.
- g. PLACE this student on the PHLOTE list - Continue with identification procedure. Go to STEP 3.

Comments:

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

Review the information on the family interview. **Review of the family interview must be conducted by an ESL professional.** If the information from the family interview indicates that English is not the student's native language or that exposure to another language may have had a significant impact on the student's English language development, **proceed to STEP 4.**

- **STEP 4:** Conduct a review of the student's academic records from previous schooling if available. Look for evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. If the academic records are not available, or they do not contain reasonable evidence of English proficiency, then **proceed to STEP 5.**

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

- **STEP 5:** Screen the student for English language proficiency using the KW-APT, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener. Record the screening scores below.

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

KW-APT only

Listening and Speaking raw score	Reading raw score	Writing raw score

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

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

Grade Level	Screener	Criteria for identification as an EL
		AND Literacy Composite below 4.2
1-12	WIDA Screener	Overall composite proficiency level below 5.0
1-12	MODEL Screener	Overall composite proficiency level below 5.0

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

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

Name of screener	Score(s)	Score descriptor

- STEP 7:** Determine if the student has **limited or interrupted formal education (LIFE)** using the criteria below:
 - Is enrolling after grade two, AND
 - Has a Literacy score of less than 3.5 on the W-APT, MODEL Screener, or WIDA Screener, AND
 - Has at least two fewer years of age appropriate schooling than peers or has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND
 - Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

Does this student have limited or interrupted formal education?

- YES NO

Proceed to STEP 8.

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

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

Program Placement: _____

Proceed to STEP 9.

- **STEP 9:** Provide parent with a detailed program description and explain identification and placement decision. Parent has the right to refuse placement in a specialized, separate LIEP. See [PDE guidance concerning parental right to refuse services](#). **Proceed to STEP 10.**
- **STEP 10:** Parent accepts or refuses placement in part or in whole in the LIEP. If, after the district notifies the parent of their option to refuse specialized LIEP services, the parent does not respond, then the district may proceed with the recommended program placement. **Proceed to STEP 11.**
- **STEP 11:** Notify receiving school of student identification and placement. **Proceed to STEP 12.**
- **STEP 12:** Initiate an active service record in the district SIS. If the student has limited or interrupted formal education, then ensure that LIFE is identified. **Proceed to STEP 13.**
- **STEP 13:** Schedule student based on program placement and English language proficiency.

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

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

Appendix A

Student who have or are suspected of having a disability

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

If the student arrives with an IEP:

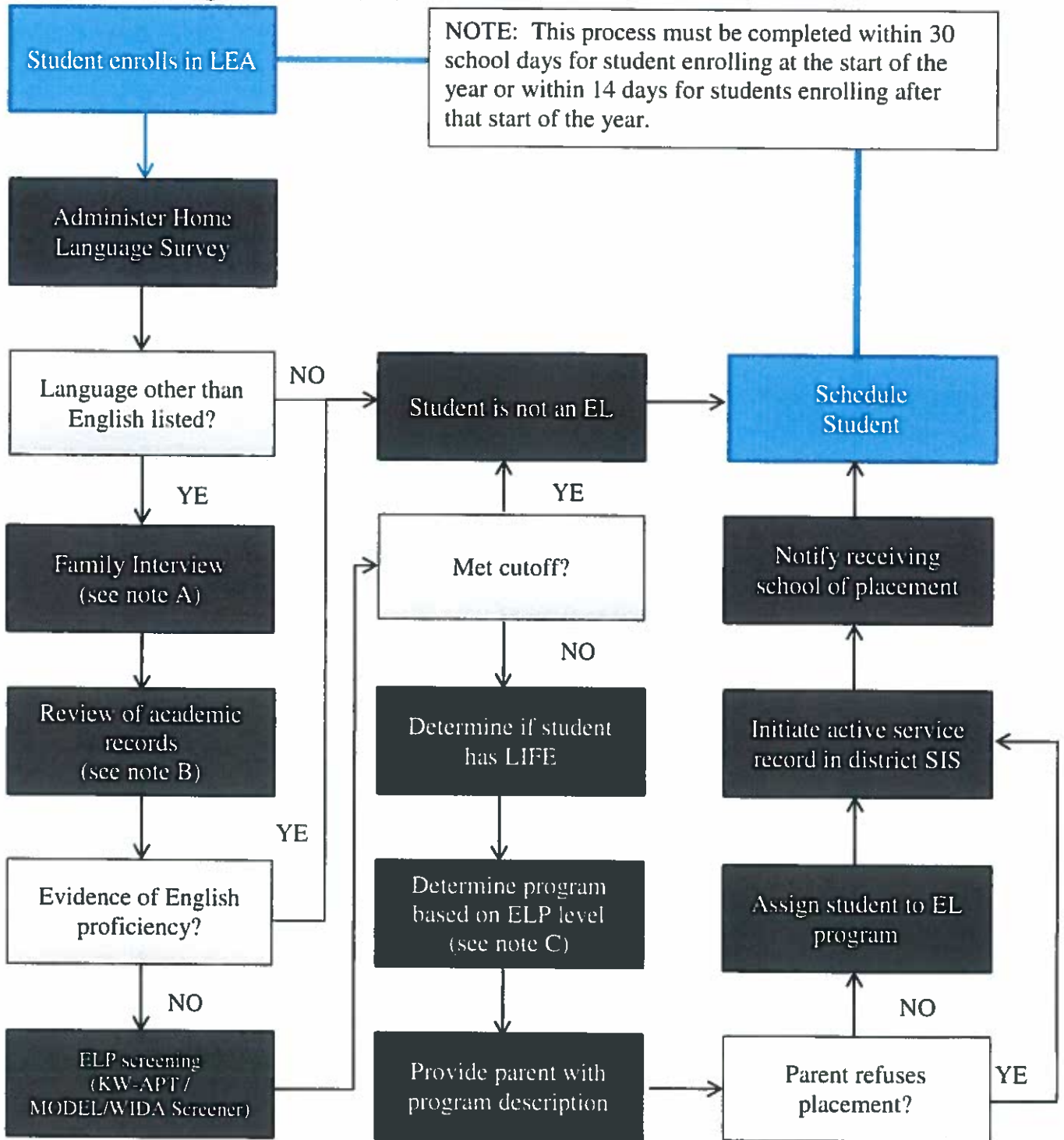
Screening, if required, must be completed with appropriate accommodations and the test results must be interpreted in consultation with Special Education personnel.

