CAMPBELL COUNTY PUBLIC SCHOOLS

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM

*PROVIDING A WORLD-CLASS EDUCATION
THAT ENABLES EVERY STUDENT
TO CHOOSE AND PURSUE ANY POST K12 ENDEAVOR*

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Introduction

Federal and state laws have been enacted to ensure that English Learners (ELs) receive a meaningful education that is equitable to their non-EL peers. *Title VI* of the *Civil Rights Act of 1964*, *Title III, Part A: Language Instruction for English Learners and Immigrant Students*, the *Every Student Succeeds Act (ESSA)*, and the *Code of Virginia: Language of instruction § 22.1-212, Identification of limited English proficient students § 22.1-253.13:1, Enrollment of ELLs over age 18 § 22.1-5, Funding § 22.1- 199.1, Staffing §22.1-253.13:2,* and *High Quality Professional Development § 22.1-253.13:5* are major pieces of legislation surrounding EL education. In addition, the United States Department of Justice and United States Department of Education jointly published a *[Dear Colleague](#)* letter that clarifies the federal civil rights requirements for the education of ELs and outlines the school division's legal obligations on this matter.

This handbook has been developed to assist teachers, principals, school testing coordinators, counselors, and other staff in meeting the needs of ELs. Adherence to the policies, procedures, and recommendations set forth in this handbook will ensure that Campbell County Public Schools (CCPS) meets the requirements of the laws and guidelines. The handbook will also provide information concerning:

 Meeting state requirements, including instruction and assessment;

- Meeting federal requirements under Every Student Succeeds Act (ESSA);
- Meeting requirements to identify, assess, and place LEP students in the appropriate grades, courses, and programs, and monitor their progress; and
- How to help EL students develop English language proficiency skills and meet state academic achievement standards

 The Campbell County Public Schools' Language Instruction Educational Program will be reviewed and evaluated yearly by a committee made up of the Assistant Superintendent, Title III Coordinator, EL teacher, a building principal, and a guidance counselor, and a mainstream teacher. When the evaluation indicates that the LIEP is not achieving its goals, the district will modify its program accordingly. The school division remains open to exploring the most appropriate models to serve its ELs. The formal evaluation will examine and make recommendations regarding the following:

- Curriculum goals and objectives, evaluated according to needs
- The rate of students' progress toward full proficiency in English
- Students' progress in curricular areas measured using tests, portfolios, standardized tests, and performance assessments
- Program effectiveness: identification, assessment process, exiting, monitoring, staffing, parental notifications, and adequacy of facilities and instructional materials
- Whether ELs participate successfully in the full curriculum, as determined by graduation rates, scholastic achievement, awards, and honors in sports and other extracurricular activities
- Whether ELs have access to all district programs, including vocational education and special education
- Whether ELs are being retained in a grade or are dropping out at rates similar to their non–EL peers

Campbell County Public Schools' goal is to provide English Learners with the educational experiences and resources they need to acquire the English language and access the curriculum. It is the division's goal to support ELs so that they will succeed in the school setting, as well as in the community. **All** teachers in CCPS are dually responsible for course or grade level content and language development of their students. **All** CCPS staff members are responsible for the integrity of the program so that all ELs are respected, encouraged, and supported throughout their educational journeys.

This document is a compilation of information that has come from several Virginia Department of Education resources, as well as information from Staunton City and King William Schools' *English Speakers of Other Languages (ESOL) Teacher Handbook*, and the WIDA Consortium.

DEFINITIONS AND ACRONYMS USED THROUGHOUT THIS MANUAL

Academic language versus Social language: Academic language is the language of school used in textbooks, essays, assignments, class presentations, and assessments. Social language is the language of everyday communication.

Campbell County Public Schools, acronym is CCPS

Content-based instruction: An instructional model in which academic subject matter is taught in English such that students learn academic content and language skills simultaneously

English Language Development (ELD) course: A one block course (45 minutes) offered to level 1 and level 2 ELs in the middle and high school

English Language Development standards, acronym is ELD: The WIDA standards that are the basis for programs, curriculum, and instruction of English Learners

English Learner (EL):

Federal law defines a "limited English proficient" (now known as an "English Leaner") student as a student:

- who is aged 3 through 21;

- who is enrolled or preparing to enroll in an elementary school or secondary school;

- who was not born in the United States or whose native language is a language other than English;

- who is a Native American or Alaska Native, or a native resident of the outlying areas; and

- who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

- who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —

    o the ability to meet the State's proficient level of achievement on State assessments;

    o the ability to successfully achieve in classrooms where the language of instruction is English; or

    o the opportunity to participate fully in society.

ELL Teacher: A teacher with the Virginia Endorsement of *English as a Second Language PreK – 12*

Former English Learner, acronym is FEL: A student who has met the criteria to exit the language instruction educational program, and is in years 1 – 4 of monitor status

Green Folder: Each EL student must have LIEP Record. In Campbell County Schools, this program record is known as the EL Green Folder. LIEP staff are responsible for maintaining this folder and its contents. All test results as well as other forms of documentation are kept in this folder. (See "EL Student Green Folder Checklist" in Appendix A).

Immigrant Youth (IY): An immigrant and youth (IY) student in the Commonwealth of Virginia is classified per the federal government definition as described in Public Law 107-110, the No Child Left Behind Act of 2001:

- are aged 3 through 21;
- was not born in any state; and
- have not been attending one or more schools in any one or more states for more than three full academic years.

 NOTE: LOCAL EDUCATION AGENCIES (LEAS) MUST APPLY THE "THREE FULL ACADEMIC YEARS" REQUIREMENT ON A CUMULATIVE BASIS.

Infinite Campus: Campbell County Public Schools' student information management system

Language Instruction Educational Program (LIEP): Campbell County Public Schools' instructional program for students identified as English Learners

Proficiency Level: English language proficiency in all four domains; listening, reading, writing, and speaking, as determined by the results of the ACCESS test

Push-In Instruction: A model where LIEP staff work inside the student's regular education classroom to help the general education teacher provide instruction

Pull-Out Instruction: A model where ELs are pulled out of their mainstream classroom to receive English language instruction from LIEP staff

Standards of Learning, acronym is SOL. Virginia's required content standards for various courses offered in school divisions across the state. Some courses have Standards of Learning assessments, known as *SOL tests* or *SOL assessments*

Student with Limited or Interrupted Formal Education (SLIFE): A Student with Limited and/or Interrupted Formal Education (SLIFE) is an English Learner who

- enters or re-enters any school in the Unites States at or after the age of eight; **AND**
- is identified at English Language proficiency (ELP) Level One or Two; **AND**
- has at Least two years less schooling than similar-age peers.

WIDA® ACCESS for ELLs® 2.0: An English language proficiency test given to students typically during the months of February to late March

WIDA Screener: A tool used to screen students whose *Home Language Survey* indicates that they may be an English Learner.

CODE OF VIRGINIA QUICK FACTS

How does the Code of Virginia define school age?

"Person of school age" means a person who will have reached his fifth birthday on or before September 30 of the school year and who has not reached twenty years of age on or before August 1 of the school year.

Can ELs over the age of 18 attend Virginia public schools?

School boards may accept and provide programs for students for whom English is a second

language who entered school in Virginia for the first time after reaching their twelfth birthday, and who have not reached 22 years of age on or before August 1 of the school year. No tuition shall be charged such students, if state funding is provided for such programs (*Code of Virginia, § 22.1-5. D*).

Can ELs be taught in their native language in a Virginia public school?

Pursuant to *Code of Virginia* § 1-511, school boards shall have no obligation to teach the standard curriculum, except courses in foreign languages, in a language other than English. School boards shall endeavor to provide instruction in the English language which shall be designed to promote the education of students for whom English is a second language (*Code of Virginia* § 22.1-212.1).

In Campbell County, Public Schools, providing content in the student's home language using technology translation applications or programs is a modification that educators may opt to use in some classroom scenarios.

What about students who are exchange students or here on a student visa?

For students on J-1 (Exchange Visitor) visas and F-1 (Exchange High School Student) visas, the standard identification, screening, and placement process must be followed as required by Title VI, the Civil Rights Act of 1964, to determine if the student is LEP. If the school division has followed this process and determined that the student is not LEP, this determination should be documented in the student's scholastic record.

This means when these students enroll, they should be given the Home Language Survey (HLS), and then screened for language proficiency and LIEP services. While some exchange programs maintain their exchange-students are fluent in English, CCPS must follow federal regulations of identification, screening, and placement.

Is a family required to provide a social security number to enroll in a Virginia public school?

It shall be unlawful for any agency to require an individual to disclose or furnish his social security account number not previously disclosed or furnished, for any purpose about any activity, or to refuse any service, privilege or right to an individual wholly or partly because the individual does not disclose or furnish such number, unless the disclosure or furnishing of such number is specifically required by federal or state law *Code of Virginia*, §2.2-3808. A.

What are the requirements for parental notification and high school graduation of ELs?

Each local school board shall provide notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§ 22.1-1 et seq.) of this title, to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation as provided in the standards for accreditation. If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5 (*Code of Virginia*, §22.1-253.13:4. Standard 4. C).

Where can I find the Code of Virginia?

[The Code of Virginia](#)

What legal obligations do schools have to English Language Learners (ELLs)?

Under civil rights law, schools are obligated to ensure that ELLs have equal access to education.

It is the responsibility of schools to ensure that all students, including these English language-learning (ELL) students, have equal access to a quality education that enables them to progress academically while learning English. The specific services to be provided are not specified by federal or state law; however, legislation provides the following broad outlines.

In 1970, the federal Office for Civil Rights (OCR) issued a memo regarding school districts' responsibilities under civil rights law to provide an equal educational opportunity to ELLs. This memorandum stated:

"Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

Although the memo requires school districts to take affirmative steps, it does not prescribe the content of these steps. It does, however, explain that federal law is violated if:
- students are excluded from effective participation in school because of their inability to speak and understand the language of instruction;
- national origin minority students are inappropriately assigned to special education classes because of their lack of English skills;
- programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead-end track; or
- parents whose English is limited do not receive school notices or other information in a language they can understand.

(https://ncela.ed.gov/faqs/view/6)

Federal and state laws require that there is a process in place to screen all students enrolling in public schools for potential identification as an English Learner. CCPS includes a *Home Language Survey* (Appendix A) in the enrollment process for each student.