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

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

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

English Learner (EL) Identification Procedure Flowchart



Note A:

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

Note B:

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

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

Note C:

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

Kindergarten English Learner (EL) Identification and Placement Process Flowchart
When using the KW-APT only

Administer all 4 domains of the Kindergarten W-APT (listening, speaking, pre-reading and pre-writing) to ALL ELs on the LEA's PHLOTE List

19 or lower on oral composite score indicates that a student likely requires English language assistance instruction.

Between 20 and 24 inclusive on oral composite score indicates that a student may require English language assistance instruction.

25 or higher on oral composite score signifies that a student meets the minimum criteria for English language proficiency and is not an EL.

The LEA must consider student's reading and writing scores.

Reading ≤ 6 OR
Writing score ≤ 4

Reading ≥ 7 AND
Writing ≥ 5

Place the EL into the LEA's Language Instruction Educational Program that will best serve the student's English language learning needs.

No placement into the LEA's Language Instruction Educational Program.



Dual Language Learner Identification Procedure – Pre-K

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

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

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

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

Family Interview

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

Interviewed by: _____
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: _____

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

- YES NO

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

- YES NO

- h. When at home, how often does this student hear a language other than English?
 - Never (Skip to f) Occasionally (Go to b) Often (Go to c) 100% or near 100% of the time (Skip to g: PLACE student on PHLOTE List)
- i. When at home, how often does this student speak a language other than English?
 - Always (Skip to g) Occasionally (Go to c) Never (Skip to f – DO NOT place on PHLOTE List)

- j. When interacting with their parents or guardians, how often does this student hear a language other than English?
 Never (Go to d) Occasionally (Go to d) Often (Skip to g)
- k. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
 Never (Go to e) Occasionally (Go to e) Often (Skip to g)
- l. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?
 Never (Go to f) Occasionally (Go to g) Often (Skip to g)
- m. The student is not a DLL. Do not proceed with the identification process.
- n. This student is potentially a DLL - 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.

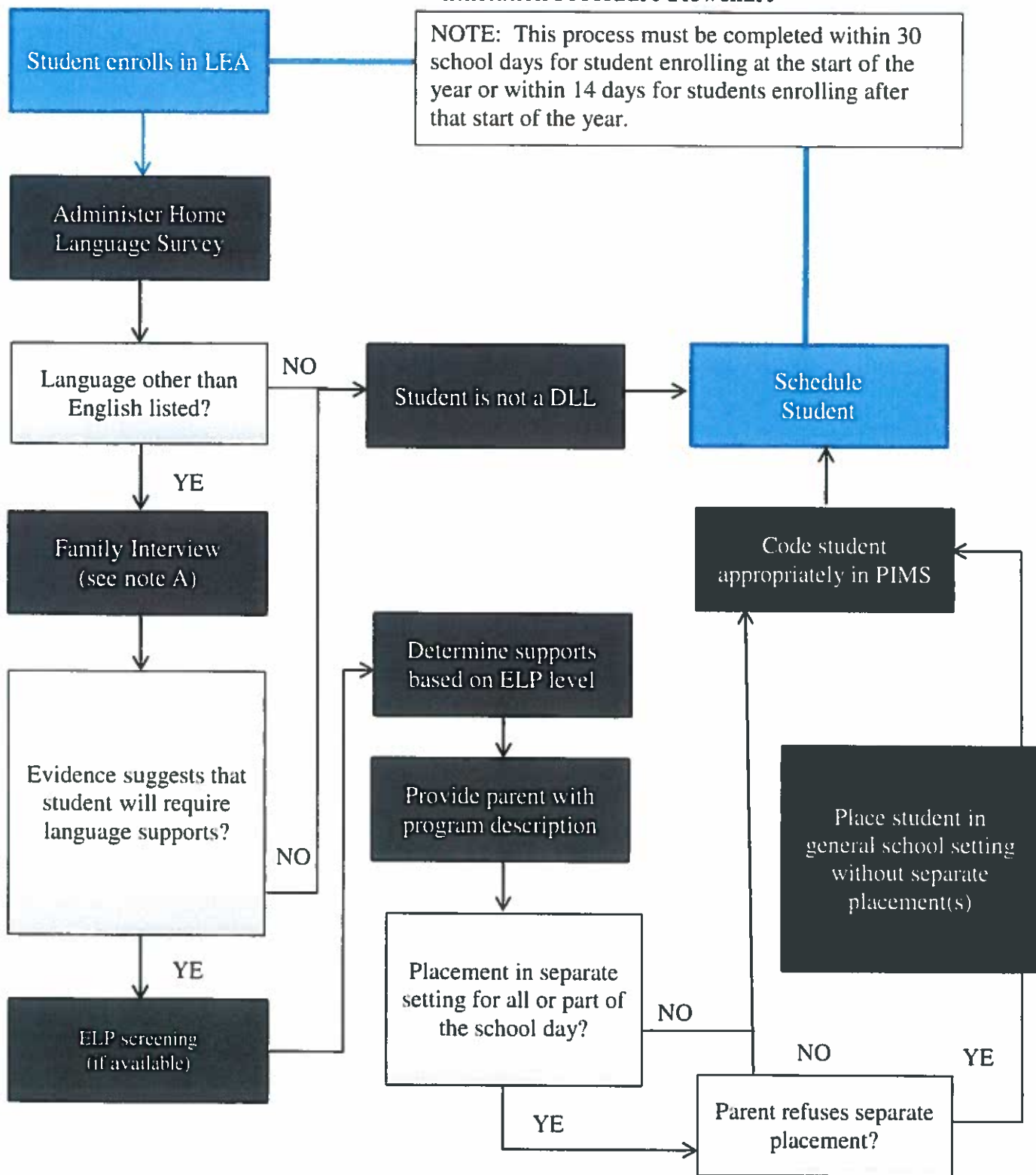
- STEP 6:** Provide the parent(s) with a description of the program and/or the supports that will be provided to their child(ren) and explain the identification decision. Parents have the right to refuse placement in a specialized, separate setting if that is the proposed program design for the DLL. 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.

Pre-K EL Identification Procedure Flowchart

NOTE: This process must be completed within 30 school days for student enrolling at the start of the year or within 14 days for students enrolling after that start of the year.



Pottsville Area School District
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: _____

APPENDIX B

PARENT NOTIFICATION OF SERVICES

POTTSVILLE AREA SCHOOL DISTRICT

HOWARD S. FERNSLER ACADEMIC CENTER

1501 West Laurel Boulevard

Pottsville, PA 17901-1419

Phone: 570-621-2900 • Fax: 570-621-2025

www.pottsville.k12.pa.us

Parent Notification Form

SCHOOL: _____ DATE: _____

TO THE PARENTS OF: _____

The school provides special instruction for students whose first language is not English. This instruction supports the regular classroom work given during school. Your child's level of English proficiency was measured using the WIDA SCREENER and the level is

_____.

The teacher and principal feel that your child will benefit from this service and have scheduled this extra help. The Language Instruction Education Program (LIEP) is taught by

_____ who will work with _____ during the school day.

The method of instruction used in our district is both content-based ELD where instruction is provided in English only and adapted to your child's proficiency level and pull out ELD where the ESL teacher provides one-to-one or small group instruction. Although school districts have an obligation to serve all EL students, parents have a right to decline or opt their children out of a school district's LIEP.