The designated enrollment officer at each school is responsible for reviewing the responses on the *Home Language Survey* of every newly enrolled student (and those who have left CCPS and are re-enrolling) to determine whether an answer other than "English" has been indicated for any question on the form.

The questions on the paper *Home Language Survey* form are:

➢ *What is the primary language used in the home, regardless of language spoken by the student?*
➢ *What language is most often spoken by the student?*
➢ *What is the first language the student acquired?*

The questions used on the online registration match the questions on the paper form.

Using these questions ensures that __all__ students enrolling in the school division are identified with the same procedures and in the same manner, and that students are __not__ selectively identified based on ethnicity, nationality, name, appearance, or family background.

REGISTRATION INFORMATION: PROCEDURES FOR PAPER PACKET ENROLLMENT

Once the *Home Language Survey* is completed by the parent/guardian, the designated enrollment officer will review the survey to see if a language other than English is listed as a response. If it is, the enrollment officer will make a hard copy of the document and place it in the mailboxes of the EL administrator and EL teacher. Data from the report will be used to determine students who need to be screened. The original should be kept in the student's cumulative file.

REGISTRAR INFORMATION: PROCEDURES FOR ONLINE ENROLLMENT

The responses to the questions from the *Home Language Survey* can be accessed in Infinite Campus.   Enrollment officers should run queries in Infinite Campus at the end of the day on any day in which students have enrolled (Census>Reports> Language Survey). Printed copies of the report should be placed in the mailboxes of the EL administrator and EL teacher. Data from the report will be used to determine students who need to be screened.

PROCEDURES FOR DETERMINING STUDENTS WITH *LIMITED AND/OR INTERRUPTED EDUCATION* (SLIFE) STATUS

SLIFE status will be determined as part of the EL identification process. ELs must be identified as soon as possible, preferably before the start of the school year, but no later than 30 days after the start of the year. A student who enrolls after the start of the school year should be identified within 14 days of enrollment. It will be an annual requirement to review eligibility for SLIFE status.

As part of our identification and enrollment procedures, CCPS has included SLIFE status questions in the registration documents (HLS) provided to all students. All communication with parents or guardians should be available in a language they can understand.

Process to Determine SLIFE Status:

1. Based on responses to the Home Language Survey, screen the student for English language proficiency or obtain WIDA scores from previous school to determine EL status.
2. If the student is determined to be an EL, review registration documents/ Home Language Survey responses to determine SLIFE status. Review academic records to help determine SLIFE status (when available).
3. If the EL is determined to be SLIFE, the student should be placed in programs and classes with teachers who implement culturally and linguistically responsive instruction consistent with the student's level of English language proficiency and academic needs. Instruction should target closing deficits in skills and knowledge that the SLIFE may experience as a result of the limited and/or interrupted access to formal education. The need for additional emotional and trauma support should be assessed at this time.
4. Enter the EL as SLIFE in Infinite Campus. (Currently, add the student to the CCPS Google document shared with you. Accurate coding information will be provided once the designation is available in Infinite Campus.)
5. Notify parents or guardians of the student's EL status to include the Language Instruction Educational Program (LIEP) to be provided (30-day letter).
6. Retain records of SLIFE status in student cumulative folders.

Annual Review to Remove SLIFE Status:

As a division, we will be required to annually review eligibility for SLIFE status. Upon receipt of ACCESS scores in May/ June of each school year, EL administrators, along with the school's ELL committee, will determine whether or not it may be appropriate to remove a SLIFE status flag although a student has had at least two years less schooling than similar aged peers.

Considerations for removing SLIFE status include the following steps below.
1. It will be an EL administrator's responsibility for the removal of SLIFE status in Infinite Campus, which will require an annual review of data for ELs that reach ELP levels three and four.
2. ELL committee will review records for students who remain in or transition out of SLIFE status if they have not reached ELP level three or four.
3. Verify that the student has tested at an English Proficiency Level (ELP) three or four on the annual ELP assessment used in Virginia; OR
4. If the EL has not reached at least ELP level three, convene the ELL Committee to determine if the student should retain SLIFE status or have SLIFE status removed based on a review of the following factors:

- Observations and recommendations from student's classroom teachers
- Performance scores and growth on locally administered benchmark assessments, including those that assess reading
- Special education status (if applicable)
- Attendance v. Social-emotional observations
- Academic habits and behaviors as documented by educators and specialists working with the students
- Document annual SLIFE/ELL meetings and remove SLIFE flag in Infinite Campus, as deemed appropriate

LIEP STAFF INFORMATION:

SCREENING AND SETTING UP COMMITTEE MEETINGS

Once the information is received from the EL administrator, LIEP staff will screen the student using the proper screening tool, as identified in [Superintendent's Memorandum #140-21](#).

Grade	Screening Tool	Domains	Score or Level Indicating Student is an English Learner (EL)
Rising Kindergarten (summer) through Kindergarten 1st semester	WIDA Screener for Kindergarten	Listening and speaking	Oral Language below 4.5
Kindergarten 2nd Semester (and 1st semester of first grade)	WIDA Screener for Kindergarten	Listening, Speaking, Reading and Writing	Overall language below 4.5
Grades 1-12	WIDA Screener (online and paper)	Listening, Speaking, Reading and Writing	Overall less than 4.5*

*The WIDA Screener provides an overall score to the nearest 0.5.

If the screener indicates that the student qualifies for services, the LIEP staff should create a working draft of the *LEP Student Plan* created in Ellevation database, with input and active involvement of the content teacher(s). Included in this plan are the most recent ACCESS results, proficiency level, the WIDA Can-Do Descriptors, annual goals, domain specific goals, frequency of service, and the state assessment plan to include allowable and appropriate accommodations. The plan may also be accessed in Ellevation by LIEP staff and administrators assigned with those rights.

LIEP staff will generate the 30-day parental notification letter in the Ellevation database and provide them to the EL administrator to mail home within the first 30 days of school for all EL students identified. A copy of the letter should be placed in student's green folder. EL administrator will submit signed copies of the letters to the Title III coordinator.

For all students that are found eligible after the 30-day parent notification letter has been sent home, the school must mail the letter to the parents within 10 days of the child being found eligible. The date generated will be visible in the Ellevation database. *LIEP staff must enter the date the letter was mailed home on the letter and keep a mailed list with mailing dates on file.*

The LIEP staff should also simultaneously send out an invitation to the parent to attend a committee meeting to discuss and finalize the *LEP Student Plan* and *SOL Assessment Participation Plan* (Appendix D). It is the responsibility of the LIEP staff to coordinate with the school building administration the time, date, location, and to send out invitations to all stakeholders: the parents, at least one content teacher, the EL teacher, school administrator, gifted or special education teacher (if applicable), and the student (if appropriate).

After the meeting, EL administrators will coordinate with the enrollment officer to update/verify the student's information in Infinite Campus: *IY Status*, *Birth Country Code, Home Language Code, Program Participation Status, Date Entered/Exited, EL Services Code, SLIFE Code (if applicable).*

NEW ENROLLMENT PROCESS CHART

The Home Language Survey is completed by the parent/guardian during the enrollment process.

The enrollment officer provides a copy of the *HLS* information to EL administrator and LIEP staff.

Does the survey indicate a language other than English as an answer to any of the questions?

YES

NO
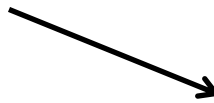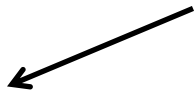
If applicable, EL administrator obtains a *WIDA ACCESS for ELLs® 2.0* or WIDA screener report from the previous school.

EL administrator and EL teacher confer with guidance as student is registered for courses. This encourages proactive placement choices (ELD course, clustering).

If applicable, EL administrator provides a copy of the student's *WIDA ACCESS for ELLs® 2.0* score or *WIDA Screener* score from previous school to EL teacher.

Enrollment officer places the original paper form (if it was a paper registration) in the student's cumulative file.

The student does not meet the criteria to be screened as an EL.

(WIDA screener report should be placed in student's cumulative folder.)

If scores were not obtained from previous school, LIEP staff screens the student using the proper screening tool.

Continued next page

Does the screening tool indicate that the student qualifies for services in the LIEP?

YES   NO

⬇   ⬇

LIEP staff meets to discuss student's background and educational needs. LIEP staff creates a working draft of the *LEP Student Plan* and *Assessment Participation Plan*. **New for '21-22: LIEP staff determines if student meets criteria for SLIFE status (see pg. 6).**

The student does not receive LIEP services.

⬇

LIEP staff notifies the parents within 30 days of the start of the school year, or within 14 calendar days of the child's enrollment date, that the student qualifies for services.

LIEP staff invites the parents to a meeting to discuss the LIEP, the *LEP Student Plan* and the *Assessment*

LIEP staff coordinates meeting time, place, and date with CCPS staff (building administrator, content teacher, administrator, guidance counselor, Title III Coordinator, gifted or special education teachers).

⬇

Did the parent/guardian grant permission for the student to receive services?

YES   NO

⬇   ⬇

LIEP staff shares a copy of the *EL Student Plan* and *Assessment Participation Plan* with all the student's teachers.

Begin servicing the student.

LIEP staff schedules a meeting with the student's teachers and guidance counselor to discuss how to provide the student with meaningful access to the school's programs.

⬇   ⬇

EL specific information is entered CCPS Student Information System. (EL admin. coordinates input with enrollment officer to input the following: (*IY Status*, *Birth Country Code*, *Home Language Code*, *Program Participation Status*, *Date Entered/Exited*, *EL Services Code*, *SLIFE Code, if applicable*).

EL specific information is entered CCPS Student information system. (EL admin. coordinates input with enrollment officer to input the following: (*IY Status*, *Birth Country Code*, *Home Language Code*, *Program Participation Status*, *Date Entered/Exited*, *EL Services Code*, *SLIFE Code, if applicable*).

PROCEDURES FOR PLACING EXISTING ELS INTO THE LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP) FOR THE CURRENT SCHOOL YEAR

The *WIDA® ACCESS for ELLs® 2.0* test administration occurs during late January through early March of each year. Once scores have been received in the school division, LIEP staff will notify parents of their student's scores. LIEP staff will determine whether a student has or has not met the criteria to exit the program (the student must have an overall proficiency score greater or equal to 4.4 to exit).