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

Sincerely,

ESL Administrator

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

APPENDIX C

STATE REQUIRED RECLASSIFICATION CRITERIA

LANGUAGE INVENTORY RUBRICS

RECLASSIFICATION RESULTS



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 C).

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 the results will be recorded on the reclassification sheet (Appendix C).

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
	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.

I. 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%.

II. 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.

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.

LANGUAGE INVENTORY RUBRICS

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

Student:

Date:

Evaluator's name:

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

Interaction:

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

Listening:

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

Speaking:

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

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

Grade: Kindergarten
Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

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

Accuracy: Word/ Phrase

LOW	MODERATE	HIGH
Can sequence some letters needed to produce frequently used sight words, but with significant errors that hinders readability. Not able to be to produce phrases or 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.
EVIDENCE:		

Accuracy: Grammar

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

Accuracy: Genre Narratives

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

Accuracy: Genre Information

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

Accuracy: Genre Arguments

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

Grade: 1

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

Student:

Date:

Evaluator's name:

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

Interaction

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

Listening

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

Speaking
LOW

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

Reading

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

Grade 1

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

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

Accuracy: Word/ Phrase

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

Accuracy: Grammar/ Sentence

LOW	MODERATE	HIGH
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical 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.
EVIDENCE:		

Accuracy: Genre Narratives

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

Accuracy: Genre Information

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

Accuracy: Genre Arguments

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

Grades 2-3

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

Student:

Date:

Evaluator's name:

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

Interaction

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

Listening

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

Speaking

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

Reading**LOW****MODERATE****HIGH**

Can read very short, simple texts and find specific, predictable information with illustrations.

Limited understanding of words/phrases with multiple meanings.

Can understand grade-level fiction and non-fiction texts on unfamiliar topics with some support. Use grade-level phonics and word analysis skills in decoding. Begins to understand words/phrases with multiple meanings.

Can understand grade-level fiction and non-fiction texts on unfamiliar topics. Use grade-level phonics and word analysis skills in decoding.

Begins to understand idiomatic expressions and words/phrases with multiple meanings.

EVIDENCE:

Grade: 2-3

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

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

Accuracy: Word/ Phrase

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

Accuracy: Grammar/ Sentence

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

Accuracy: Genre Narratives

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

Accuracy: Genre Informative
LOW

MODERATE

HIGH

Can produce a series of simple phrases and sentences on a research topic. Uses linked sentences to provide very short descriptions of details with little to no use of organizational structure.

Can present information using limited grouping with vague connections. Either the introduction or conclusion is omitted. Uses minimal facts with evidence of phrases or text taken directly from other sources.

Can present information grouped and connected logically with an introduction and conclusion using facts from text or other sources in their own words.

EVIDENCE:

Accuracy: Genre Opinion/Argument
LOW

MODERATE

HIGH

Can express a point of view on a familiar topic in a series of simple sentences which may present supporting details. Uses no conjunction words.

Can express a single-stance on a familiar subject in a text with a delineated introduction or conclusion with 2 or fewer supporting reasons. Uses some conjunction words to link supporting details.

Can express a single-stance on a familiar or academic subject in a clear, well-structured text with delineated introduction and conclusion with 3 or more supporting reasons. Uses conjunction words to link supporting details.

EVIDENCE:

Grades: 4-12

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

Student:

Date:

Evaluator's name:

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

Interaction

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

Listening

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

Speaking

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

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

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

Grades: 4-12

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

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

Accuracy: Word/ Phrase

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

Accuracy: Genre Narratives

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

Accuracy: Genre Reports & Essays

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

Accuracy: Genre Arguments
LOW

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

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

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

Interaction

LOW	LOW+	MODERATE	MODERATE+	HIGH	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, 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.

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: _____

ESL Teacher/Coordinator Signature: _____

ESL Teacher/Coordinator Printed Name: _____

APPENDIX D

PARENT LETTER ON WIDA SCORES

POTTSVILLE AREA SCHOOL DISTRICT

HOWARD S. FERNSLER ACADEMIC CENTER

1501 West Laurel Boulevard

Pottsville, PA 17901-1419

Phone: 570-621-2900 • Fax: 570-621-2025

www.pottsville.k12.pa.us

Parent Letter on WIDA Scores

Date:

Dear Parent or Guardian,

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

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

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

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

Sincerely,

ESL Advisor

APPENDIX E

NOTIFICATION OF MONITOR STATUS

POTTSVILLE AREA SCHOOL DISTRICT

HOWARD S. FERNSLER ACADEMIC CENTER

1501 West Laurel Boulevard

Pottsville, PA 17901-1419

Phone: 570-621-2900 • Fax: 570-621-2025

www.pottsville.k12.pa.us

Notification of Monitor Status

Dear Parent or Guardian:

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

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

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

ESL Teacher

Supervisor of ESL

Elementary Administrator

Secondary Administrator

Active monitoring years _____

Additional monitoring years _____

Tradition • Integrity



Dedication • Excellence

We are an equal rights and opportunity school district

APPENDIX F

POST-EXIT MONITORING FORM

NOTIFICATION OF EXIT

POTTSVILLE AREA SCHOOL DISTRICT

Student Name: _____

1st Year of Monitoring

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

Quarter

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

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

1 st	2 nd	3 rd	4 th

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

Do you recommend that this student be considered for reclassification as an EL?	1 st	2 nd	3 rd	4 th

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

2nd Year of Monitoring

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

Quarter

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

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

1 st	2 nd	3 rd	4 th

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

Do you recommend that this student be considered for reclassification as an EL?	1 st	2 nd	3 rd	4 th

POTTSVILLE AREA SCHOOL DISTRICT

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

Student Name: _____

To be completed by appropriate ESL staff

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

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

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

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

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

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

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

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

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

POTTSVILLE AREA SCHOOL DISTRICT

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

	1 st	2 nd	3 rd	4 th	
I recommend that this student be reclassified as an EL.					
If a recommendation is made to reclassify, have the parents been notified?				YES	NO

Student Name: _____

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

Language Arts

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

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

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

Quarter			
1 st	2 nd	3 rd	4 th

	1 st	2 nd	3 rd	4 th
Have ESL strategies been implemented to respond to the language needs of the former EL?	Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an EL?	Y N	Y N	Y N	Y N

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

Mathematics

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

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

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

Quarter			
1 st	2 nd	3 rd	4 th

	1 st	2 nd	3 rd	4 th
Have ESL strategies been implemented to respond to the language needs of the former EL?	Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an EL?	Y N	Y N	Y N	Y N

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

	1 st	2 nd	3 rd	4 th
Have ESL strategies been implemented to respond to the language needs of the former EL?	Y N	Y N	Y N	Y N
Do you recommend that this student be considered for reclassification as an EL?	Y N	Y N	Y N	Y N

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

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

To be completed by appropriate ESL staff

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

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

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

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

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

Additional Recommendation(s):

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

POTTSVILLE AREA SCHOOL DISTRICT

HOWARD S. FERNSLER ACADEMIC CENTER

1501 West Laurel Boulevard

Pottsville, PA 17901-1419

Phone: 570-621-2900 • Fax: 570-621-2025

www.pottsville.k12.pa.us

Notification of Exit

Dear Parent or Guardian:

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

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

ESL Teacher _____

Supervisor of ESL _____

Elementary Administrator _____

Secondary Administrator _____

APPENDIX G

PA REQUIRED TESTING ACCOMMODATION RECORD

POTTSVILLE AREA SCHOOL DISTRICT
PA Required Testing - Accommodation Record
for English Learners

Review Accommodation Guidelines posted on the PDE website. Complete this annually and retain in permanent file.

Student: _____ **ELD Instructional Hours** ____ hrs/day

School Year: _____ **District:** _____ **Building:** _____

Persons (Name/Title) completing form: _____

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

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

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

APPENDIX H

PARENTAL CONSENT FOR ENGLISH LANGUAGE INSTRUCTION PROGRAM

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
BUREAU OF TEACHING AND LEARNING SUPPORT
January 12, 2005

SUBJECT: Parental consent for English language instruction programs

TO: Superintendents
Chief Executive Officers
Principals
Intermediate Unit ESL Program Coordinators
School District ESL Program Coordinators

FROM: Barbara Mowrey
ESL/Bilingual Education Advisor
Title III State Director

The following information explains the obligations of LEAs providing ESL/Bilingual programs to students identified as English language learners (ELLs) as they relate to parents' requests to opt their children out of such instruction.

LEA's Obligation to Provide ESL/Bilingual Programs

Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d (Title VI), requires school districts to provide equal educational opportunity to language minority students. Pursuant to Title VI, each district must identify which of its students have limited English proficiency and provide an effective program that affords meaningful access to the district's educational program.

Section 4.26 of the Pennsylvania State Board of Education regulations, 22 Pa. Code §4.26, codifies this requirement as follows:

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.

Therefore, ESL/Bilingual programs are mandated. School districts may choose to implement an ESL/Bilingual program based upon a variety of models to address their districts' specific needs. Regardless of the manner in which a school district chooses to operate its ESL/Bilingual program, the district remains responsible to provide a core program to ensure that each limited English proficiency (LEP) student's English proficiency and academic needs are met.

Parents' Limited Right to Opt Out of ESL/Bilingual Programs

Section 4.4 (d) (3) of the Pennsylvania State Board of Education regulations, 22 Pa. Code §4.4(d) (3), requires school districts to adopt

policies that permit parents to have their children excused from specific instruction only in the limited circumstance described below:

School districts (including charter schools), AVTSs and intermediate units shall adopt policies to assure that parents or guardians have the following:

The right to have their children excused from specific instruction which conflicts with their religious beliefs, upon receipt by the school district (including charter schools), AVTS or intermediate unit of a written request from the parents or guardians.

Consequently, a parent may not seek to have his or her child excused from a district's ESL/Bilingual program unless the instruction conflicts with the family's religious belief.

Title III of the No Child Left Behind Act of 2001 (NCLB)

Title III funding may be used by school districts to enhance existing ESL/Bilingual programs. NCLB makes it clear that Title III funding is to be used to supplement, not supplant, existing programs. Title III funded enhancements may include, but are not limited to, after-school programs, summer programs, tutorial programs or additional supports funded by Title III. Parents may opt out of Title III services that support a district's ESL/Bilingual program per the NCLB Act, 20 U.S.C. §3302.

Summary of LEA Requirements Regarding ELLs

- All students entering the district must be given a Home Language Survey (HLS). THERE ARE NO EXCEPTIONS for the HLS. It is part of the enrollment process.
- Based on the responses to the HLS, students must be assessed for potential placement in a program unless they meet the criteria outlined in the PENNLINK entitled LEP ASSESSMENT dated September 24, 2004. There are certain student scenarios that may preclude assessment if a student can demonstrate English language proficiency.

Students should meet two of the following three criteria to be exempted from a formal English language proficiency assessment.

- Final grades of B or better in core subject areas (Mathematics, Language Arts, Science and Social Studies);
- Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA;
- Scores of Basic in Reading, Writing and Math on the PSSA.

Newly enrolling students completing the HLS with previous school records indicating that they meet two of the three criteria above may

also be exempt from formal assessment for placement in ESL/Bilingual programs. However, newly enrolling students without such records must be assessed for their English language proficiency.

The formal English language proficiency assessment results are the indicator for placement in ESL/Bilingual programs and can be used in combination with the criteria above to determine the best instructional placement for students.

Student records for children from other states or school systems can be considered as part of the criteria.

- Parent permission to assess IS NOT REQUIRED.
- Parent notification of student assessment results and placement in an ESL/Bilingual program is required.
- Written parent notification for student placement in Title III programs/services is required along with written guidance pertaining to parental rights, including the right to have the child immediately removed from or decline enrollment in such a program. 20 U.S.C. § 3302 (a) (8) (A) (i) and (ii).
- Non-English speaking parents must be provided communications in a language they understand to the extent practicable. Using a student or a minor to provide translation is inappropriate.
- English language proficiency assessment results, for both district and state assessment, are placed in the student's permanent records.
- LEAs must present the ESL/Bilingual Program Plan that defines the core program for all students to parents/students. Individualized plans are not required.
- LEAs may choose to list Title III funded programs/opportunities for students so that parents may decide if they want their child to be included in the instructional program(s)/service(s).
- LEAs must inform parents of the criteria to exit an ESL/Bilingual program.
- It is important to note that the hallmark of a successful ESL/Bilingual program is student progress toward English language proficiency and the PA Academic Standards.
- Placement in an ESL/Bilingual program is not a permanent placement or label. The goal is to exit the child as soon as he/she is able to meet the exit criteria.
- Monitoring is required for two years after a student exits an ESL/Bilingual program and appropriate records must be maintained on student progress.

APPENDIX I

NOTIFICATION OF COMMUNICATION PROCEDURE WITH PARENTS

POTTSVILLE AREA SCHOOL DISTRICT

HOWARD S. FERNSLER ACADEMIC CENTER

1501 West Laurel Boulevard

Pottsville, PA 17901-1419

Phone: 570-621-2900 • Fax: 570-621-2025

www.pottsville.k12.pa.us

Dear Parent or Guardian:

In accordance with federal law, the Pottsville Area School District will make every effort to translate written notifications that will be sent home to non-English speaking parents.

If you need to contact your child's school during the day for any reason, please contact one of our staff members listed below. This individual will be able to assist you personally, or if necessary, provide a translator or interpreter. If you wish to meet with your child's teacher, please request an appointment and allow ample time for the school district to secure a translator if necessary.