If a student has met the criteria to exit the program, the parent/guardian is sent notification that the student has exited the program and will be placed in monitor status for two years. See Appendix E for the notification letter sent to parents.

If a student has not met the criteria to exit the program, the parent/guardian is sent notification that their child's score still qualifies him or her to receive services in the LIEP. This will occur no later than 30 days after the beginning of the next school year.

The letter outlines the LIEP and requires a parent signature to indicate whether the parent would like the student to remain in the program, or whether the parent refuses all or some of the program components. A letter signed by the parent is required to be on file for all students. Phone calls or home visits are made until all letters are collected.

Student information is sent out to the teachers of all existing ELs at the beginning of the school year. This includes an *EL Student Plan* accessed in Ellevation and the previous year's *Assessment Participation Plan*. Those two documents are to be followed until the new *EL Student Plan* and new *Assessment Participation Plan* are developed for the current school year.

It is the responsibility of the LIEP staff to coordinate with the school building administration the time, date, and location of a committee meeting to collaborate on and agree to an *LEP Student Plan* and *Assessment Participation Plan* for the current school year. The LIEP staff will send out invitations to all stakeholders: the parents, at least one content teacher, the EL teacher, Title III coordinator, school administrator, gifted or special education teacher (if applicable), and the student (if appropriate). LIEP staff will request teacher input prior to the meeting.

Accommodations on the SOL assessments must mirror the accommodations the student receives as part of their regular instruction. The DDOT will access the testing plans by the first week in November of each school year. Therefore, LIEP staff must ensure *LEP Student Plans and Assessment Participation Plans* are current and that students are using the assigned accommodations in the classroom throughout the year.

Once the plans are agreed upon, the LIEP staff provides the updated information to all the EL student's teachers for immediate implementation.

After the meeting, EL administrators will coordinate with enrollment officer to update the student's information in Infinite Campus*: IY Status, Birth Country Code, Home Language Code, EL Services Code, Date Entered/Exited* and *EL Proficiency Level, SLIFE Code (if applicable).*

PROCEDURES FOR NOTIFICATION OF PARENTS OF FORMER ELS (FELS)

A student who has met the criteria to exit the program is academically monitored for a period of two years to ensure that he/she continues to have academic success. The student may also receive certain Standards of Learning (SOL) testing accommodations (as indicated by the Virginia Department of Education) for the first two years after they exit the program. LIEP staff mail parent notification letters within the first 30 days of the school year. Notification letters will notify parents of the scheduled meeting date to discuss the student's *EL Student Plan* and *Assessment Participation Plan*. It is the responsibility of the LIEP staff to coordinate with the school administration to schedule the meeting and invite all stakeholders: the parents, at least one content teacher, the EL teacher, Title III Coordinator, school administrator, gifted or special education teacher (if applicable), and the student (if appropriate).

Students in years 3 and 4 monitor status are indicated as *Formerly EL* in Infinite Campus for state assessment tracking and accountability purposes but are not eligible for testing accommodations. Parents are not notified that the student is in year 3 or 4 monitor status unless concerns are voiced from staff, and a committee meeting is necessary.

EL administrators will coordinate with enrollment officer at each school to update the student's information in Infinite Campus: *IY Status, Birth Country Code, Home Language Code, EL Services Code, Date Entered/Exited* and *EL Proficiency Level.*

See the section in this handbook titled Monitoring Exited Students for more information*.*

PLACEMENT OF STUDENTS

RECOMMENDED GRADE PLACEMENT BY AGE

Most students will be placed on grade-level as indicated by age. However, adjustments may be

made based on other factors such as enrollment date, evaluation of prior academic records, and exact date of birth. The table below displays the age and grade-level placement for students younger than 14 years of age.

Recommended Grade Placement by Age	
Age as of September 30	Grade
4	Pre-Kindergarten
5	Kindergarten
6	Grade 1
7	Grade 2
8	Grade 3
9	Grade 4
10	Grade 5
11	Grade 6
12	Grade 7
13	Grade 8

High school students are placed at grade levels per the minimum number of accumulated units of credit necessary to be considered a freshman, sophomore, junior, or senior (9th grade= less than 5 units of credit; 10th grade=5 units of credit; 11th grade=10 units of credit; 12th grade= must be eligible to graduate in June graduation if all courses being taken are passed during the school year). See *CCPS Program of Studies* for further information.

RECOMMENDED PLACEMENT FOR PROGRAM SERVICES

Guidance counselors will coordinate EL student course selection and schedules with LIEP staff (the EL administrator and EL teacher). This ensures that students and parents are well-informed. It also ensures that EL students are clustered when possible, and level 1 and level 2 students are scheduled for the English Language Development (ELD) class.

EXPECTED RATE OF GRADUATION

Campbell County Public Schools expects all students, including ELs, to graduate within four years of entering the 9th grade. However, federal provisions allow for students to graduate within six years, if needed.

PROGRAM SERVICES

There is no specific legislation defining precisely what type of services must be provided to LEP students. However, Title III statues do direct school districts to provide high quality language instruction educational programs.

Title III Sec. 3115 (c) (1) legislation states: School districts will provide services designed to increase the English Language Proficiency of limited English Proficient children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs in increasing (A) English Proficiency and (B) student academic achievement in the core academic subjects.

The types of services a student receives depends on his or her grade level and level of English proficiency (as determined by his or her *WIDA ACCESS for ELLs® 2.0* overall English Proficiency score or WIDA screener score). This table outlines the services students receive in the LIEP.

Proficiency Level	Elementary (Grades K-5)	Middle and High School (Grades 6-12)
Level 1-2	**Students receive-** ● content-based instruction, which uses content taught in the mainstream classroom as a vehicle for learning English. Students receive daily classroom and testing accommodations to provide access to content. ● "pull-out" instruction from an English Learner (EL) teacher who provides skill development in reading, writing, speaking, and listening. **Students may receive-** ● "push-in" instruction by the EL teacher in the mainstream classroom to assist as the	**Students receive-** ● content-based instruction, which uses content taught in the mainstream classroom as a vehicle for learning English. Students receive daily classroom and testing accommodations to provide access to content. ● Instruction from the EL teacher in an *English Language Development* course which provides skill development in reading, writing, speaking, and listening. This course meets daily for one class period. **Students may receive-** ● "push-in" instruction by the EL teacher in the mainstream classroom to assist as the student learns core content (mathematics, reading, science, or history).

	student learns core content (mathematics, reading, science, or history).	
Level 3	**Students receive-** ● content-based instruction, which uses content taught in the mainstream classroom as a vehicle for learning English. Students receive daily classroom and testing accommodations to provide access to content. ● "pull-out" instruction from an English Learner (EL) teacher who provides skill development in reading, writing, speaking, and listening. **Students may receive-** ● "push-in" instruction by the EL teacher in the mainstream classroom to assist as the student learns core content (mathematics, reading, science, or history).	**Students receive-** ● content-based instruction, which uses content taught in the mainstream classroom as a vehicle for learning English. Students receive daily classroom and testing accommodations to provide access to content. ● "pull-out" instruction from an English Learner (EL) teacher who provides skill development in reading, writing, speaking, and listening. **Students may receive-** ● "push-in" instruction by the EL teacher in the mainstream classroom to assist as the student learns core content (mathematics, reading, science, or history).
Level 4	**Students receive-** content-based instruction, which uses content taught in the mainstream classroom as a vehicle for learning English. Students receive daily classroom and testing accommodations to provide access to content. **Students may receive-** ● "push-in" instruction by the EL teacher, or other adult under the direction of the EL teacher, in the mainstream classroom to assist as the student learns core content (mathematics, reading, science, or history).	**Students receive-** ● content-based instruction, which uses content taught in the mainstream classroom as a vehicle for learning English. Students receive daily classroom and testing accommodations to provide access to content. **Students may receive-** ● "push-in" instruction by the EL teacher, or other adult under the direction of the EL teacher, in the mainstream classroom to assist as the student learns core content (mathematics, reading, science, or history).
Monitor Students	Students in exited status will be monitored quarterly by LIEP staff through teacher and/or student input. Monitoring will take place for a minimum of two years.	

EXTRA-CURRICULAR AND SPECIALIZED PROGRAMS FOR ENGLISH LEARNERS

English Learners will receive appropriate exposure to the regular classroom's culture regardless of how much intensive LIEP services are provided. CCPS strives to place ELs in the regular classroom as much as possible to help them develop listening skills, adjust to a normal school routine and develop social relationships with their English-speaking peers. All ELs, including those with no English skills, should be fully integrated with other students from the onset as much as possible. EL students will have equal access to all extra-curricular activities, trips, and assemblies. Schedules will allow ELs to participate with peers in age-appropriate mainstream elective classes such as art, technology, health, physical education, world languages, and vocational education in addition to core content classes.

Students are encouraged to participate in sports, choir, and other extracurricular activities. Notices for all extra-curricular activities are sent home with EL students just as with English-speaking peers. LIEP staff are mindful to send translations of activity notices home with any student whose parents have requested translations. LIEP staff act as advocates for those students who desire more information or additional assistance with registrations. LIEP instructors as well as other faculty and staff members are available to further discuss and answer questions that parents may have about after-school programs provided to students by the community such as scouts, boys and girls clubs, school clubs, parks and recreation sports, and 4-H programs.

LIEP staff and/or the mainstream teacher may at times recommend English Learners be evaluated for the Gifted Program. If the student qualifies for the Gifted Program, he/she will participate fully with the division's other gifted students. The Gifted Program Coordinator will be responsible for making an annual report at the end of each year to the ELL Coordinator that identifies EL students who are served.

PARENTAL RIGHTS

Parents and guardians have the right to:

- enroll their child in the LIEP;
- decline to enroll their child in the LIEP;
- decline services in the LIEP; or
- remove their child from the LIEP at any time.

PARENT REFUSAL/OPT-OUT PROCEDURES

If a parent decides to decline his or her child's enrollment in the LIEP or decline LIEP services, the student will still retain his or her status as an English Learner. The student will continue to have his or her English proficiency assessed once per year until he/she no longer meets the criteria recommended by the Virginia Department of Education.

If a parent declines to enroll his or her child in the LIEP or decline any services within the LIEP, CCPS remains obligated to provide the student meaningful access to our educational programs. Therefore, we will monitor the

student's academic progress quarterly and notify the parent if there are any concerns. If the parent declines all services offered through the LIEP, the student may not be able to receive all classroom accommodations available to students enrolled in the program, or all of the accommodations on the Standards of Learning (SOL) assessments that are available to students enrolled in the program.

Parents who refuse services of the LIEP are contacted by the LIEP staff to discuss the decision. Benefits of remaining in the program will be discussed with the parent. It is important to have a CCPS staff member with whom the parent is comfortable at the meeting. Translation services are made available if necessary. The LIEP staff will review the following information regarding the refusal of services with the parent:

- The student will still participate in the annual WIDA-ACCESS assessment until the child meets exit requirements;
- The student will continue to be classified as LEP/EL in Infinite Campus and in state reporting;
- The student will be placed on an EL teacher roster and their academic progress will be monitored quarterly by that assigned LIEP staff;
- The student may be re-enrolled into the LIEP with parental permission;
- The student is allowed LEP exemptions and accommodations on state assessments and;
- The parent may opt out of LIEP services at any time by requesting a meeting and signing the notification form. The original letter must be placed in the EL student's academic record file. The parent is provided a copy of the notification letter for their files.
- Parents will automatically be offered enrollment at the beginning of each school year as long as their child remains eligible for services, as evidenced by his or her *WIDA ACCESS for ELLs® 2.0* score.

EXIT REQUIREMENTS

School divisions in Virginia use the *WIDA ACCESS for ELLs® 2.0* test to determine the English language proficiency of ELs. The test assesses the proficiency of students in the four language domains of listening, speaking, reading, and writing as defined in the *WIDA English Language Development (ELD) Standards*.

Students who received an overall proficiency score of 4.4 on a *WIDA ACCESS for ELLs® 2.0* test administered during or after the 2016-2017 assessment year have met the proficiency requirements to exit the program. After exiting the program, ELs should be well prepared to meet the academic expectations within the mainstream classroom.

MONITORING EXITED STUDENTS

Students who have exited the program are academically monitored for two years. Students are placed in monitor status for an additional two years (years 3 and 4) for state accountability purposes. Student monitor status is recorded in the CCPS SIS at the beginning of the school year. Input into Infinite Campus will be coordinated by EL administrator.

When a student is in monitor status years 1 and 2, student academic progress is monitored as follows:

- LIEP staff, in collaboration with student's core teachers, will complete the monitor form (Appendix F) at the end of each quarter. The forms are reviewed by LIEP staff. If there is a concern, a LIEP staff member will discuss the concern with the teacher or team of teachers. Factors such as attendance, effort, behavior, and time out of the program may be influencing academic achievement. The need for interventions or additional support is discussed. Either a parent phone call or meeting is initiated, depending upon the concern(s).
- The LIEP staff reviews the reports cards of monitor students each nine-week marking period to review progress.
- The LIEP staff confers with each monitor student a minimum of once per nine weeks to discuss the student's progress and to see if there are any student concerns (Appendix F).

PROCESS FOR EL RE-ENTRY

Former ELs, although they have met the state's definition of proficiency, will often need scaffolded and differentiated instruction as they finalize their acquisition of academic language. However, if a student continues to struggle, he or she may re-enter the LIEP if the academic struggles are clearly related to a lack of English proficiency skills.

There may be unusual instances where the LIEP committee believes that a former EL student may need to be reassessed with the WIDA Screener to see if the student needs to be reclassified as an English Learner.

Please follow these steps to request that a child be re-assessed with the WIDA Screener.

- EL administrator, in conjunction with LIEP staff, will contact and obtain permission from parents to begin the re-entry process. You may obtain verbal or written permission. If parents give written permission, please retain this for documentation. If parents give verbal permission, document who you spoke with, when, and the outcome of the conversation. Retain this documentation in the child's LEP folder.
- Once the EL administrator at the school obtains parental permission, please contact the LIEP staff and Division Director of Testing to re-administer the WIDA Screener.

The EL administrator will convene a committee to review student information. The committee will consist of the parents, at least one content teacher, the ELL teacher, Title III Coordinator, school administrator, gifted or special education teacher (if applicable), and the student (if appropriate). The duty of this committee is to determine if the academic struggles are related to lack of English language proficiency and determine if the student should re-enter the LIEP.

If it is determined that the student should re-enter the LIEP, parent permission to re-enter the program will be obtained, and the *LEP Student Plan* and *Assessment Participation Plan* will be completed at the meeting. These plans will then be distributed to the student's teachers to be effective immediately. EL administrator will coordinate with LIEP staff and enrollment officer to update the student information in Infinite Campus.

If it is determined that the student will not re-enter the LIEP, classroom and home supports will be created. The student's academic progress will remain monitored until he/ she is successful in the classroom.

LANGUAGE ACQUISITION

Learning a second language develops in predictable, sequential stages that closely mirrors the stages of learning a first language (Krashen & Terrell, 1983.) The stages of language acquisition are displayed in this chart (Krashen, 1982).

Stages of Language Acquisition	General Behaviors of ELs
Silent/Receptive Stage • 10 hours to 6 months • 500 receptive words	• Point to objects, nod • Say yes or no • Speak hesitantly
Early Production Stage • 6 months to 1 year • 1000 receptive/active words	• Produce one- or two-word phrases • Use short repetitive language • Focus on key words and context
Speech Emergence Stage • 1-2 years • 3000 active words	• Engage in basic dialogue • Respond using simple sentences
Intermediate Fluency Stage • 2-3 years • 6000 active words	• Use complex statements • State opinions and original thoughts • Ask questions • Interact in more lengthy conversations
Advanced Fluency Stage • 5-7 years • Content area vocabulary	• Converse fluently • Understand grade level classroom activities • Argue and defend academic points • Read grade level textbooks • Write organized and fluent essays

The five stages of language acquisition described above are a general framework for understanding how EL students' progress. However, language learning is an ongoing, fluid process that differs for every student. Students may move between stages of language acquisition, depending on the linguistic and cognitive demands of the academic language. For language acquisition to occur, a student must receive understandable and meaningful input just beyond the student's current level of proficiency and, learn in an environment with little or no anxiety (Krashen, 1981, 1982; Vygotsky, 1978).

TEACHING ENGLISH LEARNERS

WIDA

WIDA is a national organization that advances academic language development and academic achievement for children who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators. Virginia is one of 35 states that are members of the WIDA consortium. Schools should use the WIDA English Language Development (ELD) standards as a guide when developing programs, curriculum, and lessons; the state of Virginia also mandates that EL students are assessed once per year using the *WIDA ACCESS for ELLs® 2.0* to determine English language proficiency levels for various language domains. These levels are used to monitor the progress of ELs' English language proficiency as they progress through school.

The *WIDA ACCESS for ELLs® 2.0* is administered to CCPS students sometime during the months of January through early March. The test assesses the domains of listening, speaking, reading, and writing. Composite scores for oral language, literacy, comprehension, and an overall English language proficiency score are determined by the percentages shown in the table.

Type of Composite Score	Contribution of Language Domains (By Percent)			
	Listening	Speaking	Reading	Writing
Oral Language	50%	50%	–	–
Literacy	–	–	50%	50%
Comprehension	30%	–	70%	–
Overall	15%	15%	35%	35%

Students are given a proficiency level score (1-6) and a scaled score (100-600) on each of the domains and composite domains, as shown in the following example score report:

Language Domain	Proficiency Level (Possible 1.0-6.0) 1 2 3 4 5 6	Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions 100 200 300 400 500 600
Listening	4.0	368
Speaking	2.2	320
Reading	3.4	356
Writing	3.5	355
Oral Language 50% Listening + 50% Speaking	3.2	344
Literacy 50% Reading + 50% Writing	3.5	356
Comprehension 70% Reading + 30% Listening	3.7	360
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4	352

WIDA defines the six proficiency levels as follows:

1 – **Entering**

Knows and uses minimal social language and minimal academic language with visual and graphic support

2 – **Emerging**

Knows and uses some social English and general academic language with visual and graphic support

3 – **Developing**

Knows and uses social English some specific academic language with visual and graphic support

4 – **Expanding**

Knows and uses social English and some technical language

5 – **Bridging**

Knows and uses social and academic language working with grade level material

6 – **Reaching**

Knows and uses social and academic language at the highest level measured by the *WIDA ACCESS for ELLs® 2.0* test

In Virginia, earning an overall proficiency score of 4.4 indicates that the student's mastery of English language will allow him or her to be successful in the academic setting. An overall English language proficiency level of 4.4 qualifies a student to exit the school division's LIEP.
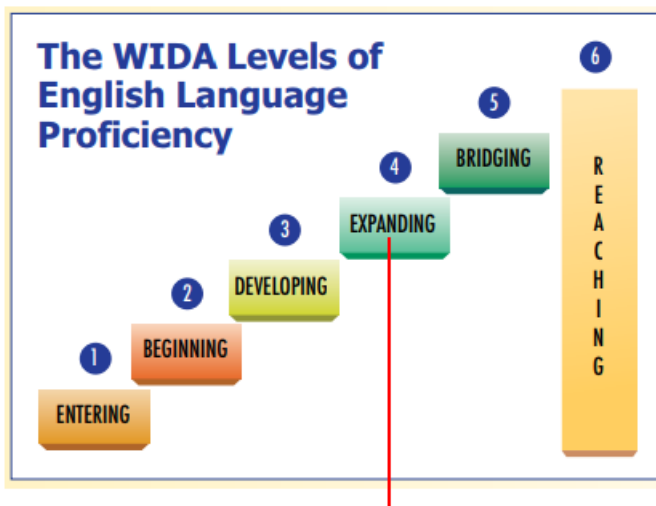
Exit criteria in Virginia
(Overall Score of 4.4)

There are five ELD standards:

Standard		Abbreviation
English Language Development Standard 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**	The language of Language Arts
English Language Development Standard 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**	The language of Mathematics
English Language Development Standard 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**	The language of Science
English Language Development Standard 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**	The language of Social Studies

Standard 1 draws on students' personal experiences as they interact with teachers and peers. It works in conjunction with Standards 2–5 that address the language of the content areas.

The WIDA standards framework consists of five components:

- Can Do Philosophy;
- Guiding Principles of Language Development;
- Age-appropriate Academic Language in Sociocultural Contexts;
- Performance Definitions; and
- Strands of Model Performance Indicators.

The WIDA standards and their amplification are comprehensive and complex. It is the goal of CCPS teachers and LIEP staff to implement the standards in our schools and classrooms every day. Crafting instruction that capitalizes on and builds upon what ELs can do at their level of language (utilizing what they *Can Do*), expecting *age-appropriate academic language* in relationship to the student's English proficiency level, basing language expectations on that student's English language proficiency level (*Performance Definitions*) and scaffolding lessons (*Strands of Model Performance Indicators*) are just some of the components implemented daily. Two components, the *Can Do Descriptors* and the *Performance Definitions* are delineated below.

CAN DO DESCRIPTORS

The *Can Do Descriptors* illustrate what learners can do or produce, if given the proper supports, for each language domain (listening, speaking, reading, and writing) and level of language proficiency (levels 1-6) by grade level cluster (Pre-Kindergarten—Kindergarten, Grades 1—2, Grades 3—5, Grades 6—8, and Grades 9—12).

The applicable grade level *Can Do Descriptors* should be referenced by teachers when planning and modifying lessons. It is a very informative and meaningful document. Versions of the *Can Do Descriptors* documents that have a place to log student names are helpful because a student is likely to have varied proficiency levels across the domains.

Here is a small section of a *Can Do* document for Grades Pre-Kindergarten—Kindergarten that delineates what listening skills or listening processing skills students should be able to do. On this section of the chart, there is a place to write or type in the names of students that are at a particular level. The previous year's student *WIDA ACCESS for ELLs® 2.0* or current year's WIDA screener information is provided to teachers by LIEP staff at the beginning of the year. If the student was tested using *WIDA ACCESS for ELLs® 2.0* there will be scores for each of the domains (listening, reading, speaking, and writing).

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	• Match oral language to classroom and everyday objects • Point to stated pictures in context • Respond non-verbally to oral commands or statements (e.g., through physical movement) • Find familiar people and places named orally	• Sort pictures or objects according to oral instructions • Match pictures, objects or movements to oral descriptions • Follow one-step oral directions (e.g., "stand up"; "sit down") • Identify simple patterns described orally • Respond with gestures to songs, chants, or stories modeled by teachers	• Follow two-step oral directions, one step at a time • Draw pictures in response to oral instructions • Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) • Act out songs and stories using gestures	• Find pictures that match oral descriptions • Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") • Distinguish between what happens first and next in oral activities or readings • Role play in response to stories read aloud	• Order pictures of events according to sequential language • Arrange objects or pictures according to descriptive oral discourse • Identify pictures/realia associated with grade-level academic concepts from oral descriptions • Make patterns from real objects or pictures based on detailed oral descriptions	Write in grade-level Listening expectations below:
NAMES						

The performance definitions represent what ELs will process, understand, produce, or use towards the end of a given level of English language proficiency. The first table (*Performance Definitions for the Levels of English Language Proficiency in Grades K-12*) is an overall description of what to expect from students at each of the six levels. The second table (*WIDA Performance Definitions -- Listening and Reading* and *Speaking and Writing* further delineates the definitions for receptive language (listening and reading) and productive language (speaking and writing).

Below is a small section of the *WIDA Performance Definitions—Listening and Reading Grades K-12* document for proficiency levels 4-6. **The performance definitions documents should be referenced by teachers when planning lessons and assessments for ELs.**

Within sociocultural contexts for processing language…		
Discourse Dimension	**Sentence Dimension**	**Word/Phrase Dimension**
Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 - Reaching English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.		
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process…		
Level 5 Bridging • Rich descriptive discourse with complex sentences • Cohesive and organized, related ideas across content areas	• A variety of complex grammatical structures • Sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding • Connected discourse with a variety of sentences • Expanded related ideas characteristic of particular content areas	• Complex grammatical structures • A broad range of sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas

One way of ensuring EL participation is by scaffolding instruction. Instructional scaffolding is a process through which a teacher adds supports for students in order to enhance learning and aid in the mastery of tasks. The teacher does this by systematically building on students' experiences and knowledge as they are learning new skills. As students master the assigned tasks, the supports are gradually removed. An entire handbook could be developed on instructional scaffolding. The link provided above is a resource that provides guidance and examples. This WIDA link is an excellent example of how to provide scaffolding and supports for ELs within a lesson and it is worth the read!

Scaffolding is a necessity when trying to reach ELs in the classroom.

- Reduce the linguistic complexity of the assessment without eliminating key vocabulary;
- Allow use of word walls and bilingual dictionaries;
- Read directions and test questions aloud and clarify, as needed;
- Provide a word bank or glossary containing relevant vocabulary;
- Include pictures and graphic organizers in lessons AND assessments;
- Differentiate scoring;
- Allow students to provide answers orally or use a scribe for short answers;
- Provide a sample problem for each task type;
- Reduce the number of questions;
- Avoid the use of negative questions. (Which of these is NOT…)

Examples of Scaffolding Assessments

Assessment Example	Without Scaffolding	With Scaffolding
Define/describe the concept	Write a description of the concept; label an object	Write a list of the main features of the concept; Provide labels and have students use them to label the object
Provide examples of a concept and justify them	Provide 3 examples and explain orally or in writing why these are good examples	Select 3 examples from a list provided and explain orally why they were selected
Retell or summarize text	Write 5 main ideas from an article and give examples	Complete an outline or a semantic map
Write a word problem	Create a problem from your own numbers, give equation, story, and question	Complete a word problem given examples and an outline of a sample problem
Summarize a science experiment	Write a summary of procedures in a science experiment following scientific principles	Complete a summary given a list of procedures in science experiments, including questions, materials, a plan, observations, and conclusion, or demonstrate the steps using actual materials

- Demonstrate how to read a textbook. Point out aids embedded in text books such as: chapter and section headings, the bold vocabulary, vocabulary sections, illustrations and charts, glossary, indices, and appendices.
- Teach students how to organize notebooks and binders and record homework in agendas.
- Teach mnemonic devices that assist memorizing content.
- Teach study and test-taking skills.
- Teach note-taking skills and to highlight key vocabulary in notes or texts.

MODIFY CLASSROOM LANGUAGE

It is also important to be cognizant of the language in the classroom. It may be necessary to modify speech while teaching. Techniques include:

- Enunciating clearly and slowly without speaking louder;
- Pausing between sentences or thought groups;
- Using gestures and visuals to help clarify the auditory message;
- Avoiding idioms, double meaning words, and slang words;
- Using key words frequently (it takes at least 30 exposures to learn a term or phrase);
- Repeating, rephrasing, and paraphrasing often;
- Focusing on the EL's message rather than grammatical skills and pronunciations. Respond by modeling the proper grammatical form rather than overly correcting the mistakes.

DEVELOP RELATIONSHIPS

Not knowing a language can be a frightening and overwhelming experience so it is important that students feel comfortable in the classroom. Student progress in English can be slowed by heightened anxiety about learning the language. The more comfortable the student is, the easier it is for him or her to be open to developing proficiency. Building relationships with the ELs and supporting relationship development between the EL and non-ELs is important to the EL student's success. Teachers should select one or more partner peers that demonstrate the willingness to work with the EL student with both language and content. This partnership will benefit all involved. Since a peer is not a trained professional, model the techniques you would like for them to use.

REINFORCE ACADEMIC VOCABULARY

If ELs had former educational experiences, they may know content area concepts. However, they may need to learn the English vocabulary that goes with the concept. They may also need to pay extra attention to spelling and pronunciation. If they haven't learned the concept in their first language, ELs will need to use the new vocabulary in different contexts to acquire the meaning. Most of us (even native speakers) need to be exposed to the term or phrase at least 30 times to integrate it into our language.

Teaching strategies to reinforce academic vocabulary INCLUDE:

Word walls: Keep a running list of the new vocabulary on a word wall. Such a visual cue can help students with word recognition, automaticity, decoding, and spelling.

Student-made dictionaries: Have students establish their own dictionaries in sections of their notebooks or as flashcards on spiral bound index cards. Students can write definitions, draw pictures and diagrams, give examples, write the word in a sentence, or translate in their first language. Such practices influence independent learning and can motivate ELs to take charge of their own learning (Brown,2001; Peregoy & Boyle, 2005).

Popcorn answers: Provide a vocabulary word in context. Have students take turns generating other examples.

Answer and Why: Teacher provides examples of vocabulary or phrase, and students must identify if the example fits and why. For example: Would you be persistent if you…

Studied for a test for an hour, even if it was difficult OR Painted a picture when you were bored?

Applaud and Say the Word: Have students listen to vocabulary words as teacher reads them aloud. The student(s) will clap when they hear a word that describes himself or herself. For example, applaud if you would like to be described as faithful, stubborn, awkward, stern, friendly…

Make Flash Cards: Vocabulary word on front, definition on back with an image (picture or drawing). Digital (online) flash cards can also be made in lieu of hard copy.

SEED: 4-square for a new vocabulary word; **S**entence, **E**xplanation/definition, **E**xample, **D**rawing. Students can keep these vocabulary words alphabetically in a notebook.

Word Sorts: Identify words based on a topic, group, label, category, etc.

7 Steps to Pre-Teaching Vocabulary by Margarita Calderón:

Pre-teaching Vocabulary in Seven Steps

1. The teacher says and shows the word, and asks students to repeat the word three times. *This helps pronunciation and introduces the print version.*	Say "*manage*" three times.
2. The teacher reads and shows the word in a sentence (context) from the text. *This helps the students remember the word in context when they begin to read.*	Although many species *manage* to survive such extreme...
3. The teacher gives the dictionary or glossary definition(s). *This provides exposure to formal English and prepares students for dictionary use when they are more proficient.*	(1) succeed in doing something difficult; (2) to be in charge of, to run: *manage a company.*
4. The teacher explains the meaning with student-friendly definitions or gives an example that students can relate to. *The teacher uses simple language, familiar examples, pictures, props, movements, etc.*	I *managed* to lose ten pounds by exercising.
5. The teacher highlights an aspect of the word that might create difficulty: *spelling, multiple meanings, false cognates, prefixes, suffixes, bases word, synonyms, antonyms, homophones, grammatical variations.*	*Manage* is a polysemous (multiple meanings) word. *Manejar* is the cognate.
6. The teacher engages all students in an activity to orally use or own the word and concept. *Writing the word, drawing, or other word activities should come later, after reading. First, students need to learn to use the word ten to twelve times orally.*	Think-pair-share: What have you *managed* well lately?
7. The teacher assigns peer reading with oral and written summarization activities and explains how the new words need to be used or how students will be accountable for these words.	Remember to use *manage* in your summaries.

Source: Margarita Calderón (2011). *Teaching Reading & Comprehension to English Learners K-5.* Bloomington, IN: Solution Tree Press.

[Semantic Mapping](#) is an excellent way to teach new vocabulary. Two templates are shown, but there are a variety of templates that can be used. It will be necessary to give direct instruction on the steps to complete the semantic map. Here is an example of instructions that correspond to the first template that can be used as a student is reading a passage or text:

- Pick a word you don't know from a text you are reading and mark the word. If you're using digital text, you can highlight, bold, or underline the word.

- Place the word you don't know in the center of the map.

- Pronounce the word. If necessary, use an online dictionary with audio to help you.

- Use an online dictionary or online thesaurus to look up the word and find a definition. Write the definition in your own words.

- Write words that are synonyms (mean the same thing) to the word in the center.

- Select pictures/images (online or from available resources) or draw pictures that fit with the meaning.

- Write a sentence with the center word.

- Read the text again, applying the meaning of the word to the text.

How Can I…?

- Speak clearly without superfluous words.
- Use high frequency words.
- Be aware of homonyms (i.e. bill, table, fly) and take the time to explain the different meanings, with visuals.
- Allow longer time to process and answer.
- Allow and encourage the use of a bilingual dictionary (paper preferably, but online is okay as well).
- Read-aloud to the student whenever possible. This allows them to hear patterns in words.
- Utilize *Think, pair, share*.
- Use sentence frames/question starters, where part of the sentence is supplied for the students, such as:

Format	Sentence Frame
Discussion and Opinion	The topic of this discussion is…. My opinion is that….
Arguments for	There are a number of reasons why I believe this. First… Second…. Finally…..
Counterarguments	On the other hand, some people argue that… They also say that….
Conclusion	My view is….because….

Comprehension precedes production; students are more likely to follow the ideas that are being shared than they know how to respond to them accordingly. Even sentence starters such as, "The answer is…" will assist a student in responding. Target one sentence frame or starter for a period of several days before moving on to another one.

- High frequency words are those words which occur most frequently in written material, for example, "and", "the", "as", and "it". Researchers have found that learning just 13 of the most frequently used words will enable children to read 25% of any text. Learning 100 high frequency words gives a beginner reader access to 50% of virtually any text, whether a children's book or a newspaper report. Help students learn high-frequency words with flashcards. For example, have the word "the" on a flashcard. Say the word and have the student repeat the word. Then use it in one or more sentences. Have the student use it in a sentence. Then have the student repeat the word.
- Pre-read any text or assignments given to students and note any content-specific vocabulary or high frequency words in the text. Pre-teach the vocabulary to the student or have a peer work with the student prior to reading.
- Use reading materials that are age-appropriate, motivating, and at the instructional level of the student. This can be challenging for high school students. Resources such as ReadWorks and Newsela are useful when searching for alternate texts that cover the same content material.
- Allow use of masking templates that show one word, sentence, line, or test item at a time.
- Have students re-read text to clarify the meaning of vocabulary words and then summarize.
- Have students read only a portion of the text, rather than the entire assignment.
- Utilize Partner Reading: Partner A reads the first sentence; Partner B helps. Partner B reads the next sentence; Partner A helps. After each paragraph or section, partners summarize what was read. One person states the main idea and the other adds details; partners continue until they have finished reading.
- Audio or video record information for ELs to learn and let him or her listen to it.
- Sentence Reconstruction: Teacher writes down a thought from a student (i.e. favorite part of a book, etc.). The sentence gets cut into parts, and students must re-assemble the sentence into the correct order.
- Ask questions as you read. Ask a variety, those where both the question and answer are found directly in the text, where the question and answer are found in different parts of the text, and those where the answer needs to be inferred from the text.
- Model reading strategies: Make predications, make inferences, draw conclusions, compare and contrast, identify main idea, interpret graphic information, and determine important information.

- Use writing activities that promote intense discussion and responses.
- Allow students to work together to brainstorm and begin the writing process.
- Use graphic organizers.
- Use color coding for short vowels, long vowels, nouns, verbs, adjectives, etc.
- Assign topics that ELs may be familiar with and find interesting.
- Allow and encourage bilingual and/or English dictionary use (paper preferable, but online okay as well).
- Provide a list of basic sentence patterns or words (with pictures) most frequently used in class, for use when writing independently.
- Model, think aloud, and provide examples of quality writing. Hold explicit mini-lessons and show examples of features expected for composition, especially those skills most challenging such as: homophones, idioms, antonyms, synonyms, prefixes and suffixes, past-present-future tenses, sentence structure (subject and predicate), paragraph writing (topic sentence, beginning, middle, and conclusion), subject-verb agreement, plurals, and contractions.
- Provide peer and teacher feedback. Conference with students.
- Have student cut the composition apart and insert better sentences on bright paper and have him or her glue it back together. An online version of this can also be done using the highlighting text feature.
- Have each student in a group writes one sentence and pass the paper to the right. Continue until the teacher calls time. Read the group narrative or the answer to a non-fiction prompt.
- Dictation to teacher or other adult for writing assessments. (The teacher or other adult must format, capitalize, and punctuate only as directed by the student. The student is not required to spell each word to the scribe.)

GRADING OF ELS

Research shows that it takes an average of five to seven years of exposure to a new language to acquire the academic language necessary to fully access academic curriculum. Grading procedures for ELs should consider the student's English language proficiency level and the student's performance on modified work. It is important to allow ELs to feel successful in the classroom for motivation and continued involvement in the learning process.

Accommodations and modification of assignments and assessments should be made for ELs as indicated in the student's *LEP Student Plan.* If the student is not able to show mastery or progress, then additional modifications and supports should be considered and implemented. See the section below titled **Modified Work and Instruction** for ways in which assignments and assessments can be modified. **ELs' grades should reflect mastery of modified material and overall progress.**

It is recommended that remarks be put into Infinite Campus for any assignment that is modified, and if possible (depending on grade level), a comment can be placed on the student's progress report and report card indicating that the grade reflects mastery or progress of modified work. Teachers should work with the building level administrators on the best way to communicate this information to parents when providing course progress/grades.

MODIFIED WORK AND INSTRUCTION

Work should be modified for ELs to meet their current English proficiency level. There are no hard and fast rules. Teachers will use professional judgment to meet the needs of their students. Modifying classwork or homework tasks to fit ELs' capabilities doesn't mean expecting less from them.   It means giving them realistic tasks to complete that increase their chances for success. **ELs need modified instruction to learn both English and content.**

GENERAL MODIFICATIONS FOR ALL CLASSROOMS

- Provide preferential seating (the best location for this student in your classroom);
- Give students more wait time: at least 15-20 seconds;
- Give students more time to complete tasks or assignments;
- Reduce the workload;
- Allow students to take breaks if it looks like they need one;
- Assign students a bilingual or English-speaking partner peer;
- Use cooperative learning;
- Use many visuals, including pictures (this attaches the spoken and written word to a concrete representation);
- Use physical activity: model, role-play, act out;
- Repeat and rephrase often;
- Emphasize the 5-8 most important vocabulary words of a lesson;
- Focus on the 2-3 key concepts of a lesson;
- Provide the same content at a lower reading level;
- Incorporate the 4 skills of language acquisition: reading/writing/listening/speaking;
- Give students an outline of the lesson that highlights the key concepts;
- Provide a graphic organizer to help organize information in text or notes;
- Assess the student needs and either: provide a hard copy of notes or provide cloze notes
- Write in print unless specifically teaching the manuscript alphabet;
- Give simple instructions and make sure student understands them;
- Use simplified language ("plain English") verbally and on written assignments (see the Details for Some Modifications section in this handbook)
- Simplify complex questions or tasks;
- Check understanding using "show me" techniques (see the Modify Assessments section in this handbook);
- Provide audio or read-aloud versions of assignments (or allow students to use text-to-speech readers);
- Allow students to read or listen to content in their own language (i.e. using Microsoft Translator or Google translate), when it is available and feasible;
- Ignore spelling or grammar errors except for when explicitly taught;
- Provide additional white space on notes and handouts for student to write, draw, or annotate (assists with language acquisition).
- Provide handouts with a clearly legible font of reasonable size (i.e. a full 8 ½" by 11" sheet should not be shrunk and distributed as a half of sheet; an 11" by 14" sheet should not be shrunk and distributed as an 8 ½" by 11" sheet), and of one color

- Provide one-sided handouts if students must reference material on one sheet to answer questions on the other.
- Research suggests that multiple colors in text, particularly on a slide-based presentation, may make it more difficult for reading. Fonts with serifs (Times New Roman, Courier) have "tags" that make it harder for students to perceive the full letter. Fonts without serifs (Calibri, Arial, Century Gothic) are probably better choices.

Providing questions in "plain English" language (this applies to all content areas).

- Use familiar contexts or situations in scenarios when possible. Language decoding and comprehension is easier if students are cued to think about the topic in relation to something they already have experience with.

- Content/academic vocabulary should remain in text or questions.   For example, "Which *polynomial* has a *factor* of…"

- Information can be presented in a bulleted list when appropriate.

- Clear, direct wording is maintained:

   o Sentences may be simplified by avoiding the use of additional descriptive language that is not needed to assess the standard.

   o Complex sentences may be broken into shorter simple sentences.

   o Passive forms of verbs, such as Mary *was given*, are avoided whenever possible; simple present tense or past tense verbs, such as Mary *gives* or Mary *gave* should be used.

   o Idioms or colloquial expressions are avoided.

   o Words with multiple meanings are avoided, when possible, such as the name *Bill*. However, sometimes a word with multiple meanings cannot be avoided, such as *product* and *root:* "What is the *product* of 16 and 24?" and "What is the *root* of…"

   o Consistent terminology is used within test questions.

Modify a "busy worksheet" for a more simplified presentation.

- Use only one font of reasonable size;
- Unclutter language on the page (bullet or use paragraphs);
- Use correct punctuation and grammar;
- All text should go going from left to right (nothing vertical or textboxes angled on the page;)
- Clearly write directions with steps or bullets;
- Writing should be print, not cursive; and
- Label any charts, tables or graphics.

The **reduction of an answer in a multiple-choice question** is not a recommended option unless it is to reduce the reading load. The preference would be a reduced number of questions rather than more questions that have less complexity.

Standardized tests or even teacher-created tests can't always measure ELs' progress accurately or authentically. Instead, measure ELs by what they can do at any point in time, keeping in mind what they could not do earlier. Have they shown progress? Have they made an effort to learn? Have they demonstrated their learning?

- Make a simplified language version (plain English version) of the test;
- Simplify instructions;
- Provide word banks;
- Give students extra time to complete tests;
- Give students objective tests: matching, multiple choice, etc.;
- Make all or part of the exam oral; and
- Use alternate assessment strategies for EL students.
    - ➢ Non-Verbal
    - o physical demonstration (point, gesture, act out, thumbs up/down, nod yes/no)
    - o pictorial products (manipulate or create drawings, diagrams, dioramas, models,
    - o graphs, charts; label pictures; keep a picture journal
      - ➢ Oral and Written Strategies
    - o interviews, oral reports, role plays using visuals cues, gestures or physical activity
    - o describing, explaining, summarizing, retelling, paraphrasing
    - o thinking and learning logs
    - o reading response logs
    - o writing assignments
    - o dialogue journals
    - o audio or video recordings of students
    - o portfolios

ELS WITH A SUSPECTED LEARNING DISABILITY

It is sometimes difficult to discern between a suspected learning disability and difficulties due to English language proficiency. *The Handbook for Educators of Students Who Are English Language Learners with a Suspected Disability* published by the Virginia Department of Education provides guiding information. The excerpt below gives a brief comparison of characteristics of EL students versus students with a disability. (See also Campbell County Public Schools Child Study Manual and Initial Referral for Special Education Procedures for more information regarding Child Study)

Characteristics	English Language Learner	Student with a Disability
Communication Skills	• Use of English is reduced • May be home language impacts • May be variables in voice and/or articulation	• Disorders in articulation, voice, fluency, or receptive and expressive language • May not communicate in first or second language
Language Skills	• Home language skills appropriate to age level prior to second language • Nonverbal communication (eye contact, turn taking, etc) are culturally appropriate • May not know specific vocabulary, but is familiar with item or concept • Pass through predictable periods (silent period, speech emergence, etc)	• Needs in understanding and expression in either first and/or second language • Difficulties in home language cannot be attributed to first language loss due to short amount of time in English-speaking school • Difficulties in English do not correspond to those expected based on long amount of time in English-speaking school
Sensory Functioning	• Usually normal • Auditory/ visual can be compensated with aids	• May have auditory, visual, or processing difficulties
Cognitive Abilities	• Related to issues such as cultural differences, lack of or limited educational experiences in the home country, and differences in prior knowledge	• May result in significant educational impact which requires specialized instructional support; Interpret English-normed tests with caution
Academic Functioning	• Normal language learning potential • Apparent problems due to culturally determined learning style, different perceptual strategies, or lack of schooling in home country.	• Inability to make progress in language acquisition • Difficulty retaining academic information despite systematic, sustained, targeted interventions • History of difficulty in schools in home country
Progress	• Progress related to quality and quantity of English instruction • Should continue steadily, even if slowly • During language transition time, English performance may lag.	• Possible giftedness: remarkable progress - may jump years in one year • Possible disability: less than expected progress in English acquisition; discrepancy between areas NOT attributed to lack of time or intervention
Productivity	• Verbal & written directions may not be understood due to insufficient English • May lead to not beginning or switching tasks	• Verbal directions too complex or unable to read written directions • May be unable to switch from task to task
Social Abilities	• Lack of familiarity with American customs, language, expected behavior • Lack of English competency results in social isolation or "following" rather than "leading"	• Social skills not attributable to adjustment and acculturation

Pre-Referral Procedures

Referral of the student with the perceived problem by the classroom teacher or the parent is made to the Child Study Team. The Child Study Team examines the concerns and seeks to offer possible solutions for classroom interventions through a plan of action, which is implemented for a designated period as recommended by the team. The EL teacher may be designated to oversee the implementation of the plan and monitors the student progress made through the implementation. The Child Study Team reconvenes to examine the effectiveness of the interventions and, if deemed necessary, suggests subsequent actions including revisions, extension of the plan implementation time.

Special Education Referral

A referral for an evaluation can be made by any source of a child suspected of having a disability. If the referral is from another source than the school's child study team, the special educational administrator may initiate the evaluation procedures, deny the request, or refer the request to a school-based child study team to respond to the concerns within 10 business days. Once a referral is for evaluation is made by the school, parental consent is required before any evaluations can begin. The parent shall be provided with written notice and a copy of their *Parental Rights, Procedures and Safeguards in Virginia* in their native language as needed.

 The evaluation of the suspected student shall be in accordance with the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia.* In so far as possible, a trained staff will administer the assessments in the child's native language within 65 days or an interpreter will assist in the non-standard administration. The parents will be invited to the eligibility determination meeting and an interpreter as needed by the parents will be made available to the parents in their native language. If the child is determined to be a child with a disability and in need of specially designed instruction, an IEP will be develop in compliance with the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia.*

Development of an Individual Educational Plan

 If the student is determined eligible for services, the IEP Committee will meet to develop an IEP for the student. The services will be monitored and reviewed annually to determine continued needs. Title VI of the Civil Rights Act of 1964 and the Individuals with Disabilities Act (IDEA) provide protection against discrimination based upon race, color, or national origin. Decisions affecting students' educational opportunities must be made fairly and accurately. The referral, evaluation, and placement decisions must be made based upon information that accurately reflect what the student knows and/or is able to do. These laws also prohibit the discriminatory denial of educational opportunities based upon race, color, or national origin. Thus, a student may not be denied evaluation for special education services solely due to the lack of proficiency in English. Students who are properly identified may receive both LIEP and special education services. LIEP staff should be part of the IEP team and attend the IEP meeting regarding the child because the ELL teacher in most cases is knowledgeable about strategies that could be used to assist with the student's disability as well as the language deficiency.

Dually Identified ELs

If an EL is dually identified as gifted or as a student with a disability, the LIEP staff works closely with the gifted or special education teachers to ensure that the student's needs are met. The gifted teacher or special education teacher may be included in the EL committee meetings, and a LIEP staff member may participate in the special education or gifted eligibility and Individualized Education Plan (IEP) or 504 Plan meetings.

TRANSLATION AND INTERPRETATION AT MEETINGS

For all special education and gifted committee meetings that involve non-English speaking parents, documents must be translated, or interpreted at the meeting. Any person who interprets at the meeting should be given the documents in advance so that they are familiar with the documents.

ASSESSMENTS

STANDARDS OF LEARNING ASSESSMENTS

All students, including ELs, enrolled in Virginia schools participate in Standards of Learning (SOL) assessments. ELs receive testing accommodations that match the instructional accommodations provided throughout the year. The accommodations are listed in the student's *LEP Student Plan* and the SOL *Assessment Participation Plan*.

A committee meeting takes place to develop the student's *English Learners Student Plan* and the SOL *Assessment Participation Plan*. The participants can include the parent(s), a LIEP staff member (EL Teacher), the Title III Coordinator, a school administrator, a content teacher, a guidance counselor, the student (if appropriate), and a special education staff member (if the student is dually identified as gifted or has a disability).

If an EL student is also identified as having a disability under the *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA), P.L. 105-17 or is identified as an "otherwise qualified handicapped" student under Section 504 of the *Rehabilitation Act of 1973,* decisions about the student's assessment participation must be determined and documented by the IEP or 504 committee as those needs relate to the child's IEP or 504 Plan.

It is the responsibility of the LIEP staff to distribute all EL instructional and testing accommodations to the student's teachers. It is the responsibility of the caseload manager to distribute all SPED instructional and testing accommodations to the student's teachers.

Beginning with the 21-22 school year, all students, including ELs, will participate in Fall Growth Assessments in grades three through 8 reading and math. These assessments will provide baseline data to identify unfinished learning from 2020-2021 due to the pandemic, and they will be used to measure growth against the traditional spring SOL.

The SOL tests that all students must take if they are enrolled in the associated course are listed in the following table:

Content Area	SOL Assessments
Reading	- Grade 3 - Grade 4 - Grade 5 - Grade 6 - Grade 7 - Grade 8 - End-of Course (EOC)
Mathematics	- Grade 3 - Grade 4 - Grade 5 - Grade 6* - Grade 7* - Grade 8* - EOC Algebra I* - EOC Geometry - EOC Algebra II
Science	- Grade 5 - Grade 8 - EOC Earth Science - EOC Biology - EOC Chemistry
History/ Social Science	- Virginia Studies - Civics & Economics - EOC Virginia and US History - EOC World History I - EOC World History II - EOC World Geography
Writing	- Grade 8 - EOC

* Plain English versions of these tests are available only for Mathematics tests assessing the 2009 *Mathematics Standards of Learning* for ELs who meet the eligibility criteria.

Available Exemptions on SOL Assessments

Content Area	Available Exemptions on SOL Assessments
Reading	ELs who have attended school in the United States for less than 12 cumulative months may receive a one-time exemption for the SOL *Reading* test in grades 3 through 8. This guideline also applies to students arriving from Puerto Rico. No exemption is available for the End-of-Course SOL *Reading* test.
Mathematics	ELs may not be exempted from the SOL *Mathematics* tests.
Science	ELs may not be exempted from the SOL *Science* tests.
History/ Social Science	ELs in grades 3 through 8 may exercise a one-time exemption from the SOL *Virginia Studies* or *Civics & Economics* tests. No exemption is available for the End-of-Course SOL *History/Social Science* tests.
Writing	ELs may exercise a one-time exemption from the Grade 8 SOL *Writing* test. No exemption is available for the End-of-Course SOL *Writing* test.

Direct and Indirect Linguistic Testing Accommodations for ELs

Content Area					Code	Testing Accommodation and Description (Refer to Appendix B: *Selection of Testing Accommodations for English Learners (ELs) in the* Examiner's Manuals *for additional details and specific criteria regarding these accommodations.*
Direct Linguistic Testing Accommodations						
H	M	R	S	W	7	**Test Directions Delivery** ▪ Written directions (in English only) to accompany oral test directions.
H	M		S	W	10	**Read-Aloud Test** ▪ Tests are read (in English only) to the student. Must be recorded or proctored.
H	M		S	W	11	**Audio Test** ▪ A pre-recorded (in English only) version of the test items.
		R			14	**Read-Aloud *Reading* Test**

						▪ *Reading* test is read (in English only) to the student. Must be recorded or proctored. Student must meet specific criteria.[1][2]
		R			15	**Audio *Reading* Test** ▪ A pre-recorded (in English only) version of the *Reading* test items. Student must meet specific criteria.[1][2]
H	M	R	S	W	17	**Bilingual Dictionary** ▪ ELs may use a word-to-word bilingual dictionary.
				W – SP	25	**Dictation to a Scribe** ▪ Dictation (in English only) to a scribe (short-paper component only). Must be recorded or proctored. Requires transcription.
H	M	R	S	W - SP	29	**English Dictionary** ▪ ***Non-Writing* Tests:** ELs may use a general English dictionary. ▪ ***Writing* Tests:** Only permitted on short-paper component for Grade 8 and EOC Writing test (2010 SOL)
	M				A	**Plain English *Mathematics* Test[3][4]** ▪ Applicable for tests assessing the *2009 Mathematics Standards of Learning* only. ▪ EL overall proficiency level must be between[5]: o Grades 6-8 - 1.0 through 3.3 o Grades 9-12 – 1.0 through 3.5 on Algebra I only

						Indirect Linguistic Testing Accommodations
H	M	R	S	W	1	**Multiple Test Sessions** ▪ Testing over two or more school days. Some instances require a paper test. <u>Multiple test sessions are not permitted on the short-paper component of the *Writing* test.</u>
H	M	R	S	W	4	**Visual Aids** ▪ Visual templates showing one word, sentence, line, or test item at a time. Code test accommodation 4 only when used on a paper test.
H	M	R	S	W	18	**Examiner Records Responses** ▪ Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded or proctored. Requires transcription.
H	M	R	S	W	31	**Flexible Schedule** ▪ Testing with breaks requires the test to be completed within one school day.

	Key
H	The testing accommodation is available for the *History/Social Studies* test.
M	The testing accommodation is available for the *Mathematics* test.
R	The testing accommodation is available for the *Reading* test.
S	The testing accommodation is available for the *Science* test.
W	The testing accommodation is available for the *Writing* test. (MC: multiple-choice/technology enhanced item (TEI) component. SP: short-paper component. Note: Paper/pencil *Writing* tests do not include TEI.)
	The testing accommodation is <u>not</u> available for the content area.

[1] Available for the Grades 3-8 and EOC Reading test if the EL student is dually identified as a student with a disability and the accommodation is noted in the student's 504 or IEP plan.

[2] Available for EOC Reading test if the EL student receives the accommodation on another SOL assessment, receives the accommodation on a regular basis in the classroom, and failed the first test attempt.

[3] ELs may participate in the Plain English *Mathematics* SOL tests for no more than three consecutive years if they continue to meet the requirements described in Table 1.

[4] Eligibility is based on ACCESS for ELLs® 2.0 scores; however, the WIDA Screener, or the WIDA MODEL™ score may be used for ELs without ACCESS for ELLs 2.0 scores. Information about WIDA assessments is available at the WIDA website.

[5] Students in U.S. Schools for less than 12 months in Grades 6-8 and for Algebra I are eligible for Plain English mathematics test participation regardless of overall proficiency level.

To view other pertinent information, see the Virginia Department of Education document *English Learners: Guidelines for Participation in the Virginia Assessment Program*.

TESTING FORMER ELS

Students who have met the state criteria on the WIDA® ACCESS FOR ELLS® Test (language proficiency level 4.4 or above) to exit the program are in monitor status years 1 and 2, so they are eligible for SOL accommodations, as indicated in the previous table. Students in monitor status years 3 and 4 are not eligible for accommodations, unless they qualify for them through an IEP or 504 Plan.

WIDA® ACCESS FOR ELLS® 2.0

Students with language proficiency levels below 4.4 are tested annually to assess their progress on English language development. The *WIDA ACCESS for ELLs® 2.0* is a national test that assesses the four language domains: listening, speaking, reading, and writing. LIEP staff typically administer these tests to students in February. The Division Director of Testing will work with LIEP staff to provide schools with the testing schedule no later than mid-January. The Director of Testing will also work with the LIEP staff to order materials, provide payment to WIDA, maintain test security, analyze test results, and disseminate results to administrators and parents. LIEP staff that administer testing attend training seminars provided by the Virginia Department of Education.

Accommodations usually allowed on the SOL test are not allowed on the *WIDA ACCESS for ELLs® 2.0*, since the goal is to assess English language proficiency. Dually identified ESL and special education students must follow the guidelines set forward in the ACCESS for ELLs® 2.0 Test Administrator's Manual as to what accommodations are allowable.

An IEP committee may also determine whether a student meets the criteria to be assessed with the *Alternate ACCESS for ELLs* assessment. *Alternate ACCESS for ELLs* is administered to students who have significant cognitive disabilities and require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum.

If a student has severe cognitive disabilities and cannot be assessed with the *Alternate ACCESS for ELLs*, *the Virginia Checklist for Limited English Proficient (EL) Students with Significant Cognitive Disabilities* should be used. Contact the Division Director of Testing (DDOT) for additional information and checklist materials.

NWEA MEASURES OF ACADEMIC PROGRESS (MAP)

Campbell County Public Schools conducts MAP testing three times a year in grades K-10. ELs should participate in MAP testing as their non-EL peers.

PHONOLOGICAL AWARENESS LITERACY SCREENING (PALS)

Campbell County Public Schools conducts PALS testing three times a year in grades K-5. ELs should participate in PALS testing in the same manner as their non-EL peers.

PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT) / SCHOLASTIC APTITUDE TEST (SAT)

Campbell County Public Schools administers the PSAT to all tenth-grade students. ELs should participate in PSAT testing as do their non-EL peers. EL students should be equally informed and encouraged to take the SAT. Guidance counselors should promote and discuss college pathway options with EL students. Currently, the College Board does not allow testing accommodations for ELs on the PSAT or SAT tests.

PARENT AND FAMILY ENGAGEMENT

Involving parents in education has been outlined in legislation since 1964. Law defines parental involvement as "the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities." Furthermore, Title III law requires that schools provide "an effective means of outreach to parents of EL children to inform them of how they can be active participants in their child's education to help them learn English and succeed academically." To communicate in a meaningful way with EL parents, information must be presented in an understandable and uniform format in a language the parent can understand.

The CCPS LIEP staff is extremely involved with the families of our ELs, often extending services after school and on weekends. The LIEP staff communicates regularly regarding school events, meetings, and student concerns. However, it is the expectation that all teachers communicate directly with parents regarding student progress (and discipline issues, if applicable), no differently than they would to parents of non-ELs. If the parent of an EL student cannot communicate in English, EL administrators/ teachers may use contracted language services available to division staff or utilize the services of division approved contract translators. Please see an EL administrator or LIEP staff, preferably a minimum of two weeks in advance, of any meeting requiring an interpreter. If an interpreter is available, this will be arranged and funded through division funds.

TRANSLATION AND INTERPRETATION OF DIVISION AND SCHOOL DOCUMENTS

When school or division information is sent home, it is required to be in a language the parent can understand. Essential information that should be communicated in a language the parent can understand includes, but may not be limited to: (a) documents provided to parents/guardians during the disciplinary process; (b) requests for parent permission for student participation in division/school sponsored programs and activities; (c) announcements distributed to students that contain information about school and division activities for which notice is needed to participate in such activities (*e.g.,* testing, school performances, activities requiring an application); (d) documents regarding special education issues, such as IEP meetings and evaluations, issues arising under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, report cards, and other academic progress reports; and (e) any other written information describing the rights and responsibilities of parents or students and the benefits and services available to parents and students. This information can be shared verbally (interpreted) or in writing (translated) in the parent's language.

  School level documents are currently the responsibility of the school administration or teacher. Division level documents are the responsibility of the school board office staff. Google translate has become fairly accurate over the past several years, and while not perfect, works well. Teachers and schools are encouraged to use this to send home written information. In addition, the Talking Points app, which many ELL teachers in CCPS already use, will translate messages sent to parents. If the written translation is not provided, verbal communication in the language the parent can understand is necessary. **The overall goal is to provide equal access to all school information and programs to our ELs.**

VIRGINIA DEPARTMENT OF EDUCATION (VDOE) RESOURCES

- Instructional Page for Teachers of ELs
- World-Class Instructional Design and Assessment (WIDA) ELP Standards Instructional Videos
- English Language Proficiency Assessment Information
- Handbook for Educators of Students who are English Language Learners with Suspected Learning Disabilities

- English: Strategies for Teaching Limited English Proficient (EL) Students – A Supplemental Resource Guide to the K-12 English Standards of Learning Enhanced Scope and Sequence

- Mathematics: Strategies for Teaching ELs – A Supplemental Resource to the K-12 Mathematics Standards of Learning Enhanced Scope and Sequence

ADDITIONAL WEB RESOURCES

- Center for Advanced Research on Language Acquisition:
- Institute of Education Science: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School
- Northwest Regional Educational Laboratory
- WestEd English Language Learners:
- World-Class Instructional Design and Assessment (WIDA®) Consortium:

- www.colorincolorado.org

APPENDIX

Appendix A	EL Student Green Folder Checklist
Appendix B	CCPS English Learner Student Profile Sheet
Appendix C	Home Language Survey-*Revised June 2021*
Appendix D	EL Student SOL Assessment Participation Plan
Appendix E	Formerly EL Student SOL Assessment Participation Plan
Appendix F	Formerly English Learner Monitoring Forms