Dr. Jared Gerace	Elementary Principal	570/621-7677
Mrs. Caitlyn Mohl	Middle School Vice Principal	570/621-2921
Mrs. Tiffany Reedy	High School Principal	570/621-2960

Dr. Jeffrey S. Zwiebel
Superintendent

APPENDIX J

REVIEW OF SCHOOL DISTRICT LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP)

POTTSVILLE AREA SCHOOL DISTRICT

REVIEW OF SCHOOL DISTRICT LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP)

I. ADMINISTRATION

ADMINISTRATION: Philosophy

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

ADMINISTRATION: Policy

- | | | | |
|------------------------------|-----------------------------|-----|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 9. | Are ELs held to the same high expectation of learning established for all students? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 10. | Is there a written statement regarding principles for administering or developing the LIEP? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 11. | Is the program available from Kindergarten through grade twelve? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 12. | Is there a program/principal's handbook detailing program policy? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 13. | Is the LIEP administrator a part of the District admin. team? |

- Yes No 14. Is there a statement of commitment to staff development?
- Yes No 15. Are fiscal resources equitably allotted for implementation of this program?

ADMINISTRATION: Procedures

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

ADMINISTRATION: Staffing

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

- Yes No 29. Are there specific staff designated to administer, evaluate and interpret the assessments used with EL students?
- Yes No 30. Are there specific staff designated to identify and gather community resources?
- Yes No 31. Has the District identified and trained interpreters (oral) and translators (written)?
- Yes No 32. Is District administrative staff (e.g., content supervisors, assistant superintendent, etc.) familiar with programmatic requirements for ELD instruction?
- Yes No 33. Is District administrative staff (e.g., content supervisors, assistant superintendent, school board members, etc.) familiar with legal and regulatory requirements for LIEP?
- Yes No 34. Does all staff participate in in-service training reflective of the language and cultural needs of ELs?

Summary of LIEP Staffing (Questions 21 – 34)

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

ADMINISTRATION: Program Monitoring

- Yes No 35. Is the District monitoring the effectiveness of its LIEP?
- Yes No 36. Does the monitoring include gathering and evaluating data to compare ELs currently in the LIEP with former ELs exited from the program, and with native speakers of English?

- | | | | |
|------------------------------|-----------------------------|-----|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 37. | Has the LIEP ever been modified as a result of program monitoring? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 38. | Does the monitoring include gathering and evaluating data to compare LIEP students with non-program students with respect to grade retention? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 39. | Does the monitoring include gathering and evaluating data to compare LIEP students with non-program students with respect to achievement ? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 40. | Does the monitoring include gathering and evaluating data to compare LIEP students with non-program students with respect to attendance ? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 41. | Does the monitoring include gathering and evaluating data to compare LIEP students with non-program students with respect to participation in extracurricular activities ? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 42. | Does the monitoring include gathering and evaluating data to compare LIEP students with non-program students with respect to dropout rates ? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 43. | Does the monitoring include gathering and evaluating data to compare LIEP students with non-program students with respect to graduation rates ? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 44. | Does the monitoring include gathering and evaluating data to compare LIEP students with non-program students with respect to placement in special education ? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 45. | Does the monitoring include gathering and evaluating data to compare LIEP students with non-program students with respect to placement in gifted programs ? |

I. PROGRAM DESIGN AND DELIVERY

PROGRAM DESIGN AND DELIVERY: Standards

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

achievement in academic standards by ELs?

PROGRAM DESIGN AND DELIVERY: Curriculum and Instruction

- | | | | |
|------------------------------|-----------------------------|-----|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 5. | Is planned instruction for ELD written and approved by the School Board? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 6. | Is the District mission statement used to guide instruction? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 7. | Does the planned instruction address strategies for assisting students to make progress toward academic standards required for high school graduation? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 8. | Is the curriculum aligned with instructional goals, texts, instructional practices and assessments? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 9. | Is the LIEP articulated clearly enough that all stakeholders can see the relationship between it and the general education program? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 10. | Is planning time provided for ESL teachers to meet with content area teachers of English Learners? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 11. | Are assessment results used for program modification? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 12. | Are textbooks and other instructional materials adequate to implement the program? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 13. | Do ELs develop full productive and receptive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 14. | Do ELs receive instruction that reflects their language proficiency levels? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 15. | Do instructional media and library collections reflect the needs of the instructional program for ELs? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 16. | Do ELs have equal access to computers and other technologically advanced instructional assistance? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 17. | Does the general education curriculum reflect the cultural background(s) of all students? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 18. | Does the instructional program for ELs in special education take into account their language needs with respect to the IEP? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 19. | Does the instructional program for ELs in migrant education take into account their language needs? |

PROGRAM DESIGN AND DELIVERY: Identification

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

PROGRAM DESIGN AND DELIVERY: Assessment

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

PROGRAM DESIGN AND DELIVERY: Exit

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

**PROGRAM DESIGN AND DELIVERY: Coordination with
Other Programs**

- | | | | |
|------------------------------|-----------------------------|-----|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 33. | Are ELs provided equal opportunity for participation in gifted programs ? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 34. | Are ELs provided equal opportunity for participation in vocational/technical programs ? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 35. | Are ELs provided equal opportunity for participation in college preparatory programs ? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 36. | Are ELs provided equal opportunity for participation in advanced placement programs ? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 37. | Do ELs have equal access to appropriate early childhood programs? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 38. | Does the District ensure coordination between the regular and the special education programs in meeting the particular needs of ELs who are in special education? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 39. | Does the staff perceive that the District identifies and places all ELs who need special education services in a timely manner? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 40. | Do IEPs for ELs include special consideration of English as a Second Language instruction? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 41. | Does the District ensure coordination between the regular and the special education programs in meeting the particular needs of ELs who are in migrant education programs? |

III. SUPPORT SERVICES and COMMUNICATION

SUPPORT SERVICES AND COMMUNICATION: Supportive Services

- | | | | |
|------------------------------|-----------------------------|----|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 1. | Are all staff members knowledgeable of their role(s) with regard to LEP students? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 2. | Does the district maintain enrollment information that includes the number of EL students for each school? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 3. | Does data collected regarding achievement include ELs? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 4. | Does data collected regarding grade retention include ELs? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 5. | Does data collected regarding attendance include ELs? |

- | | | | |
|------------------------------|-----------------------------|-----|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 6. | Does data collected regarding participation in extracurricular activities include ELs? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 7. | Does data collected regarding placement in special education include ELs? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 8. | Does data collected regarding dropout rates include ELs? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 9. | Do instructional media and library collections reflect the multicultural needs of the student population? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 10. | Do ELs participate in special opportunity programs? (e.g., Gifted, Advanced Classes) |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 11. | Is the assessment for participation in special opportunity programs similar for ELs and non-ELs? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 12. | Are migrant students identified and provided appropriate services? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 13. | Are migrant students provided appropriate ELD Instruction? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 14. | Is there coordination between the content area and ESL teachers and the migrant education program? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 15. | Are Title I funds appropriately utilized for services that are not remedial, but complement ELD instruction? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 16. | Are counseling and related services provided in the language best understood by the student? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 17. | Are MDEs, when necessary, conducted in the language best understood by the student? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 18. | Is transportation available to ELs? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 19. | Is career guidance available to ELs? |

SUPPORT AND COMMUNICATION SERVICES: Communication Systems

- | | | | |
|------------------------------|-----------------------------|-----|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 20. | Are there methods in place to provide school communications to language minority families in a language they can understand? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 21. | Are assessment results explained to the language minority community in a language they can understand? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 22. | Is a meeting held at the beginning of each year to inform language minority families of LIEP and other District services? |

- | | | | |
|------------------------------|-----------------------------|-----|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 23. | Does the District seek input from parents on information and decisions that affect all critical aspects of the education of ELs? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 24. | Are there methods in place to provide school communications to students who are not proficient in English? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 25. | Are language minority parents or guardians of special education students notified of procedural safeguards in their native language or preferred mode of communication? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 26. | Is there a parent advisory committee to the LIEP? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 27. | Does the school community understand the goal of the LIEP? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 28. | Do staff members, who work with families in the identification of PHLOTE students, speak and understand the appropriate language(s)? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 29. | Has the school community been informed of the legal requirements for the LIEP? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 30. | Does the school community understand the roles of the ESL program staff? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 31. | Does the community at-large understand the goal of the LIEP? |

IV. STAFF DEVELOPMENT

- | | | | |
|------------------------------|-----------------------------|----|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 1. | Is a needs assessment conducted for staff development? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 2. | Are goals established? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 3. | Is a realistic plan developed and implemented? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 4. | Do ESL staff members participate in the planning of in-service activities? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 5. | Are there staff development offerings about ELs available to all staff? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 6. | Are equitable resources dedicated to staff development of ESL program teachers? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | 7. | Have staff who administers the District's EL identification procedures received special training on these procedures? |

- Yes No 8. Is all school staff knowledgeable of the procedures for identifying students who have a primary language other than English (PHLOTE)? If "no" explain why not?
- Yes No 9. Has the District trained the staff who administer, evaluate and interpret the results of the assessment methods used?
- Yes No 10. Have the needs of the LIEP been considered in the development of the District staff development plan?

Date form completed:

Name and Position of person completing form:
