ENGLISH LANGUAGE LEARNERS

HANDBOOK

WESTERN SCHOOL CORPORATION

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RUSSIAVILLE, IN 46979

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WESTERN SCHOOL CORPORATION
ENGLISH LANGUAGE LEARNERS (ELL) PROGRAM HANDBOOK

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PROGRAM REVIEW

The Western School Corporation English Language Learners Program is designed to provide English language instruction to non-English and limited English proficient students. Students at the elementary, middle, and high school levels receive language assistance to support their learning of content area curriculum. Additionally, the program is designed to teach these students about American culture and traditions.

Western has provided non-English speaking students language instruction in a variety of ways for many years. In response to the Indiana Department of Education's release of new standards and assessments for English Language Learners, some improvements to the program are necessary and are outlined in this handbook.

Western has two Reading Specialists, a Director of Student Services and the English CAFÉ at the high school, in addition to the Director of Exceptional Learners and Testing who all play an active role in the ELL program. These staff members, in particular, have received training through the Indiana Department of Education in the new standards and assessment tools for our ELL students. All certified staff at Western School Corporation has also been provided an overview of the new standards and assessment by the Director of Exceptional Learners and Testing.

At the start of the 2014-15 school year, the IDOE adopted the WIDA Standards as part of the Elementary and Secondary Education Act Flexibility Waiver for No Child Left Behind Act of 2001 to ensure English learners at all proficiency levels receive meaningful instruction and access to the Indiana Academic Standards.

New students to Indiana, or the United States, who have indicated that they speak a native language other than English on the Home Language Survey, are administered the W-APT to determine the level of English proficiency. If a student does not demonstrate proficiency, then an Individual Learning Plan (ILP) is designed to address the level of ELL services and accommodations necessary to enable the student to access the curriculum and receive instruction to improve English language proficiency. In late winter of each school year, those students participate in the WIDA ACCESS assessment to measure proficiency. This test is administered annually until the student's score reflects English proficiency. The student is then formally monitored for two years.

Indiana
Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

English Learner Guidebook

2014-2015

Indiana Department of Education

Office of English Learning & Migrant Education

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Introduction

This living document is designed as a reference for district and school personnel working with English Learners (ELs). The content of the guide represents a compilation of information, examples and resources for your use. We will be continuously updating this document to provide further clarity and information to district and school personnel working with ELs.

If you find an error, or feel this guide needs to be updated to reflect new or additional information, please fill out the following form to offer feedback and suggestions: EL Guidebook Feedback or email Rachel Davidson at: rdavidson@doe.in.gov.

Glossary of Terms and Definitions

AMO	"Annual Measurable Objective" The annual target for the percentage of students whose test scores must be proficient or above in English/language arts and mathematics. Meeting the AMO is the first step toward demonstrating adequate progress under the Elementary and Secondary Education Act (ESEA). Information regarding Indiana's ESEA flexibility extension request can be found at http://www.doe.in.gov/esea
AMAO	"Annual Measurable Achievement Objective" Required by Sec 3122 of Elementary and Secondary Education Act (ESEA) for Title III-served programs for 1) annual increases in the percentage of children making progress in learning English 2) annual increases in the percentage of children attaining English proficiency and 3) making adequate yearly progress for limited English proficiency children in English/language arts and mathematics
Bilingual/Bicultural Program	A program which utilizes the student's native language and cultural factors in instructing, maintaining, and further developing all the necessary skills in the student's native language and culture while introducing, maintaining, and developing all the necessary skills in the second language and culture.
Can Do Descriptors	The WIDA Can Do Descriptors are commonly used by ESL teachers in coaching general education teachers about differentiated instruction for English learners (ELs). They can also be used to plan lessons or observe students' progress.
EL or ELL	"English Learner" or "English Language Learner" – This refers to any student who may or may not be in the ENL program but those who are continuing to acquire the English language.
English As A Second Language/English to Speakers of Other Languages Program	A structured language acquisition program designed to teach English to students whose native language is not English.
English Language Proficiency (ELP) Assessment	Two versions: placement and annual; refers to the placement assessment used upon enrollment to determine if a language minority student is limited English proficient or fluent AND used annually for students who are limited English proficiency.
ENL	"English as a New Language" – This term is used by the Indiana Professional Standards Board for purposes of license description and teacher dispositions. Also an ENL course for credit at middle school and high school.
ESEA Waiver	Guidelines announced from the US Department of Education for state educational agencies to apply for flexibility that would allow relief from existing sanctions

		under NCLB. Information regarding Indiana's ESEA flexibility extension request can be found at http://www.doe.in.gov/esea
	ESL	"English as a Second Language" – This is the most commonly used term to describe language programming.
	ESOL	"English to Speakers of Other Languages"
	FEP	"Fluent English Proficiency" – A student is considered Fluent English Proficient (FEP) if he/she is able to demonstrate "near native" or "native like" English abilities as determined by a state adopted English language proficiency instrument, which measures competence in speaking, reading, and writing.
	GT	"Gifted and Talented"; High Ability
	HLS	"Home Language Survey" – Home Language Surveys are filled out by all families as part of the enrollment process once in the child's educational career in Indiana to document the language history of the enrolling child.
	ILP	"Individual Learning Plan" – Every year, or when a new EL arrives, the EL teacher will develop and share the ILP with the mainstream teachers. It includes the most recent English language proficiency assessment scores and the appropriate accommodations, etc.
	INTESOL	"Indiana Teachers of English to Speakers of Other Languages" – The local/state affiliate of the International Teachers of English to Speakers of Other Languages professional organization. www.intesol.org
	ISTEP+	"Indiana Statewide Test for Educational Progress Plus" – Statewide standardized test.
	LEP	"Limited English Proficient" – A student is considered Limited English Proficient (LEP) if he/she meets the following criteria: 1. The student's English abilities are limited (or non-existent), as determined by an English language proficiency assessment instrument in the areas of listening, speaking, reading, and writing; 2. The student's academic performance is typically not at grade level.
	LMS	"Language Minority Student" – A Language Minority Student (LMS) is a student for whom at least one of the following statements is true: 1. The student's first acquired (learned) language is other than English; regardless of which is dominant; 2. The language most often spoken by the student is other than English; or 3. The language most often spoken by the student in the home is other than English.
	LTELL	"Long-term English Language Learner" – A student that has attended US schools for more than 6 years and has not reached fluent English proficient status.
	Migrant Student	A student who moves across school district lines for the

		purpose of obtaining agricultural work and whose family's source of income is generated from short term seasonal or temporary jobs related to food processing, crop harvesting, or fish catching. A migrant student may or might not also be an English learner. For more information on migrant services, including the Work Survey that must be annually administered to all Indiana students, please visit http://www.doe.in.gov/elme/title-i-part-c-education-migratory-children
	MPI	"Model Performance Indicator" - Examples of how language is processed or produced within a particular context. MPIs are meant to be examples and not fixed guidelines of the language with which students may engage during instruction and assessment.
	Sheltered Instruction	Content area instruction that has been adapted for English learners' meaningful participation at their level of English proficiency.
	SIOP	"Sheltered Instruction Observation Protocol" – A lesson planner and framework for the specifically adapted and designed content area in order to make basic vocabulary and concepts comprehensible.
	TESOL	"Teachers of English to Speakers of Other Languages" – An international organization designed to promote English language learning throughout the world.
	TPR	"Total Physical Response" – A teaching method in which teachers interact by delivering commands and students demonstrate comprehension through total physical response. Students are not expected to respond orally until they feel ready, thus involving little to no pressure to speak.
	WAPT	"WIDA ACCESS Placement Test" - It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELs. The W-APT is one component of WIDA's comprehensive assessment system.
	WIDA ACCESS	"Assessing Comprehension and Communication in English State-to-State for English Language Learners" - Is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English learners (ELs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.
	WIDA Standards Framework	WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school. These multiple theories and approaches form a theoretical foundation that supports the WIDA standards framework.

Federal Law and Program Summaries

Each LEA receiving Title III funds is required by federal law to meet minimum program requirements. Federal laws relating to the distribution and use of Title III funds are found in the current ESEA document: http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html

Please visit this page to view an IDOE created PowerPoint and webinar regarding the federal requirements for English Learners.

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Title III, Language Instruction for Limited English Proficient and Immigrant Students

- The purpose of the federal Title III: Language Instruction for Limited English Proficient (LEP) and Immigrant Students of the *No Child Left Behind Act* of 2001 is to help ensure that children who are limited English proficient attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

- Title III sub-grantees are required to provide LEP students with high-quality English language development instruction, beyond the Lau required English language development (ELD) program, based on scientific research and to provide high-quality professional development to classroom teachers, principals, and administrators.

- English Learners (ELs) are categorized into five levels of English proficiency, Level 1 – Level 5, based on the results of the English language proficiency assessment administered to every limited English proficient student in the state of Indiana. EL students at Levels 1-4 are considered limited English proficient (LEP) and Level 5 students are considered fluent English proficient (FEP). According to research, it takes LEP students 1-2 years to learn conversational English, but 5-7 years to attain academic language proficiency. LEP students receive daily English language development services and adaptations to classroom instruction and assessment to ensure that these students are able to reach proficiency in English and learn content in subject areas in order to graduate.

- The number of Limited English proficient (LEP) students enrolled in Indiana schools in 2013-2014 was 59,170 representing 263 native languages other than English. Spanish was the native language of about 80% of these students. Approximately 63% of Indiana's English learners (ELs) were born in U.S., to families whose native language is other than English and only 37% of these students are actual immigrants to the U.S.

- Title III sub-grantees must annually assess EL students' progress in developing academic English language proficiency with the LAS Links English Proficiency Assessment. Title III requires States to establish English Language Proficiency (ELP) Standards to guide instruction and to develop annual measurable achievement objectives (AMAO) for accountability purposes. The AMAO performance targets address:
  - annual increases in the # and % of LEP students making progress in learning English (measured by LAS Links test)
  - annual increases in the # and % of LEP students attaining English proficiency (measured by LAS Links test),
  - meeting AMOs per Indiana's ESEA flexibility waiver at the corporation level for the LEP sub-group under Title I.

Title III funds are allocated on a per pupil formula basis. In 2013-2014, the allocation was $151 per LEP pupil. School corporations with at least a $10,000 allocations are eligible to receive funds individually; whereas, those corporations with fewer than $10,000 may apply jointly through a consortium. For more information about Title III, visit: http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html. If you have questions contact Rachel Davidson at rdavidson@doe.in.gov

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Non-English Speaking Program (NESP)
English Learning & Migrant Education

- The State funded Non-English Speaking Program was first approved by the Indiana General Assembly in 1999. This program provides supplemental funding to eligible school corporations to serve limited English proficient (LEP) students. The purpose of the Non-English Speaking Program is to provide English language development instruction to K-12 limited English proficient (LEP) students in order to increase their English language proficiency and academic achievement.

- NESP sub-grantees must identify and meet performance indicators related to student learning, professional development, and parent involvement. NESP funds are used for direct instructional costs including personnel, English language development instructional materials, English language proficiency assessment, program administration costs, instructional computer software, professional development activities, and parent involvement activities.

- There are three specific goals for the NESP program:
  Goal 1: Student Performance – LEP students will demonstrate growth in English language acquisition and in academic achievement;
  Goal 2: Professional Development – School corporations and charter schools will provide increased opportunities for LEP related professional development to instructional staff; and
  Goal 3: LEP Parent Involvement – School corporations and charter schools will provide additional support to parents of LEP students

- Each school corporation must assure that the following will occur:
  -schools must provide limited English proficient students with equal educational opportunity with the appropriate level of English language development (*Lau v. Nichols*, 414 U.S. 563 (1974) through the implementation of appropriate classroom instruction modifications and the appropriate level of English language development (ESL, ENL, sheltered content courses, structured immersion, bilingual education etc.) for each LEP student, documented on an Individual Learning Plan (ILP), to allow for meaningful participation in the district's educational program;
  - implementation of specific criteria to safeguard against inappropriate identification and placement into special education or speech services;
  - provision of instruction from properly certified, licensed teachers 511 IAC 6.1-3-1(d); ensuring that instructional aides work under the direct supervision of a certified teacher and not having the sole responsibility of teaching units of study 511 IAC 1-8-7.5; and that the ratio of the number of LEP students to qualified teachers in a class shall not exceed the state mandated student/teacher ratio for all classrooms;
  - implementation of reclassification to fluent English proficient (FEP) status, exiting from services, and monitoring policies; and
  - communication between the school and the home, whether about LEP students' progress or school activities, is conducted, to the extent possible, in the native/preferred language of the home.

- Non-English Speaking Program funds are allocated to school corporations and charter schools with at least one LEP student on a formula basis upon submission on the online grant application. The per pupil allocation is determined by the LEAs' LEP count that was submitted for the language minority report.

  For more information about the Non-English Speaking Program, visit: http://www.doe.in.gov/elme/non-english-speaking-program-nesp.
  If you have questions contact Rachel Davidson at rdavidson@doe.in.gov.

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Title I, Part C, Migrant Education Program
English Language Learning & Migrant Education

- The Title I, Part C, Migrant Education Program (MEP) of the *No Child Left Behind* Act funds support high-quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Migrant students are identified via the work survey, which Indiana school districts must administer annually to all students to determine eligibility.

- The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

- The Indiana Migrant Education Program serves children of migratory farm workers who qualify under several eligibility criteria. Children must have moved across school district lines within the last three years for qualifying work; have not graduated from high school or have a GED; and be between the ages of three and twenty one. In order to receive services from this program, student eligibility must be verified through a family interview generating a Certificate of Eligibility (COE) for each child. Over 87% of migrant students come to Indiana from within the United States. About 11% of Indiana's migrant students arrive in Indiana from Mexico, and around 2% arrive from other nations. Of the students that come from within the U.S., approximately 80% are from Texas, while the other students come from Florida (10%), Georgia (3.5%), California (3%), and a combination of other states.

- Migrant farm workers seek temporary or seasonal work in agriculture, fishing, or related industries, including food processing. They follow the growing seasons across the country and are largely responsible for the cultivation and harvest of fruits, vegetables, and many other food products in the United States. Although agriculture makes up a very important part of U.S economy, many migrant farm workers have an average income well below the national poverty line. Indiana's agricultural economy utilizes Migrant labor for crops like corn, tomatoes, and melons. Migrant farm workers arrive in Indiana throughout the year, with peak arrival months being April (5%), May (10%), June (15%), July (51%), August (11%).

- The Indiana Migrant Education Program provides sub-grants to school corporations and nonprofit organizations with concentrations of migrant students. These sub-grants fund summer, fall and regular school year projects through which migrant students receive supplemental instructional and support services. Project requirements include school readiness for pre-K students, reading and math achievement for K-12 students, as well as graduation and continuing education. Priority for service is given to migrant students that are failing, or at risk of failing, academically and who have had an interruption to their schooling during the regular school year. Support services that can be funded through an MEP Project include assistance with medical, dental, vision, school supplies and uniforms, and school fees.

For more information about the Title I, Part C Migrant Education Program, visit: Education of Migratory Children

If you have questions, contact Rachel Davidson rdavidson@doe.in.gov.

Hierarchy of Related Laws and Programs

The Office of Civil Rights (OCR) requires LEAs to identify students who need language assistance, develop a program that has a reasonable chance of success, support it with the appropriate number of staff and resources, and evaluate its success. A school district must provide a core EL program prior to utilizing Title I and Title III funds. The chart below shows the succession of programs if an English learner was eligible for Title I, Title III, and migrant services. Title III funds must "supplement and not supplant" *[3115(g)]* state and locally funded Lau Requirements. Supplement vs. Supplant requirements ensure that services provided with federal funds are *in addition to* and *do not replace* (or supplant) services that students would otherwise receive. Below you will find a hierarchy showing funding requirements and protocol.

Title I, Part C Migrant (for eligible students)

Supplemental services provided to identified migrant students who qualified due to a move across district lines in search of seasonal, agricultural work.

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Title III (for all LEP students regardless of Title I participation)

Supplemental language development services provided to LEP students *above and beyond* the core instruction, core EL program, and if applicable, Title I services.
Title III federal funds can be used for this purpose.

⬆

Title I
Supplemental services provided to LEP students eligible for Title I.

For school-wide, all students are eligible. For targeted assistance, LEP students are eligible using the same criteria as all students.

Title I funds provide academic support to students, including LEP students, to meet Indiana's challenging academic achievement standards. LEAs may also use Title I, Part A funds to provide a language instruction educational program (as defined in Part C of Title III of the ESEA) for LEP students eligible for Title I.

Title I federal funds can be used for this purpose.

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Core EL program (required by Lau 1974, Castaneda 1981)
Required by federal law to be provided to limited English proficient (LEP) students. These English language development services are in addition to the core instruction. State and local funds are used to provide the core EL program. *Must occur in the absence of federal funds. Federal funds (i.e. Title I or III) cannot be used to provide the core EL program.*

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Core Instruction
Provided to all students. Paid for with state and local funds.

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Case Law & Related Statutes

Title VI of the Civil Rights Act of 1964 and its regulations at 34 CFR Part 100 2) -"No person in the U.S. shall, on the ground of race, color, national origin be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

May 25, 1970, Memorandum, Department of Health, Education, and Welfare - This memorandum interpreted the Civil Rights Act. It delineates the responsibility of school districts in providing equal education opportunity to national origin minority group students whose English language proficiency is limited. The following quotes discuss some major areas of concern with respect to compliance with Title VI and have the force of Law:

"Where inability to speak and understand the English language exclude 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."

"School districts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice, in order to be adequate, may have to be provided in a language other than English."

"School districts must not assign national origin minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin minority group children access to college preparation courses on a basis directly related to the failure of the school system to inculcate English language skills."

1974 - Equal Educational Opportunities Act (EEOA) - "No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or nation origin, by ... the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

Title II of the Americans with Disabilities Act of 1990, 42 USC 12131-12161 - Title II of the ADA prohibits discrimination against qualified individuals with disabilities on the basis of disability in all programs, activities, and services of public entities. Public entities include state and local governments and their departments and agencies. Title II applies to all activities, services and programs of a public entity.

Individuals with Disabilities Educational Act (IDEIA) of 2004 - The purpose of IDEA 2004 is to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living; to ensure that the rights of children with disabilities and their parents are protected; to assess and ensure the effectiveness of efforts to educate children with disabilities.

Lau v. Nichols The decision stated that providing students the same desks, books, teachers and curriculum did not ensure that they had equal educational opportunity, particularly if the students did not speak English. If English is the mainstream language of instruction, then measures have to be taken to ensure that instruction is adapted to address those children's linguistic characteristics (Lau v. Nichols, 414 U.S. 563, 94 S. Ct. 786, 1974).

Castaneda v Pickard, 648 F2d 989(5th Cir 1981), the 5th Circuit set out a widely adopted three-part test to determine whether districts have taken "appropriate action" to remedy the language deficiencies of their ELLs: (1) is the school "pursuing a program informed by an educational theory recognized as sound by some experts in the field, or at least, deemed a legitimate experimental strategy"; (2) are the programs and practices actually used by the school "reasonably calculated to implement effectively the educational theory adopted by the school"; and (3) does the program "produce results indicating that the language barriers confronting students are actually being overcome". Congress intended that schools make a "genuine and good faith effort, consistent with local circumstances and resources, to remedy the language deficiencies of their students,"

Plyer vs. Doe (1982) The United States Supreme Court stated that school systems must enroll and educate children residing in their district even if their parents do not possess legal residency documents.

Further information about federal and state laws regarding ENL students can be found at:

http://www.doe.in.gov/elme

Equal Access

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 ELs. 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".

ELs are required to have equal access to the full range of district programs, including special education, Title I, gifted and talented programs, and nonacademic and extracurricular activities.

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.

In its 1974 decision in *Lau v. Nichols*, the United States Supreme Court upheld OCR's 1970 memo. The basis for the case was the claim that the students could not understand the language in which they were being taught; therefore, they were not being provided with an equal education. The Supreme Court agreed, saying that:

> There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

The case reaffirmed that all students in the United States, regardless of native language, have the right to receive a quality education. It also clarified that equality of opportunity does not necessarily mean the same education for every student, but rather the same opportunity to receive an education. An equal education is only possible if students can understand the language of instruction.

Within weeks of the *Lau v. Nichols* ruling, Congress passed the Equal Educational Opportunity Act (EEOA) mandating that no state shall deny equal education opportunity to any individual, "by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program." This was an important piece of legislation because it defined what constituted the denial of education opportunities.

The U.S Department of Education's OCR oversees school districts' broad discretion concerning how to ensure equal educational opportunity for ELs. OCR does not prescribe a specific intervention strategy or program model that a district must adopt to serve ELs.

The following guidelines have been outlined for school districts to ensure that their programs are serving ELs effectively. Districts should:

- identify students as potential ELs;
- assess student's need for EL services;
- develop a program which, in the view of experts in the field, has a reasonable chance for success;
- ensure that necessary staff, curricular materials, and facilities are in place and used properly;
- develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and
- assess the success of the program and modify it where needed.

For additional information regarding the provision of equal education opportunity to ELs, contact the Office for Civil Rights enforcement office at:

Phone: (800) 421-3481
Email: ocr@ed.gov
URL: http://www.ed.gov/about/offices/list/ocr/index.html

WIDA English Language Development (ELD) Standards Framework

Title I [1111(b)(1)] and Title III [3111(b)(2)(C)(ii) of the ESEA and Indiana's ESEA flexibility extension require Indiana to adopt college and career ready English language development standards and assessments so that English learners may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging Indiana academic content and achievement standards as all children are expected to meet.

Indiana adopted the WIDA ELD standards in December 2013. The 5 WIDA standards and framework consist of 5 components:

    1) Can Do Philosophy
    2) Guiding Principles of Language Development
    3) Age Appropriate Academic Language in Socio-Cultural Contexts
    4) Performance Definitions
    5) Strands of Model Performance Indicators

The WIDA ELD standards differ from Indiana's previous ELP standards because students need to engage with peers, educators, and the curriculum in ALL classrooms. WIDA offers 5 standards, which are utilized by all educators with English learners in their classrooms:

1) Social and instructional language
2) Language of language arts
3) Language of mathematics
4) Language of science
5) Language of social studies

More information regarding the WIDA ELD Standards Framework can be found at http://www.doe.in.gov/elme/wida-english-language-development-eld-standards-framework and www.wida.us

Private School Participation

The link to U.S. Department of Education Private School Participation, Sec. 9501 is:
http://www2.ed.gov/policy/elsec/leg/esea02/pg111.html

The Non-Regulatory Guidance for ESEA 9501 can be found at:
http://www2.ed.gov/programs/titleiparta/psguidance.doc

Sec. 5144 Supplement, Not Supplant
Funds made available under this part shall be used to supplement, and not supplant, any other Federal, State, or local education funds.

- Educational services provided under Title III, for both public and private schools, must be supplementary to the services provided by other federal, state, and local funds, which includes the Lau requirements.

Sec. 9501 (a) (3) Special Rule- Educational Services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.

Statutory and Regulatory Requirements

- After timely and meaningful consultation with appropriate private school officials, local education agencies (LEAs) receiving Title III funds must provide educational services to limited English proficient (LEP) children and educational personnel in private schools that are located in the geographic area served by the LEA.
- To ensure timely and meaningful consultation, the LEA must consult with appropriate private school officials during the design and development of the Title III program on issues such as:
    - How the LEP children's needs will be identified.
    - What services will be offered.
    - How, where and by whom the services will be provided.
    - How the services will be assessed and how the results of the assessment will be used to improve those services.
    - The size and scope of the services to be provided to the private school children and educational personnel.
    - The amount of funds available for those services.
    - How and when the LEA will make decisions about the delivery of services, including a thorough consideration of the views of the private school officials on the provision of contract services through potential third-party providers.
- Title III services provided to children and educational personnel in private schools must be equitable and timely and address their educational needs.
- Funds provided for educational services for private school children and educational personnel must be equal, taking into account the number and educational needs of those children, to the funds provided for participating public school children.
- Title III services provided to private school children and educational personnel must be secular, neutral, and non-ideological.

- LEAs may serve private school LEP children and educational personnel either directly or through contracts with public and private agencies, organizations and institutions.
- The control of funds used to provide services and the title to materials and equipment purchased with those funds must be retained by the LEA.
- Services for private school children and educational personnel must be provided by employees of the LEA or through a contract made by the LEA with a third party.
- Providers of services to private school children and educational personnel must be independent of the private school and of any religious organization, and the providers' employment or contract must be under the control and supervision of the LEA.
- Funds used to provide services to private school children and educational personnel must not be commingled with nonfederal funds.

What is meant by "equitable" participation by public and private school students and educational personnel in a Title III program?

Participation is considered to be equitable if the LEA (1) assesses, addresses and evaluates the needs and progress of public and private school students and educational personnel on a comparable basis; (2) provides, in the aggregate, approximately the same amount of services to students and educational personnel with similar needs; (3) spends an equal amount of funds to serve similar public and private school students and educational personnel; and (4) provides both groups of students and educational personnel equal opportunities to participate in program activities.

Must an LEA's Title III program design be the same for both public and private school students and educational personnel?

No. Consultation and coordination between LEA and private school officials are essential to ensure a high-quality program that meets the needs of the students being served and assists those students in attaining English proficiency and meeting the same challenging state academic content and student academic achievement standards as all children are expected to meet. The LEA must assess the needs of private school students and educational personnel in designing a program that meets their needs. If their needs are different from those of public school students and educational personnel, the LEA, in consultation with private school officials, must develop a separate program design that is appropriate for their needs.

What recourse is available if an LEA will not use its Title III funds to provide equitable services to private school children and educational personnel?

Complaints about an LEA's failure to provide equitable services to private school children and educational personnel must first be submitted to the state education agency for resolution. The state's resolution or failure to make a resolution may be appealed to the U.S. Department of Education.

Does the Title III requirement on language qualifications for teachers providing Title III services to public school students apply to teachers providing these services to private school students?
Yes. Like teachers serving public school LEP students, teachers providing Title III services to private school students, whether LEA employees or third-party contract employees, are subject to the requirement that teachers in a Title III program must be fluent in English and any other language used for instruction.
For more information, please view the Guidance Regarding Non-public School Participation in Title III and Choice Non-Public School Requirements for English Learners

LEA Affirmation of Timely and Meaningful Consultation with Nonpublic School Officials

Title IX, Part E, of the No Child Left behind Act (2001) and Education Department General Administrative Regulations (EDGAR), Part 76, Sections 76.650-76.662, require that timely and meaningful consultation occur between the local education agency (LEA) and non-public school officials prior to any decision that affects the opportunities of eligible non-public school children, teachers, and other educational personnel to participate in programs under this act. Consultation shall continue throughout the implementation and assessment of activities.

The following topics *must* be discussed during the initial consultation process:

- How the LEP children's needs will be identified.
- What services will be offered.
- How, where and by whom the services will be provided.
- How the services will be assessed and how the results of the assessment will be used to improve those services.
- The size and scope of the services to be provided to the private school children and educational personnel.
- The amount of funds available for those services.
- How and when the LEA will make decisions about the delivery of services, including a thorough consideration of the views of the non-public school officials on the provision of contract services through potential third-party providers.

Please read the following statement, check the box, and sign-off:

☐ We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible non-public school children in the Title III program. We have collaborated with the public school program administrator in the design and development of the educational services to be provided to eligible children. Additional consultation has been scheduled throughout the school year to discuss the implementation of the Title III program.

_____   _____
Public School Official   Date   School Corporation

_____   _____
Non-public School Official Date   Non-Public School

Please make sure that both the LEA and non-public school retains a copy of this form for its records.

Parental Notification and Involvement

Title III, Section 3302, has two timelines for providing parental notifications: one for the student who is new to the LEA and one for a continuing student. Additionally, there is a requirement for programs to notify parents of a program's failure to meet annual AMAO targets. This notification is required to be in a parent's primary language, as is reasonable for the school district to offer.

For LEP students who have been enrolled in the LEA since the previous school year, parental notifications must be provided no later than 30 calendar days after the beginning of the school year. LEAs should use the most current information available regarding each student in these notifications (Title III, Section (a)).

For students enrolling after the beginning of the school year, LEAs must provide the parental notifications within two weeks of a child being placed in a program. This timeline does not conflict with the state requirement of testing students for English proficiency within 30 calendar days of enrollment and placement in an appropriate program (**Education Code** sections 306(a), 313, 60810-60811, 62002; formerly **Education Code** Section 52164.1 (b)(c); Title 5, Education sections 4304, 11511; **Code of Federal Regulations** , Title 34, Education, parts 300, 300.532(a)(c)).

Note: An LEA may issue one parental notification that meets both state and federal requirements for all new LEP enrollees. However, all parents of LEP students must be notified annually of the students' placement in a language instruction program, and not just newly enrolled students.

According to **Education Code** Section 48985, when 15 percent or more of the pupils enrolled in the school speak a single primary language other than English, all notices, reports, statements, or records sent by the school or district to the parent/guardian of any such pupil must, in addition to being written in English, be written in such primary language and may be responded to by the parent or guardian in English or in the primary language.

In addition, federal law requires that schools and districts effectively communicate with all parents and guardians, regardless of the percentage of students that speak a language other than English (Title III, Section 3122 (c)). This requirement to make information available to parents in a language that they understand cannot be paid with Title III funds due to the supplement not supplant provision Sec. 3115(g) of ESEA.

[Insert School Corporation Letterhead]
Annual Parent Notification

Last Name		First Name	
School		Grade	

[Insert Date]

Dear Parent/Legal Guardian:

We are sending this letter to inform you of your child's identification as an English learner (EL) and of his/her placement into an English language development program for the [insert year] school year. We are following the federal law as required of all school corporations:

(1) To identify limited English proficient (LEP) students;
(2) To assess students' progress in learning English; and
(3) To provide students with services to increase their English proficiency and academic achievement

Your child will participate in a program to help him/her attain English proficiency in listening, speaking, reading and writing, succeed in academics and meet graduation requirements. The following table identifies the method(s) of instruction that will be used with your child: [Put "x" in placement for this child; Delete programs that you do not use/offer]

Name	Description	Placement
Sheltered English/ Content-Based English	The goal is proficiency in English while focusing on learning content knowledge and skills in an all-English setting. Instruction is provided in English only and is adapted to a student's proficiency in English. Instruction is supported by visual aids and support (as available) in the student's native language.	
Structured Immersion	The goal is fluency in English and typically serves only ELs in the classroom. All instruction is in English but has been adjusted to the student's proficiency level so that subject matter is comprehensible.	
Pull-out English Language Development (ELD)	The goal is to develop fluency in English. Students leave the mainstream classroom part of the day to receive ELD instruction.	
Push-in English Language Development (ELD)	The goal is to develop fluency in English. Students are served in the mainstream classroom, receiving instruction in English and native language support if needed.	
Transitional Bilingual Education	The goal is to develop English proficiency skills as soon as possible, without delaying learning of academic core content. Instruction begins in the student's native language but rapidly moves to English. Students are typically transitioned into mainstream classrooms with their English-speaking peers as soon as possible.	
Other	[Insert description, including content, instructional goals, and the use of English in instruction]	
Not Applicable	Written confirmation has been received from the parent indicating the parent wishes to deny English language development instruction for their child	

To identify students that are ELs and the educational services they will need, we use the Home Language Survey (HLS) and LAS Links Assessment. The LAS Links Assessment measures students' English abilities in listening, speaking, reading, and writing. Your child's **overall** English language proficiency score on his/her LAS Links Assessment was:

Level 1 Beginner	Level 2 Early Intermediate	Level 3 Intermediate	Level 4 Advanced

In order to exit the English language development program your child must obtain two overall consecutive level 5's (Fluent) on the LAS Links Assessment.   After exiting from the program, your child's academic progress will continue to be monitored for two years. While the rate of attaining English language proficiency varies greatly from student to student, research has shown that it typically takes 5-7 years to attain English proficiency and exit from English language development services. Indiana's expected rate of graduation is currently 96%.

If your child has been identified with a disability in which they also require an Individual Education Plan (IEP), the English language development program will be used in coordination with your child's existing IEP.

As a parent, you have the right to:

(1) Remove your child from the English language development program; and
(2) Decline your child's participation in the program or choose another program or method of instruction

If you decide to not have your child participate in the English language development program, he/she will still be required to complete the LAS Links Assessment under federal law. If you have any questions about the placement of your child for this school year, please contact [Insert Name, Title]at [Insert Phone Number].

Sincerely,
[Insert Director's Name, Title]

Notifications to Parents/Option to Waive Services

Parents can opt to not have their children enrolled in an EL program. Before this decision which so seriously impacts a child is made, the parent should be informed of the benefits of EL services and of the potential difficulties that often accompany the lack of EL services. After this information is provided in a language the parent can understand using a review of the placement or annual English language proficiency assessment results, (translated or interpreted, as needed by the parent) the parent may choose either to enroll the student in EL services or to waive EL services. If parent decides to waive ESL services, the school corporation should keep written documentation of that decision with the parent's signature and date the decision was made.

Additionally, a student has the right to receive EL services at the elementary or secondary school in which they would normally attend. Schools districts with a low incidence of English learners may decide to only provide specified EL staff at certain buildings and may request that English learners attend those buildings to receive direct services. However, if a parent chooses to not participate in this model but rather wishes to receive services at the school in which the student would normally attend, then the school district must develop a plan to provide services for this student, which might differ from the plan provided at the buildings with specified EL staff. For more information, please review the *Service Model Guidance* found HERE

When a parent declines participation, the district retains a responsibility to ensure that the student has an equal opportunity to have his or her English language and academic needs met. Districts can meet this obligation in a variety of ways (e.g. adequate training to classroom teachers on second language acquisition; monitoring the educational progress of the student).
http://www2.ed.gov/about/offices/list/ocr/qa-ell.html

Students not served by district programs are still required to complete state required assessments and are counted in the district's progress towards meeting academic and graduation outcomes.

Federal regulations require the annual assessment of Limited English proficient (LEP) children until they demonstrate proficiency in English. Parents who refuse direct language development services for their child must be aware that:

> a) The student will still be tested until s/he reaches English proficiency (scores at Level 5 on the spring annual English Proficiency test); and
> b) The student will have an Individual Learning Plan (ILP) and will receive appropriate adaptations/modifications to classroom instruction and assessments based on the student's language level in order to ensure student's meaningful participation and learning in academic subject areas; and
> c) The student will receive appropriate allowed accommodations for Limited English proficient (LEP) students of Levels 1-4 on all standardized testing (ISTEP+, End of Course assessments [ECA], and IREAD3).

The Refusal of Direct Services Form is a separate document and is used only after:
> a) The parent contacted the school wishing to refuse direct services for the child; and
> b) A conversation/consultation about how language development program will benefit the student has occurred between the parent and EL staff, and the parent's concerns have been addressed; and
> c) The parent still refuses direct services.

Enrollment Procedures

In accordance with Performance Based Accreditation compliance guidelines, Plyler v. Doe (1981), and Title I of ESEA, all public schools are required to administer a Home Language Survey (census) to all first time enrollees (i.e. Kindergarten) or out-of-state students to identify the first (native) language(s) of all students enrolled in the school corporation. Nonpublic schools participating in the Choice Scholarship Program must also follow these procedures per their application assurances and accountability determinations. This is done by registering staff at the time of **enrollment** and not thereafter. For students that are transferring from an Indiana school, school staff will contact the previous school to obtain the original home language survey. The Home Language Survey shall identify students in need of English language development services. Based on the results of this survey, students will be tested for their level of English proficiency and provided services as needed. If a language other than English is indicated for any of the questions, the student is considered to be a language minority student.

Home Language Survey Required Questions
- What is the native language of the student?
- What languages does the student speak most often?
- What language does the student speak at home?

English Language Proficiency Assessment

EL staff or designated and trained individuals who are paid with state and local funds only shall assess new EL students to the school corporation with the state-approved English language proficiency assessment tool to measure proficiency in English. (Staff paid solely through federal funds such as Title I or III must not assess students, as this is federally mandated and therefore not supplemental).The English proficiency assessment shall be conducted **within 30 calendar days** of the beginning of the school year, or within 2 weeks of enrollment if the child enrolls later in the school year. The purpose of English language proficiency assessment is to identify a level of English proficiency so appropriate EL programming and mainstream accommodations may be made for the EL students.

Note: Only a person holding an Indiana license can administer the Placement test or Annual Proficiency test, which includes instructional, administrative, and social services licenses.

Chapter 10 of the Indiana Assessment Program Manual discusses test preparation, administration and reporting. Specifically, it defines the test examiners and their roles as the following:

Test Examiners and Their Role

The assessment is to be administered only by personnel who hold a license granted by the Indiana Department of Education. The license must be an instructional, administrative, or school services license. Personnel not properly trained and certified (e.g., teacher's aides, secretaries, or substitute teachers who do not hold one of the above mentioned licenses) may ONLY serve as proctors, NOT as test examiners. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a test examiner. Test examiners should be thoroughly familiar with the tests to be administered and with the procedures to be followed during testing. This includes:

- *Studying the Examiner's Manuals (paying specific attention to the icons representing reading comprehension and calculator usage);*
- *Reviewing the Code of Ethical Practices and Procedures (in Appendix A of this manual); and*
- *Reading all applicable portions of the current Indiana Assessment Program Manual.*

EL Student Placement

EL students who enroll in an Indiana school corporation are to be placed with their age/grade appropriate peers. **The lack of English language proficiency in any domain of listening, speaking, reading and writing is not to be considered in the grade placement of EL students.**

Checklist for Proper Identification of

Limited English Proficient (LEP) Students

Step 1: Has a HLS been completed for each first time enrolled or out -of-state student?

ALL LEAs must administer the Home Language Survey to first time enrollees (i.e. Kindergarten). The HLS is administered only once in any student's educational career. Home Language Surveys for all new enrollees are required to be kept in the students' files, regardless whether they indicated another language on the HLS or were identified as limited English proficient. Beyond first time enrollees (i.e. Kindergarten), a new Home Language Survey is administered to any student ONLY if the student transferred from another state.

Response	Action Taken
YES	Proceed to Step 2
NO	For students that do not have a HLS: • First, check the student's cumulative folder for an Original HLS • If you cannot find an original HLS, contact the previous school. After multiple attempts, you can administer a new HLS as a last resort but document the steps taken. • Then, proceed to Step 2

Step 2: Has a language other than English been indicated on the HLS?

Response	Action Taken
YES	Proceed to Step 3. The non-English language listed on the home language survey, no matter the HLS question or which language is dominant, must be reported for the language code for the student within the STN app center.
NO	If student has indicated all "English" on their HLS: • File the student's HLS in the student cumulative folder • No further action is required

Step 3: Has any student for whom a language other than English has been indicated on their HLS been given the English language proficiency placement Test?

Response	Action Taken
YES	Proceed to Step 4
NO	If student has indicated a language other than English on their HLS: • An English language proficiency test should be administered. • Then, proceed to Step 4

Step 4: Did the student score "NP" or "AP" on their LAS Links Placement Test?

Response	Action Taken
YES	If the student scored a "NP" or "AP", the student is considered Limited English Proficient (LEP). Proceed to Step 5.
NO	If the student scored proficient, the following must occur: • The English language proficiency placement test is retained in the student cumulative folder

	• The HLS is retained in the student cumulative folder
	• The student is not considered LEP because they scored Proficient
	• No further action is required (the student is reported as FEP Level 5 on DOE-LM until graduation)

Step 5: Does the LEP student have an Individual Learning Plan (ILP)?

Response	Action Taken
YES	You have completed all the necessary steps! Please remember the following: • The ILP should be implemented daily in the classroom by any teacher(s) that have that particular LEP student • The LEP student is eligible for state-approved accommodations on state assessments. In order to receive the state-approved accommodations, the accommodations must be listed in the student's ILP
NO	If the student has been identified as LEP, the following must occur: • An ILP is created for the student (see the Individual Learning Plan Guidance document for more information) Please remember the following: • The ILP must be implemented daily in the classroom by any teacher(s) that have that particular LEP student • The LEP student is eligible for state-approved accommodations on state assessments. In order to receive the state-approved accommodations, the accommodations must be listed in the student's ILP

Important Items to Remember

- The English language proficiency placement test is only administered once to a student and should not be repeated every year. The placement test serves only as a screener used to initially identify a student as LEP.

- Any student that has been identified as LEP will participate each year in the **annual English language proficiency assessment**. This assessment occurs during a January-February assessment window.

- A LEP student will continue to take the annual English language proficiency assessment each year until they reach formal exit criteria on the assessment.

Transfer Credit Guidance of International Students

Indiana high schools should make every effort possible to transfer credits for students enrolling from other countries. The Department of Education recommends that the school attempt to obtain a list of content area course descriptions from the native country (in English) to determine the content equivalence of courses.

The following courses from the home country may count as Indiana **World Language credit:**
- English development classes
- Language arts classes in the native language (i.e. literature, writing in the native language)

In order to receive **English/Language Arts credit**, a course from the native country must meet the intent of *Indiana's Academic Standards for English/Language Arts* for secondary-level performance on reading, writing, speaking and listening skills and processes.
- The number of credits awarded for each course may vary. The number of credits awarded should be determined by locally established transfer credit policy.
- Schools may administer available final exams or End of Course Assessments to students in order to determine placement and/or verify proficiency in the content. For more information about credit by proficiency, please contact the Office of Curriculum and Instruction.

Awarding credits based on transfer transcripts is a local decision. Services are available, for a fee, to professionally translate and evaluate transcripts. Contact local universities for more information about these services. Additionally, if a transcript is not available for a student, then the school may choose other performance measures for a student to demonstrate content proficiency that meets the intent of the Indiana Academic Standards, which might be a end of course assessment, locally created course final, third party assessment, teacher interview/portfolio etc.

For specific information regarding how international grades might transfer to a U.S. grading system, as well as an in-depth explanation of the various educational systems around the world, please go to the *World Education Services (WES)** website. Below is a sample grade transfer chart from this site. The grades shown on these charts have been taken from the most commonly used grading scales from each country. http://www.wes.org/gradeconversionguide/mexico.htm

Mexico

Scale 1	Scale 2	Grade Description	U.S. Grade Equivalents
9-10	90-100	Muy Bien (Very Good)	A
8	80-89	Bien (Good)	B
6-7	60-79*	Regular/Suficiente (Average/Sufficient)	C
0-5	0-59	Reprobado/No Suficiente (Fail/Not Sufficient)	F

* 7 and 70 are the minimum passing grades at selected universities.

Adult Student Guidance

In Indiana, individuals have a constitutional right to attend school until they have received a high school diploma (Constitution of the State of Indiana, Article 8, Section 1). Receipt of a GED is not equivalent to a high school diploma and does not extinguish the right to earn a high school diploma. Schools do have the right to determine the placement, so the school could determine that an older student not attend the traditional high school day but rather earn credits through online credit recovery, evening classes, etc. The student could be required to attend adult education classes rather than the high school, but cannot be denied the right to attend school and earn a diploma. Per the Compulsory School Attendance law, a student is required to attend until the age of 18. This code does not specify an age of which they can no longer attend. Students over the age of 18 are still subject to the pupil discipline law (I.C. 20-33-9) and legal settlement requirements (I.C. 20-26-11).

The final arbiter of the right to attend school and the determination of legal settlement is the Indiana State Board of Education. IC 20-26-11-15; IC 20-33-2-45.

Additionally, Title III of the ESEA in Sec. 3301 defines limited English proficient students as ages 3-21 that are working towards graduation. LEP students under age 22 are included in the funding allocations which are used to provide supplemental Title III services.

Preschool/Pre-K Students

All students enrolling in an Indiana elementary school for the first time, including preschool programs that are part of the elementary, are to be administered the Home Language Survey. The native language and language(s) used by the preschool student is vital information for preschool staff and has to be taken into consideration during any testing, including determination for special education services, if applicable.

However, preschool students who are English Learners are not reported to the U.S. Department of Education in any of the following reports: LEP Students in LEP Program (C046), LEP Enrolled (C141), or Title III LEP Students Served (C116). Since preschool students who are English Learners are not reported to the U.S. Department of Education and subsequently do not generate Title III funding under 3114(a) of the ESEA, then LEAs are not required to administer an English language proficiency screener for preschool students who have a language other than English identified on their HLS. However, preschool students who were born outside of the U.S. or its territories and immigrated to the U.S. are to be reported as immigrant students on the DOE-LM, whether or not they are English Learners.

LEAs have the option of administering a locally developed screener for preschool students. The student's score on the locally developed screener will not be reported to the IDOE as the student's English proficiency level but shall be used for informational purposes only. However, no preschool student will take the Annual English language proficiency assessment, as this is for grades K-12 only.

When the time of Kindergarten enrollment is reached by preschool students who previously identified a language other than English on their Home Language Survey, licensed EL staff must administer the English language proficiency screener no later than 30 days from the beginning of the school year. LEAs have the option of providing Title III services to preschool students who have identified a language other than English on their Home Language Survey; however, this is not a requirement but rather a local decision.

Home Language Survey (HLS)

The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedures, requires school districts and charter schools to determine the language(s) spoken in each student's home in order to identify their specific language needs. This information is essential in order for schools to provide meaningful instruction for all students as outlined Plyler v. Doe, 457 U.S. 202 (1982).

The purpose of this survey is to determine the primary or home language of the student. The HLS must be given to all students enrolled in the school district / charter school. The HLS is administered **once**, upon initial enrollment in Indiana, and remains in the student's cumulative file.

Please note that the answers to the survey below are student-specific. If a language other than English is recorded for ANY of the survey questions below, the English language proficiency placement test will be administered to determine whether or not the student will qualify for additional English language development support.

Please answer the following questions regarding the language spoken by the student:

1. What is the native language of the **student?** _____

2. What language(s) is spoken most often by the **student?** _____

3. What language(s) is spoken by the **student** in the home?_____

Student Name:_____

Grade:_____

Parent/Guardian Name:_____

Parent/Guardian

Signature:_____ Date:_____

By signing here, you certify that responses to the three questions above are specific to your student. You understand that if a language other than English has been identified, your student will be tested to determine if they qualify for English language development services, to help them become fluent in English. If entered into the English language development program, your student will be entitled to services as an English learner and will be tested annually to determine their English language proficiency.

For School Use Only:

School personnel who administered and explained the HLS and the placement of a student into an English language development program if a language other than English was indicated:

Name:_____

Date:_____

HLS Frequently Asked Questions

The "Provision of an Equal Education Opportunity to Limited-English Proficient Students" (OCR, August 2000) and Title I, Section 1111(b)(6) of No Child Left Behind (NCLB) requires each state to "identify the languages other than English that are present in "a participating school population..." Indiana has chosen to do this through the administration of the Home Language Survey (HLS). The HLS is a student-specific questionnaire to determine the primary or home language of a student. Below are the three student-specific questions that are required to be asked on the HLS:

1. What is the native language of the student?
2. What language(s) is spoken most often by the student?
3. What language(s) is spoken by the student in the home?

If a language other than English is indicated for any of the three questions, the English language proficiency assessment should be administered to determine whether or not the student qualifies for English language development support.

The FAQ below is a guidance document that is to be used as a resource

1. Q. Should my school corporation give out a HLS to every new student that enrolls in my school corporation?

No. The HLS is a document that should only be filled out **once** in a student's educational career. If the student is enrolling in school for the first time ever, then a HLS should be given to complete. If the student is enrolling in your school corporation from a school within Indiana, then the **original HLS** must be obtained (*refer to question 7 on what to do when a student moves to your corporation from outside of Indiana*).

2. Q. When filling out the HLS, a parent marked "English/Spanish" for one or more of the responses- What should we do?

If the parent marked multiple languages for one or more of the responses, it is important first to ensure that the HLS was explained properly to the parent. If the parent was aware of what the HLS was, then proceed with testing. If the HLS was not explained to the parent, it is important that its purpose is explained.

3. Q. A parent marked a language other than English on the HLS, but now would like to re-complete the survey so that it indicates all "English"- can the HLS be re-completed?

No. The HLS is a document that should only ever be filled out once. A parent cannot "go back" and change their original answers that they indicated. It is important that a school corporation properly explain the purpose of the HLS in order to ensure that the parent is aware of what occurs when a language other than English is marked.

4. Q. There is a student that is enrolling in school for the first time. Our corporation has administered the HLS and the parents have indicated a language other than English, what should we do?

If a language other than English has been indicated on the HLS, an English language proficiency placement test must be administered to determine the student's language proficiency. If a student does not score proficient , they must be entered in to an English language development program and must be annually assessed until reaching formal exit criteria for fluent English proficient (FEP) status.

5. Q. I have given the student the initial placement assessment and they have scored Fluent English Proficient (FEP), is there anything further that I need to do?

No. If a student's placement assessment indicates that they are FEP, the student does not need to be in an English language development program.

6. Q. Our school corporation received a student from a different school within Indiana. Do we issue a new HLS?

You should not administer a new HLS. When a student arrives at your school from a different school within Indiana, your school corporation must look in the student's cumulative folder to find the original HLS. Whatever is indicated on the original HLS is what you must go by. If a language other than English was indicated, there should be documentation of a student's prior English language proficiency assessment(s) in the student's cumulative folder and the student's instructional program should follow accordingly. The language listed in the STN app center can be used as an interim measure until the school receives the original home language survey, as the prior school is required to report any non-English language listed on the HLS as the reported language within the STN app center.

7. Q. Our school corporation received a student from outside of Indiana. Should we give them a new HLS?

Yes. Indiana does not accept an HLS from outside of Indiana. If you have a student that moves to your corporation from outside Indiana, a new HLS should be administered. If the student is coming from a WIDA consortium member state, please contact the previous school to determine if they have any WAPT or WIDA ACCESS scores.   W-APT and ACCESS for ELLs scores can be used for determining LEP status as long as the Indiana criteria for identification and exit are applied. All participating states are listed on the WIDA Consortium's home page at http://www.wida.us. The school corporation in which the student from a WIDA Consortium Member State enrolls has up to 30 calendar days at the beginning of the school year, or 10 days if the student enrolls after the beginning of the school year, to obtain W-APT or ACCESS for ELLs test scores from the member state. If the scores are less than one year old, they may be used for making decisions regarding LEP identification and placement. If the scores are more than a year old or the receiving school does not receive the scores within the aforementioned timeline, the school must administer the W-APT to determine LEP identification and to notify parents of eligibility for EL services. Each student identified as LEP must be assessed annually.

8. Q. Our school corporation has a student that attended an Indiana school, moved out of state, and then returned to Indiana. What should we do?

A student's cumulative folder follows a student wherever they go. The current school corporation should attempt to contact the previous school where the student attended outside of Indiana to obtain the cumulative folder. Once received, the school corporation should look for the original HLS that was given to the student from the Indiana school corporation where the student originally attended. The school corporation must abide by whatever is on the original HLS from the school that the student attended while in Indiana.

9. Q. What if the cumulative folder was not transferred with the student when they moved to our corporation?

If the cumulative folder was not transferred with the student when they moved to your school corporation, every effort necessary should be made to obtain the HLS from the previous school corporation. The Office of English Learning and Migrant Education (OEL & ME) recommends that a school secretary contact the previous school to ask if they can send or fax the HLS. If the student has identified a language other than English on the HLS, the school corporation should also request copies of the student's English language proficiency assessments.

10. Q. What if my school corporation has tried to contact the student's previous school to obtain the HLS, but they will not respond to repeated requests?

If your school corporation has tried multiple times to contact the student's previous school corporation, but they will not provide you with the HLS, as a last resort you may administer a new HLS. However, multiple attempts should be made to obtain the original HLS. If you must administer a new HLS, proper documentation indicating dates and times that attempts were made to obtain the HLS should be placed in the student's cumulative folder.

11. Q. If we have documentation of a student's LAS Links Annual Assessment from their previous school, should we still give them a placement assessment?

No. If you have documentation from the previous school year indicating the student's Indiana adopted English language proficiency assessment results, you do not have to administer another assessment. Instead, the school corporation should use the results of the student's English language proficiency assessment to appropriately place the student into an English language development program.

12. Q. Our HLS is currently in our registration packet- should it be there?

The OEL & ME highly recommends that the HLS **is not** in your registration packet. Again, the HLS should only ever be administered once. Therefore, the HLS should not be available in the registration packet that a parent fills out when they enroll their child at your school corporation. The HLS should be given to the parent as a separate document that is thoroughly explained to them so they understand its purpose. Additionally, the HLS should only be given to those parents who: a) are enrolling their student for the first time in school or, b) the school corporation is unable to obtain the original HLS from the student's cumulative folder (*refer to question 10*).

13. Q. Our school corporation has given out a HLS every year and/or anytime a student has enrolled at our corporation. We now realize this is incorrect. How do we fix this problem?

The distribution of a HLS to students every year and/or anytime a student enrolls at your corporation should be stopped immediately. Any personnel in your school corporation responsible for administering the HLS should be notified of the correct procedures for distributing a HLS.

14. Q. What is the school's responsibility when a LEP student leaves our corporation?

When a LEP student transfers from your corporation to another corporation, it is your school corporation's responsibility to ensure that the following items are in the student's cumulative folder to be transferred:

- HLS;
- Individual Learning Plan (ILP);
- A copy of the Parent Notification letter that indicates the student's score on the English language proficiency assessments and their placement in a English language development program;
- Copy of a student's English language proficiency assessment results;
- ISTEP+ scores; Exiting/Monitoring documents for students in the two-year monitoring period (if applicable); and
- Copy of a parent's refusal of services (if applicable).
- If a student is a Level 5, the two-year monitoring forms

15. Q. Should the HLS be kept in a student's cumulative folder if the parent answered English to all three questions?

Yes. The HLS must be kept in every student's cumulative folder. Under no circumstance should it be thrown away. Section 1111 (b) (6) states: "Each State plan shall identify the language other than English that are present

in a participating school population..." The HLS has been adopted by the State of Indiana for determining any student that speaks a language(s) other than English. It is important that this document is retained as proof that a school corporation has identified any student that speaks a language other than English. Additionally, if a student transfers from one school corporation to another within Indiana, the receiving school corporation is required to use the original HLS to determine placement in a English language development program.

16. Q. Are students with a hearing impairment who rely on American Sign Language (ASL) for communication considered to be limited English proficient (LEP) for the purposes of Title III.

A student with a hearing impairment who comes from a household where English is the native language would NOT be considered LEP for Title III purposes. A student with a hearing impairment who comes from a household where the native language is not English, however, could be considered LEP if s/he meets the definition of LEP established by the federal regulations, which includes a language other than English listed on the Home Language Survey (HLS) and demonstrated limited English proficiency via an English proficient placement. View this document from the U.S. Department of Education for further information: http://www2.ed.gov/programs/sfgp/americansignlang.pdf

17. Q. If a parent indicates more than one language on the Home Language Survey (HLS), which language is reported in the STN app center for the student?

If an HLS indicates a non-English language for ANY of the three questions, no matter which question, then that non-English language is reported for the student in the STN app center. English is reported in the STN app center for students that speak English only. If the HLS has multiple non-English languages listed, then the school will ask the parent which non-English language is utilized more frequently and that stated non-English language will be reported for the student.

The Home Language Survey (HLS) and Identification of Students

The table below should first be used to identify each student who attends your school and which category they fit into. Flow charts have been created in order for a school to follow the correct protocol for administering the HLS, based on the category that student was placed into. The last column in the table ("Flow Chart") identifies which chart should be followed for HLS and identification purposes based on the category that each student was placed into. The flow charts can be found in the subsequent pages of this document.

The following definitions have been provided for interpretation of flow charts:

Individual Learning Plan (ILP): The plan created for any student that has been identified as LEP. This plan documents a student's accommodations or strategies that they are able to receive both in the classroom and on state assessments. *(Please see Appendix C in the 2011-2012 ISTEP+ Program Manual for allowable accommodations or strategies for state assessments).*

Limited English Proficient (LEP): A student who has been identified as on the English language proficiency assessment as someone who is not fluent in English *(also referred to as an English Learner).*

Original HLS: Refers to the document that was completed when the student first enrolled in Indiana schools typically in Kindergarten.

Proficient (P): Refers to the score a student receives on the English language proficiency assessment. If a student receives a score of "P," they are considered fluent English proficient (FEP) and would not have an ILP created for them.

Transfer Student: Refers to a student who did not begin their initial education at your school (i.e. transferred to you from a different Indiana school corporation or from another state).

Initial Enrollment (i.e. KDG Students) and Out of State Transfer Students

Initial Home Language Survey
A Home Language Survey should be provided to parents for completion, ensuring that the purpose of the HLS is clearly explained.

HLS Indicates a Language Other Than English
The student should be administered the Placement Test to determine English proficiency
If the student is coming from a WIDA consortium member state, check to see if the student has current ACCESS or W-APT scores

HLS Indicates All English
The student should not be given the Placement Assessment and nothing further should be done. Report as FEP until graduation on DOE-LM.
A copy of the original HLS should be placed in the student's cumulative folder

Student scored a limited English proficient on Placement Test
If student scores as limited English proficient on the Placement Test, the student is considered Limited English Proficient (LEP) and must begin receiving federally required English language development and will be annually assessed.

Student Scored proficient on Placement Test
If student scores proficient on the Placement Test, nothing further should be done. The student is not considered LEP. Report as FEP until graduation on DOE-LM

Student Identified as LEP
An ILP should be created for any student that has been identified as LEP. The ILP should document accommodations or strategies that the student is able to use both in the classroom and on state assessments.

Transfer Students from Another Indiana School Corporation (at any point in their education)

1. Check the student's cumulative folder for the original HLS

   OR

2. If the original HLS cannot be located, call the student's previous school to obtain the original HLS.

Original HLS Indicates a Language Other Than English

The previous Indiana school was required to have already administered the English language proficiency placement assessment. Check the cumulative folder for the assessment results. * A copy of the original HLS should be placed in

HLS Indicates All English

The student should not be given the English language proficiency placement Assessment and nothing further should be done. Report as FEP until graduation on DOE-LM.
*A copy of the original HLS should be placed in the student's cumulative folder

Student Scored as limited English proficient

Student does not score proficient on the Placement Test, the student is considered Limited English Proficient (LEP), must begin receiving federally required English language development, and will be annually assessed. Check for annual assessment scores, if available.

Student Scored proficient on Placement Test

If student scores proficient on the Placement Test, nothing further should be done. The student is not considered LEP. Report as FEP until graduation on DOE-LM

Student Identified as LEP

An ILP should be created for any student that has been identified as LEP. The ILP needs to document accommodations or strategies that the student is able to use both in the classroom and on state assessments.

1. If original HLS cannot be obtained from student's previous school, administer a new HLS to the student. Documentation must be kept indicating the dates and times calls were made to the student's previous school in order to obtain the original HLS.
2. Students identified as Limited English Proficient will be annually assessed until they score as fluent English proficient (FEP).

Cumulative Folder Guidance Specific to LEP Students

Cumulative folders are legal and confidential student education records. Cumulative folders and all information contained therein are only allowed by law to be viewed by school officials for whom the viewing of the record is required to fulfill his/her professional responsibility. Parents may request in writing to view their child's records and students over the age of 18 may request in writing to view their own records. (20 U.S.C. § 1232g (b): 34 CFR subpart D)

School staff must take care when working with cumulative folders to keep all information intact, confidential, and safe.

Please use the following checklist to ensure that information specific to limited English proficient (LEP) students is included in the cumulative folder. Update all information in cumulative folders at the <u>end</u> of each school year or when a student <u>transfers</u> to another school or school district.

☐ Original Home Language Survey (HLS) from when the student first entered school in Indiana

☐ Current Individual Learning Plan: a document that includes at least
- ✓ the student's language level
- ✓ a list of the accommodations and modifications that should be made for the student in all of their classes and on standardized examinations
- ✓ An overview of the services being provided to the student

☐ Current copy of the parent notification letter that indicates the student's score on the English language proficiency assessment and their placement in a program aimed at helping Limited English Proficient students become Fluent English Proficient.

☐ A copy of the English language proficiency assessment results: student proficiency reports should remain in the cumulative folder for at least two years.

☐ ISTEP + scores

☐ Exiting/Monitoring documents for students in the two-year monitoring period

☐ If the parents refuse services, a copy of that document should be included in the cumulative folder

☐ A log of updates, this should include the date and the name of the person who updated the folder

<u>For Migrant Students, also include:</u>
☐ A record of any PASS or GED course work
☐ A copy of the student's Certificate of Eligibility (COE) and/or work survey

Individual Learning Plan (ILP)

The ILP is a specialized plan for each identified Limited English Proficient (LEP) student that details strategies, accommodations, modifications and goals to be implemented daily in the classroom in order to help LEP students be successful

ILP Specifics

- The ILP is a locally-developed form that is recommended to be created by the student's classroom teacher(s) in conjunction with the school's EL teacher (if applicable) or another designee
- All LEP students (Levels 1-4) must have an ILP
- The ILP should be shared with the student to ensure the student understands what they are entitled to
- Teachers and other staff members that work with an LEP student must be given a copy of the ILP and are required to implement the ILP within their classroom on a daily basis

Of what should the ILP Consist?

The state does not require a specific form that must be used; rather, schools retain the local responsibility to create an ILP based on their students' needs. However, recommendations to include in an ILP are as follows:

- General information about the student (name, grade, age, school year)
- English language proficiency placement test level
- Annual English language proficiency assessment levels over time, with sub-group levels in Listening, Speaking, Reading and Writing
- State and local assessment information
- The language instruction program being used for the student to help them attain English language proficiency
- Strategies, accommodations, and modifications for the student to be implemented in all classes
- Strategies and accommodations for state assessments
- Goals for the student (quarterly, semester, year-end)

State Assessments and Accommodations

- Limited English Proficient (LEP) students are eligible to receive accommodations on state assessments; however, in order to do so, the accommodation must be marked on the student's ILP
- Only state-approved accommodations can be used with LEP students on state assessments
- School corporations should refer to the *Indiana Assessment Program Manual* for a list of state-approved accommodations for use with their LEP students on state assessments

How to Use the ILP

The Individual Learning Plan is an official document with a plethora of information to aid educators in identifying an English Learner's English proficiency level and the more appropriate modifications and adaptations in the classroom.

At the beginning of each school year OR when a new EL arrives, the EL teacher should create the ILP in conjunction with the mainstream and/or content area teacher. It is the responsibility of the mainstream and/or content area teacher to ensure that the ILP is followed when the EL is in their class.

Some helpful tips and hints when utilizing the ILP:

- It is imperative to look at each of the domains (listening, speaking, reading, writing) to see the level in each specific domain. This information is essential in understanding and interpreting data to drive instruction. For example: A child may be an overall 3 but a 1 in reading. This information will help when differentiating instruction and determining appropriate accommodations.

- One of the most important pieces of information on the ILP is the section regarding modifications and adaptations that a student should receive while in mainstream settings. These modifications and adaptations should *always* be followed.

- If a teacher has difficulty in ensuring that the ILP is followed, they should check with the EL teacher or administrator to find ways that they can work collaboratively to ensure fidelity to the document.

In addition to keeping a copy of the ILP in the cumulative folder, additional copies should be kept by all personnel working with the ELs. If your district maintains a separate EL folder system with just LEP information, keep a copy of the ILP in this folder as well. Digital copies of Individual Learning Plans offer an easy way to share information with all school personnel.

An example of an ILP can be found on the following page.

Individual Learning Plan (ILP) for English Learners

Name: _____ D.O.B. _____ Gender: _____ School ID: _____

School: _____ Grade: _____ Entered U.S. Schools: _____

Primary Language: _____ Secondary Language(s): _____

Program Status: EL Classes ____ Newcomer ____ Intervention ____ Push-In ____ Regular Ed. ____ SIOP ____

Spring LAS Links Scores (1-5): Date: _____ **OVERALL:** _____

Score Type	Score	Proficiency Level	Score Type	Score	Proficiency Level
Speaking			Writing		
Listening			Oral		
Reading			Comprehension		

Previous LAS Links Score: Date: _____ Score: _____

LAS Links Placement: Date: _____ Score: _____ NP ___ AP ___ P ___

State proficiency level: _____ *See reverse side for definitions. Note date of designation*

Additional Assessments/Background Information:

Can read/write in Native Language? Yes ___ No ___ Attended school in home country? Yes ___ No ___

Retained? School year: _____ IEP ___ 504 ___ Speech ___ G/T ___ LTELL ___

ISTEP+ and ECA Results

Date	LA	Math

ECA

Date	Eng 10	Date	Alegbra1	Date	Biology

Other: (AIMSweb, Lexile, IREAD3, DRA, Native Lang., etc.): _____

State Testing Accommodations:
___ Extended Time (one and a half or double time)
___ Small group testing by a familiar teacher
___ Approved word-to word dictionaries (if literate in native language)
___ Math/Science/Social Studies items and answers read verbatim
___ Read test/assignment directions and questions

Mainstream Modifications / Adaptations:

Note: These are some modifications that can be made for EL students, however, teachers should be differentiating their instruction and utilizing ELP standards so all students can be successful.

PACING:
___ Extend time requirements
___ Omit assignments
___ Other: _____
ENVIRONMENT:
___ Assign preferential seating
___ Assign peer buddy
___ Other: _____
TESTING:
___ Allow student to answer orally
___ Use multiple-choice
___ Read test to student
___ Modify format
___ Shorten test length
GRADING:
___ Use S's and U's
___ Other: _____
ASSIGNMENTS:
___ Lower reading level
___ Shorten assignments
___ Read directions to students
___ Modify Homework

MATERIALS:
___ Use supplementary materials
___ Bilingual/Picture dictionaries/electronic translators
___ Use visuals/realia/picture files
PRESENTATION OF SUBJECT MATERIAL:
___ Use individual/small group instruction
___ Simplify language
___ Use manipulatives
___ Pre-teach vocabulary/key concepts
___ Use body movements and gestures
___ Plan for cooperative learning
___ Use graphic organizers
___ Choose 5 key concepts/limit amount of information

COMMENTS:

_____ _____ _____ _____ _____ _____
ENL Teacher   Signature   Date   Classroom Teacher   Signature   Date

ELP Assessment Frequently Asked Questions

1. Q. Who is assessed with the English language proficiency assessment?

All students with a language other than English identified on their original Home Language Survey are assessed for their proficiency in listening, speaking, reading and writing. This is not an arbitrary assessment done at the time of enrollment, but a formal assessment with the same instrument used statewide.

2. Q. What is the purpose of the English language proficiency assessment?

The **English language proficiency assessment** assesses children on continuum in listening, speaking, reading and writing. It is done upon enrollment and every year thereafter. Measurement of a child's English proficiency is tracked to determine the pace of English progression. School corporations will be measured to ensure adequate English progression is being made with our EL population.

3. Q. Who assesses the child?

The licensed EL program staff trained in the use of the English language proficiency assessment will administer it to any newly enrolled students Indiana who have a home language other than English. The assessment is to be administered only by personnel who hold a license granted by the Indiana Department of Education. The license must be an instructional, administrative, or school services license. Personnel not properly trained and certified (e.g., teacher's aides, secretaries, or substitute teachers who do not hold one of the above mentioned licenses) may ONLY serve as proctors, NOT as test examiners. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a test examiner.

STATE/FEDERAL MANDATED English language proficiency placement assessment (SCREENER) (administered by licensed staff)

> 1. Required within 30 days of arrival for new enrollees (i.e KDG) or out-of-state student who stated a language other than language on the HLS . If the student enrolls later in the year, then the screener will be administered within 2 weeks of enrollment.
>> -- If a student is transferring from an Indiana school, the school needs to obtain the original Home Language Survey from the previous Indiana school. If the original HLS has a language identified other than English, contact the previous school to obtain the placement or annual English language proficiency assessment score from the prior school year.
>
> 2. Helps identify initial language level and course placement

STATE/FEDERAL MANDATED English language proficiency Annual Assessment (administered by licensed staff)

> 1. Required for all students annually that are limited English proficient
> 2. Assesses language level and academic language growth from year to year

4. Q. When is the annual English language proficiency assessment administered?

The annual English language proficiency assessment is administered in January and February of each school year by a licensed certified teacher. Testing windows are adjusted as deemed necessary by the Indiana Department of Education.

5. Q. How can I obtain an individual student's assessment report?
a) If your school administered the English language proficiency annual assessment for the specific student in the previous year's January/February window, then your school will receive a paper copy of the results to place in the cumulative file and a copy to send home with parents. You can also obtain a digital copy via the Learning Connection (see step B below)

b) If the student is transferring from an Indiana school (or for existing ELs already in your school), you can obtain the previous English language proficiency assessment results via the Learning Connection. Once you sign in, find the "Reports" tab near the top of the screen. Then find "Las Links Classroom Report". If you have administrator rights to your school, then you can also click on "Admin Reports" at the left side of the screen. Please note that the transferring student's registration at your school will have to be reported to the IDOE in the real time submission prior to you being able to look up any data in the Learning Connection. Schools submit their real time data weekly.

c) If the student is transferring from an out-of-state school, Indiana does not accept other states' Home Language Surveys or English proficiency assessments. You will administer a new HLS, and if it shows a language other than English for any of the questions, then administer an English language proficiency assessment placement test.

6. Q. What if an LEP student moves outside of Indiana and does not participate in the annual assessment that year but later returns in his/her academic career? Do we assess this student and using which method—placement or annual?
a) If the student only missed one academic year and/or English language proficiency annual assessment, then you can use the previous annual assessment data to determine services for the student. You do not have to give another placement test and you will include this student in the next upcoming annual English language proficiency assessment.

b) If the student missed <u>two or more</u> academic years and/or the annual English language proficiency assessment, then administer a new English language proficiency placement test to obtain an accurate score. Use the score from this placement test to determine services. If the student scores as limited English proficient, then he/she needs to be classified as an English learner. If the student scores as proficient, then reclassify the student as FEP and exit the student from the language instruction program. No formal monitoring will need to take place in this specific situation.

7. Q. Can students receive accommodations on the English language proficiency assessment?
Only students with an IEP or 504 plan can receive additional accommodations on the English language proficiency assessment. Any accommodations provided on the annual English language proficiency assessment must be reported for each student within the student information summary on the testing booklet. The assessment needs to be administered without accommodations (unless directed by an IEP/504 plan) since it determines the student's English proficiency and whether the student qualifies for services, including accommodations on other testing. The annual English language proficiency assessment already includes items such as additional time for test takers without the use of additional accommodations.

English Language Proficiency Levels

LEP students have varying levels of English proficiency. Their levels, which are assessed and identified by the EL program staff, are described below:

Limited English Proficient	Level 1	Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to simple communication tasks.
Limited English Proficient	Level 2	Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.
Limited English Proficient	Level 3	Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.
Limited English Proficient	Level 4	Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident.
Fluent English Proficient	Level 5	Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend English without difficulty and display academic achievement comparable to native-English speaking peers. To attain the English proficiency of their native English-speaking peers, further linguistic enhancement and refinement are necessary.

The chart below shows the definitions as outlined by the corresponding WIDA English language proficiency level:

Limited English Proficient	Level 1 Entering	Knows and uses minimal social language and minimal academic language with visual and graphic support.
Limited English Proficient	Level 2 Emerging	Knows and uses some social English and general academic language with visual and graphic support.
Limited English Proficient	Level 3 Developing	Knows and uses social English and some specific academic language with visual and graphic support.
Limited English Proficient	Level 4 Expanding	Knows and uses social English and some technical academic language.
Fluent English Proficient	Level 5 Bridging	Knows and uses social English and academic language working with grade level material.
Fluent English Proficient	Level 6 Reaching	Knows and uses social and academic language at the highest level measured by the WIDA ACCESS.

Performance Definitions for the Levels of English Language Proficiency

6 - Reaching	• specialized or technical language reflective of the content area at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5 - Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 - Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 - Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 - Emerging	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 - Entering	• pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statement with sensory, graphic or interactive support

Language Acquisition Grid

Pre-Production	Early Production	Speech Emergent	Intermediate Fluency	Advanced Intermediate	Advanced Fluency
0-6 months	6 months-1 year	1-2 years	2-3 years	3-5 years	5-7 years
-Associates sound to meaning -Develops listening strategies -Depends on context -Has minimal receptive vocabulary -Comprehends key words only -Points, draw, or gesture responses -May not produce speech -Adjusting to U.S. culture -0-500 receptive word vocabulary -Able to observe, locate, label, match, show, classify, sort -Beginning L2 (second language) sound symbol understanding if literate in L1 (first language)	-Speech is so halting and fragmentary as to make conversation virtually impossible -Depends heavily on context -Produces words in isolation -Verbalizes key words -Responds with one/two word answer or short phrases -Points, draw, or gesture responses -Mispronunciation -Grammar errors -500-1000 receptive word vocabulary -Able to name, recall, draw, record, point out, underline, categorize, list -Uses simple words, gestures, and drawings -Beginning sound symbol understanding -Reads and writes basic sight words in L2 if literate in L1	-Pronunciation problems necessitate concentration on the part of the listener, occasionally may be misunderstood -Short phrases -Many mistakes in grammar -Makes frequent errors of grammar and word order which occasionally obscure meaning -Hears smaller elements of speech -Functions on social level -Uses limited vocabulary -Between 1000-6000 receptive vocabulary -Able to share, retell, follow, associate, organize, compare, restate, role-play sight words -Reads and writes basic sight words -Reads and writes simple words/sentences in L2 if literate in L1	-Simple sentences -Produces whole sentences -Makes some pronunciation and basic grammatical errors but is understood -Responds orally and in written form -Uses limited vocabulary -Initiates conversation and questions -Shows good comprehension -Up to 7000 receptive word vocabulary -Able to tell, describe, restate, contrast, question, map, dramatize, demonstrate, give instructions -Uses short sentences to inform and explain -Reads and writes simple words/sentences -Reads and writes descriptive sentences in L2 if literate in L1	-Can communicate thoughts -Engage in and produce connected narrative -Shows good comprehension -Uses expanded vocabulary -Makes complex grammatical errors -Functions somewhat on an academic level -Up to 12,000 receptive & active word vocabulary -Able to imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain, model -Uses descriptive sentences and initiate conversation -Produces text independently for academic purposes -Reads and writes descriptive sentences. -Reads and writes complex sentences in L2 if literate in L1	-Functions on academic level with peers -Maintains two-way conversation -Demonstrates decontextualized comprehension -Uses enriched vocabulary -Beyond 12,000 word vocabulary -Able to relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, justify, critique, summarize, illustrate, judge -Native-like proficiency with social conversations. Demonstrates comprehension in decontextualized literary situations -Reads and writes complex sentences in L2 or in both languages if literate in L1
BEVAT 0.90-5.90 CLIC 0-4 Eng Lang Prof Access (ELPA) 1 Express 1 (S. Datro) IPT A LAS 0 (0-10) SOLOM (0-5) WIDA ACCESS Level 1 Entering WLPT II Beginner Level (200-449) Woodcock Munoz (WM) 1	BEVAT 5.90-19.90 CLIC 5-10 IPT B LAS 1 (11-54) SOLOM (6-10) 	BEVAT 19.90-30.90 CLIC 11-17 ELPA 2 Express 2 IPT C LAS 2 (55-64) SOLOM (11-15) Level 2 Beginning WLPT II 450-509 WM 2	BEVAT 30.90-50.90 CLIC 18-32 ELPA 3 Express 3 IPT D LAS 3 (65-74) SOLOM (16-18) Level 3 Developing WLPT II 510-566 WM 3	BEVAT 50.90-80.90 CLIC 33-44 ELPA 4 Express 4 IPT E LAS 4 (75-84) SOLOM (18-20) Level 4 Expanding WLPT II 467-595 WM 4	BEVAT 80.90-100.90 CLIC 45-55 ELPA 5 Express 5 IPT F LAS 5 (85-100) SOLOM (21-25) Level 5 Bridging WLPT II 594-999 WM 5

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Additional information on what students at particular language levels are able to do can be found at WIDA's Can Do Descriptors page. http://www.wida.us/standards/CAN_DOs/

Exiting From Services, AMOs, and Monitoring

Proficiency in English for limited English proficient (LEP) students is based on attaining fluent English proficiency (FEP) on the summative, Spring English language proficiency assessment. Newly enrolled students testing at Level 5 on the initial English language proficiency placement assessment do not enter the language instruction program and are not subject to exiting criteria. Exiting students from instructional services, AMO calculations for the LEP sub-group and the monitoring of academic progress are outlined below.

Exiting from Services and AYP:

> **Student scores as fluent English proficient (FEP) as recognized on the annual English language proficiency assessment**

↓

> **Exit English language development services and reclassify as FEP for reporting purposes (DOE-LM) and begin NCLB required formal two-year monitoring**
> *(Note: at this point students no longer generate Title III or NESP funding)*

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> **Student's score counts in LEP subgroup for AMOs during two-year monitoring**

Monitoring:

> **Example:**
> **Spring 2014:** **Overall fluent English proficient (FEP) score** *(No further English language proficiency assessment)*
> **SY 2014-15:** **Monitoring Year 1** *(No assessment in Spring 15)*
> **SY 2015-16:** **Monitoring Year 2** *(No assessment in Spring 16)*

Exiting from English language development services must ensure that:

- former LEP students who have been reclassified as fluent English proficient (FEP) will have full access to mainstream curriculum, *and*

- monitoring of students' academic progress will occur for <u>two years.</u>

The formal two-year monitoring period begins when a student attains proficiency on the annual English Proficiency Assessment. During this two-year period, exited students are still entitled to access all services provided through the district's language development program, if needed.

State Testing Accommodations for Limited English Proficient (LEP) Students

The No Child Left Behind Act of 2001 (NCLB) requires that assessments are accessible and provide all students with the opportunity to demonstrate what they know and are able to do. An accommodation is a change in the standardized testing materials or procedures that enables students with a disability or a language deficiency to participate in an assessment in a way that measures abilities. An accommodation does not change the concept being measured. Testing accommodations are designed to "level the playing field" during the testing situation or to achieve "assessment parity" for all students regardless of disability or language deficiency. Students receiving special education services, students with documented acute or chronic disabilities, and students who are Limited English Proficient (LEP) may be entitled to assessment accommodations. These accommodations must be documented in the Individual Learning Plan (ILP). The ILP is a specialized plan that includes accommodations for each Limited English Proficient student who has been identified on the Placement assessment as a Level 1-4.

Approved accommodations are listed below:

Student provided access to a talking/screen reading device (cannot be used for reading comprehension portion of test)
Test read aloud to the student by test administrator (except items testing reading comprehension)
Student tested individually or in a small group setting by a familiar teacher
Student allowed to use an approved, bilingual word-to word dictionary
Student provided extended testing time for test sessions

ISTEP+ Testing

"All limited English proficient students (EL students) regardless of their level of English proficiency or number of years attending U.S. schools, must be included in the state's assessment system (ISTEP) immediately upon enrollment in a school. School districts may choose to exercise federal flexibility for LEP students within their first year of schooling to utilize the English language proficiency assessment in place of participation in the English/Language Arts portion of ISTEP+"

~Memorandum from Center for Assessment, Research, and Information
Effective for the school year 2006-2007, EL students will be required to take the ISTEP+. **ISTEP taken by LEP students and former LEP students within their 2 year formal monitoring window do count for overall performance and participation in the Annual Measurable Objective (AMO) calculations. LEP Students participating in ISTEP + may be furnished with below accommodations if stated on the student's Individual Learning Plan (ILP):**

- Small group administration
- Extended time for completion
- Administration of exam by familiar teacher
- Pre-approved **word to word** bilingual dictionary for students that are literate in their native language
- Test items read aloud verbatim (except reading comprehension)

Giving exam in native language:
Translation of the exam into the student's native language in oral or written form is **not permissible.**

EL Students exempt from ISTEP:
No EL student is fully exempt from ISTEP. According to Federal Flexibility, students who have been in U.S. schools less than one full year may be exempt from the language arts portion **only.** They must participate in other sections, including math and science. The decision to utilize the federal flexibility for students in their first year in the U.S. must be a district-wide decision and cannot be used selectively just for some of the district's LEP students within their first year. Please note that the 1st year federal flexibility may only be used once per individual student; even if the student's cumulative total schooling within the U.S. is still less than one year (see FAQ below)

     FAQ 1. Our district utilized the 1st year federal flexibility for a newly enrolled immigrant student, and then the student moved outside of the U.S. shortly thereafter. The student has now returned. May we used the federal flexibility again since the student still has not attended one full year of schooling within the U.S.?

          A. No. Since this student has already utilized the federal flexibility once, then this student is not eligible again, even though he is still within his first year of schooling in the U.S.

For more information, please review this memo HERE.

How is ISTEP+ administered to LEP Students?
Small group administration, extended time and administration by a familiar teacher, use of a bilingual word-to-word dictionary, and items read (if ESL staff deem appropriate) are all permissible accommodations for EL Students. The accommodations used must be noted on the students' ILPs and an approvable accommodation in the ISTEP+ program manual.

Who will administer the ISTEP+ to LEP Students?
Certified teaching staff will administer the exam during the designated testing window, with the understanding that extended time is permitted if necessary and other appropriate accommodations per the student's ILP.

Where will the ISTEP+ be administered for LEP Students?
LEP students will be furnished with appropriate space within their school building and the conditions and timeframes to effectively complete the test administration.

When will the ISTEP+ be administered to LEP Students?
The ISTEP+ will be administered during the same designated district and building window.

IREAD-3

House Enrolled Act (HEA) 1367, also known as Public Law 109 in 2010, requires the evaluation of reading skills for students who are in third grade beginning in the spring of 2012, including English learners. This legislation was created to ensure that all students can read proficiently at the end of grade level.

However, Good Cause Exemptions were included in HEA 1367 to allow for flexibility in determining access to grade four curriculum. These Good Cause Exemptions may be given to students who do not pass IREAD-3 and fit one of the following criteria:

1. Students who have previously been retained two times prior to promotion to grade four (In other words, students can only be retained a maximum of two times in grades K-3 combined)
2. Students will disabilities whose case conference committee has determined that promotion is appropriate
3. English Learners (ELs) whose Individual Learning Plan (ILP) committee has determined that promotion is appropriate.

Limited English proficient (LEP) students, including newly enrolled students within their 1st year, must participate in IREAD-3. The 1st year federal flexibility which can be employed for students within their 1st year of schooling in the U.S. for ISTEP+ and ECA does NOT apply to IREAD-3 because it is an assessment required by state, not federal, law. As with all of state assessments, the IREAD-3 test administration includes accommodations. See Appendix C of the *2013-14 Indiana Assessment Program Manual* for specific information: (http://www.doe.in.gov/sites/default/files/assessment/2013-08-19-appendix-c-accommodations-guidance-13-14.pdf).

Any English learner who is still limited English proficient, (LEP: Levels 1-4 on the annual LAS Links or NP/AP on the LAS Links placement) is required to have an Individual Learning Plan (ILP). If an LEP student does not pass IREAD-3, then the school must convene an ILP committee to determine whether promotion to 4th grade is appropriate for this student. Level 5 students are not eligible for the good cause exemption. The ILP committee may also decide whether the student should participate in the summer retest. However, English learners also qualify for any interventions that are provided to all students, including the summer reading remediation/intervention program designed for students who have not passed IREAD-3.

The ILP Committee is a group of individuals that will be responsible for determining whether an LEP student, who did not pass IREAD-3, should have access to fourth grade reading and literacy instruction. 511 IAC 6.2-3.1-3 (6) (C) (i) indicates that the ILP Committee must consist of:

- the student's parent
- a building level administrator, or designee;
- a classroom teacher of service
- An English learner teacher, if one exists; and
- An English learner district administrator, if one exists

According to a May 1970 memorandum from the Office of Civil Rights, "school districts have the responsibility to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided

in a language other than English". School districts should provide an interpreter for families who are not proficient in English so that they may meaningful participate in the ILP committee. School districts should not use the English proficiency of the student to determine the English proficiency of the parents and whether an interpreter is needed, as the parents may be more/less proficient than their students.

Additionally, retention of LEP students shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). If the ILP committee, along with corresponding LAS links data, determines that the lack of English proficiency is the determinant factor for the LEP student not passing IREAD-3, then the school district shall not retain the student.

Classroom Assessments

Parallel Assessment (administered by classroom teachers)
1. Document individual student growth over time.

2. Emphasize students' strengths over weaknesses

3. Consider learning styles, language proficiency, cultural and education backgrounds, and grade levels of students

4. Focus on: 'What does the student need to know? What did the student learn?'
www.uu.edu/programs/tesl/MiddleSchool/assessment.htm

Examples and Suggestions for Parallel Assessment of EL Students
1. Non-verbal (for Levels 1-2)

2. K-W-L (What you know, what you want to know and what you learned) Chart

3. TOPIC MONOLOGUES: Ask students to describe to their partners what they learned and have the partners report to the class

4. Written Products and Portfolios of progressive work (grade with the use of a rubric, a literary checklist, etc.)

5. Graphic Organizers

6. CUE CARD INTERVIEW: card with pictures or a written prompt, such as "What story does this picture tell?" "What do you think will happen next?" "Greet your partner and ask where he has been for the last 3 days... Respond that you have been at home sick." Use probing questions, such as "What is the main idea in this picture?"
http://www.kidsource.com/kidsource/content2/practical.assessment.4.html

Types of Authentic Assessments

Authentic assessments include a variety of measures that can be adapted for different situations. These are some examples of authentic assessments.

Assessment	Description	Advantages
Oral Interviews	Teacher asks students questions about personal background, activities, readings, and interests	• Informal and relaxed context • Conducted over successive days with each student • Record observations on an interview guide
Story or Test Retelling	Students retell main ideas or selected details of text experienced through listening or reading	• Student produces oral report • Can be scored on content or language components • Scored with rubric or rating scale • Can determine reading strategies and language development
Writing Samples	Students generate narrative, expository, persuasive, or reference paper	• Student produces written document • Can be scored on content or language components • Scored with rubric or rating scale • Can determine writing processes
Projects/ Exhibitions	Students complete project in content area, working individually or in pairs	• Students make formal presentation, written report, or both • Can observe oral and written products and thinking skills • Scored with rubric or rating scale
Experiments/ Demonstrations	Students complete experiment or demonstrate use of materials	• Students make oral presentation, written report, or both • Can observer oral and written products and thinking skills • Scored with rubric or rating scale
Constructed-Response Items	Students respond in writing to open-ended questions	• Student produces written report • Usually scored on substantive information and thinking skills • Scored with rubric or rating scale
Teacher Observations	Teacher observes student attention, response to instructional materials, or interactions with other students	• Setting is classroom environment • Takes little time • Record observations with anecdotal notes or rating scales
Portfolios	Focused collection of student work to show progress over time	• Integrates information from a number of sources • Gives overall picture of student performance and learning • Strong student involvement and commitment • Calls for student self-assessment

From Authentic Assessment for English Learners: Practical Approaches for Teachers by J. Michael O'Malley and Lorraine Valdez Pierce

EL Students with Additional Academic Needs

If you suspect an English Learner has a disability, referral and evaluation should happen in a timely manner, as it does for any other student. There are a few specific additional considerations for ELs:

Designated staff in each school/district should lead this process (whether IDEA or 504) as there are very specific guidelines to be followed. Educators who are knowledgeable about and familiar with the student's language acquisition must be involved at every step throughout the process. For further detailed instructions regarding both federal IDEA law and state 511 IAC Article 7 state law, please view this joint memo HERE from the IDOE Office of Special Education and IDOE Office of English Learning and Migrant Education.

All notices and consents are required to be provided in the parents' native language, unless the language is not written or it is clearly not feasible to do so. Qualified interpreters should be utilized to transmit all other information.

Evaluations must be conducted by professionals who are able to select and administer procedures so that results are not biased by the child's culture or language. Both IDEA http://idea.ed.gov/ and Section 504 http://www2.ed.gov/about/offices/list/ocr/504faq.htmlprovide specific information and answer common questions in order to assist school and district personnel to best serve students with special academic needs.

IDEA requires that when an English Learner has a disability, planning for the child's language needs and the effect of language development on the overall educational program be a consideration of the IEP team, which must include someone who is knowledgeable about the child's second language acquisition and level of functioning.

Once an English Learner has been identified with additional academic needs, the Individual Education Plan (IEP) team, with appropriate representation from those knowledgeable about the child's background, culture and language acquisition should make the decisions about the relationship between the child's disability, language needs and educational program.

For a 504 plan implementation, the team should include a professional who is knowledgeable about the child, and someone who understands the child's language development.

It is important to maintain the perspective that if the child's disability affects his or her functioning in any academic area, it is likely that it will affect their progress in learning English. As such, it is not appropriate to withdraw language instruction from a child based on limited performance consistent with their disability.

Special Education

English Learners may be identified for Special Education placement if they meet the following criteria.

General Criteria:
1. Consistent, objective monitoring indicates that the EL is significantly struggling, and as collaboratively identified by EL program staff, classroom teacher(s), and other staff.
2. The student's academic struggles are **not related** to second language acquisition.
3. An interpreter must be furnished if the child's dominant language is other than English. It is preferable that the psychologist is proficient in the native language of the child, but if that is not possible, an interpreter may be used who is from the culture and language of the child. It **cannot** be a family member and must represent a non-biased party.

EL and Special Education Staff Roles:

Staff	Role
EL Teacher	• Identify home language • Assess English proficiency • Develop Individual Learning Plan (ILP) and share with the classroom and/or content area teacher
Classroom or Content Area Teacher	• Identify teaching and learning concerns • Discuss concerns with EL staff AND Special Education Staff
Special Education Teacher (Including Speech and Language Teacher)	• Discuss concerns with EL Staff
Principal	• Becomes informed of student need and how EL Staff and Special Education Staff are coordinating services

Alternate ACCESS for Students with Disabilities

Testing English learners with disabilities

No LEP student is exempt from participating in the annual English language proficiency assessment. Nearly all LEP students who also have an identified disability will participate in ACCESS for ELLs. The Individuals with Disabilities Education Act (IDEA) 2004 requires all students to participate in statewide assessments, which includes the state adopted ACCESS for ELLs that is required under Title I and Title III of No Child Left Behind (NCLB) 2001. LEP students with a disability may receive accommodations on ACCESS per the student's Individual Education Plan (IEP). Please refer to Appendix C of the Indiana Assessment Program Manual at http://www.doe.in.gov/assessment.

If the case conference committee determines that an alternate English language proficiency assessment is needed for LEP students with significant cognitive disabilities in grades 1-12, *Alternate Access for ELLs* will be used. Corporation Test Coordinators will order *Alternate ACCESS for ELLs* for eligible students within the DOE-TL (WIDA) file upload.

For more information, view the guidance from the U.S. Department of Education titled *Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments* at http://www2.ed.gov/about/offices/list/osers/index.html.

Important Notes:
- If the case conference committee determines that the LEP student will take ISTAR or NCSC, then the student must also take the Alternate ACCESS. (The Alternate ACCESS is administered to all students that qualify.)
- If the case conference committee determines that the student will participate in ISTEP+, then the student must take WIDA ACCESS.

The *Alternate ACCESS for ELLs* aligns with the WIDA Alternate English Language Proficiency levels. Additional information can be found at http://www.wida.us/assessment/alternateaccess.aspx.

All students whose Home Language Survey (HLS) indicates a language other than English for any of the three questions, including students with significant cognitive disabilities, must be assessed via the state adopted English language proficiency placement (W-APT). In the year of transition, schools may utilize LAS Links placement tests until January of 2015. Beginning in January of 2015, the WIDA-ACCESS Placement Test (W-APT) is the only allowable version.

RTI and English Learners Research

RtI is an opportunity to use the school's existing resources, programs, personnel, effective teaching practices and assessment in a comprehensive way to offer an optimal learning environment for all students. In each tier of the RtI process, instruction and intervention must be tailored to meet the unique needs of the English learners and **language acquisition** must be taken into account when servicing students through RtI.

Title I, Part A funds are regularly used to provide RTI. For more information on the intersection of Title I, Part A, the core EL program, and Title III, please review English Learners and Title I, Part A: Purposeful Design and Coordination.

EL Services/Lau Requirements

- The Lau required English language development is in addition to the core instruction. EL classes/services do not take the place of an intervention for English Learners.
- If an EL student needs a formal intervention, he/she must be provided with that formal intervention in addition to the Lau required English language development.
- EL students may get EL services AND a reading and/or math Tier 2 or 3 intervention.
- EL students may receive a Tier 2 intervention, but not be categorized as a Tier 2 student due to language acquisition.

Collaboration with EL teachers

- Working collaboratively as a community is the key to success with RTI and English learners.
- The role of the EL teacher should be to provide English language development services (even if they receive a Tier 2 or Tier 3 intervention), and to participate as a member on the RtI team and decision making.

Questions to guide RtI collaboration with English learners

- Have English learners had sufficient opportunity to learn (time and quality of instruction)?
- Does Tier 1 instruction reflect best practice, and is it being implemented to a high degree?
- How are we documenting and progress monitoring?
- Are our teachers respectful of and supportive of English learner students' cultures and language learning needs?
- Are we using only evidence-based intervention and curriculum?
- Are we giving our English learners enough time in Tiers 1, 2, and 3 before considering moving to the next Tier or special education?
- Are we utilizing the expertise on our staff in a collaborative way to provide a comprehensive instructional program for all students?
- Are we working collaboratively with EL teachers?

Responsive Instruction
A Multi-tiered System of Support

What is Responsive Instruction?

Responsive Instruction (RI) is a multi-tiered system of support (MTSS) through which teams make instructional decisions based on data in order to provide differentiated classroom instruction and the necessary academic and behavioral support for all students across all schools.

In Fairfax County Public Schools, RI is built upon the foundation of a Professional Learning Community along with core instructional factors. The RI framework provides increasingly intensive student specific interventions based on individual needs.

How are intervention decisions made?

Schools implementing Responsive Instruction use a collaborative problem solving approach to address the needs of students at the different tiers. Standard decision rules are utilized to provide greater consistency and fidelity of implementation.

At all tiers, intervention decisions are based upon data. Teams apply decision rules to monitor progress of core instruction and determine the appropriate instructional support.

Tier 3: RI Core Team problem solves for individual students.

Tier 2: RI Core Team and CLT problem solve for smaller groups of students.

Tier 1: CLTs problem solve for specific groups of students by name and by need.

Intensive

Targeted

SOME
(18-35%)

CORE

ALL

CORE

How can schools prepare for RI implementation?

- Develop strong Collaborative Learning Teams that focus on results
- Participate in the RI Implementation Survey
- Strengthen core instruction
- Implement differentiated instruction
- Establish a schedule with dedicated time for intervention
- Determine resources (e.g. materials, personnel) available within the school

What are the "Key Components" of RI?

- High Quality Core Instruction for academics and behavior
- A culture of collective responsibility for ALL students
- Use of universal screening
- Progress monitoring
- Multi-tiered support
- Early implementation of evidence-based interventions with fidelity

RI Training and Support

Program Manager
- Karen Durocher   571-423-4112

Specialists
- Pat Hansen   571-423-4764
- Kathy McQuilan   571-423-4180
- Melissa Sisk   571-423-4195

FAIRFAX COUNTY
PUBLIC SCHOOLS

2014-2015

RTI for English Learners Structure Examples

Tier 1 Core Instruction for English Learners	Tier 2 Targeted Support for English Learners	Tier 3 Intensive Intervention for English Learners
Core instruction that is based on best practices for English learners and follows the student's Individual Learning Plan (ILP) that includes modification and accommodations. Differentiation aligns assessment and instruction with flexible grouping for instruction and practice. Student progress is monitored with reliable, ongoing, and authentic assessments (universal screening), with multiple indicators that are linked explicitly to instruction. EL services are in addition to the student's core instruction. EL services do not take the place of an intervention.	Targeted instruction that is focused and targeted on specific skills that are associated with broader academic successes. Designed for students who are not making adequate progress on core skill(s). Explicit instruction that emphasizes key instructional features that are important for English learners: opportunities to develop and practice oral language, key vocabulary emphasis, interaction, learning strategy instruction, etc. Tier 2 is not a replacement of the EL services, core curriculum, or time to teach a particular standard again.	Intensive and strategic instruction that promotes learning for each student based on individual need. Intended for a specific duration of time using frequent progress monitoring to inform on-going decisions about placement. Documentation that shows a student is not making adequate progress despite having been provided evidence-based instruction for English learners.
Progress Monitoring	**Progress Monitoring**	**Progress Monitoring**
EL students who are ONLY receiving EL services and are not in a reading and/or math intervention group should NOT be progress monitored every 1-2 weeks. EL students may receive an intervention, but might not be categorized as a Tier 2 student due to language acquisition. These students should be strategically monitored once a month.	EL students may get EL services AND a reading and/or math Tier 2 intervention. These students should be progressed monitored by the interventionist or educator who is providing the intervention every 1-2 weeks.	EL students may get EL services AND a reading and/or math Tier 3 intervention. These students should be progressed monitored by the interventionist or educator who is providing the intervention weekly.

Retention Guidelines

Retention of LEP students shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Prior to considering retention of a LEP student, the following points should be addressed in consultation with the EL staff.
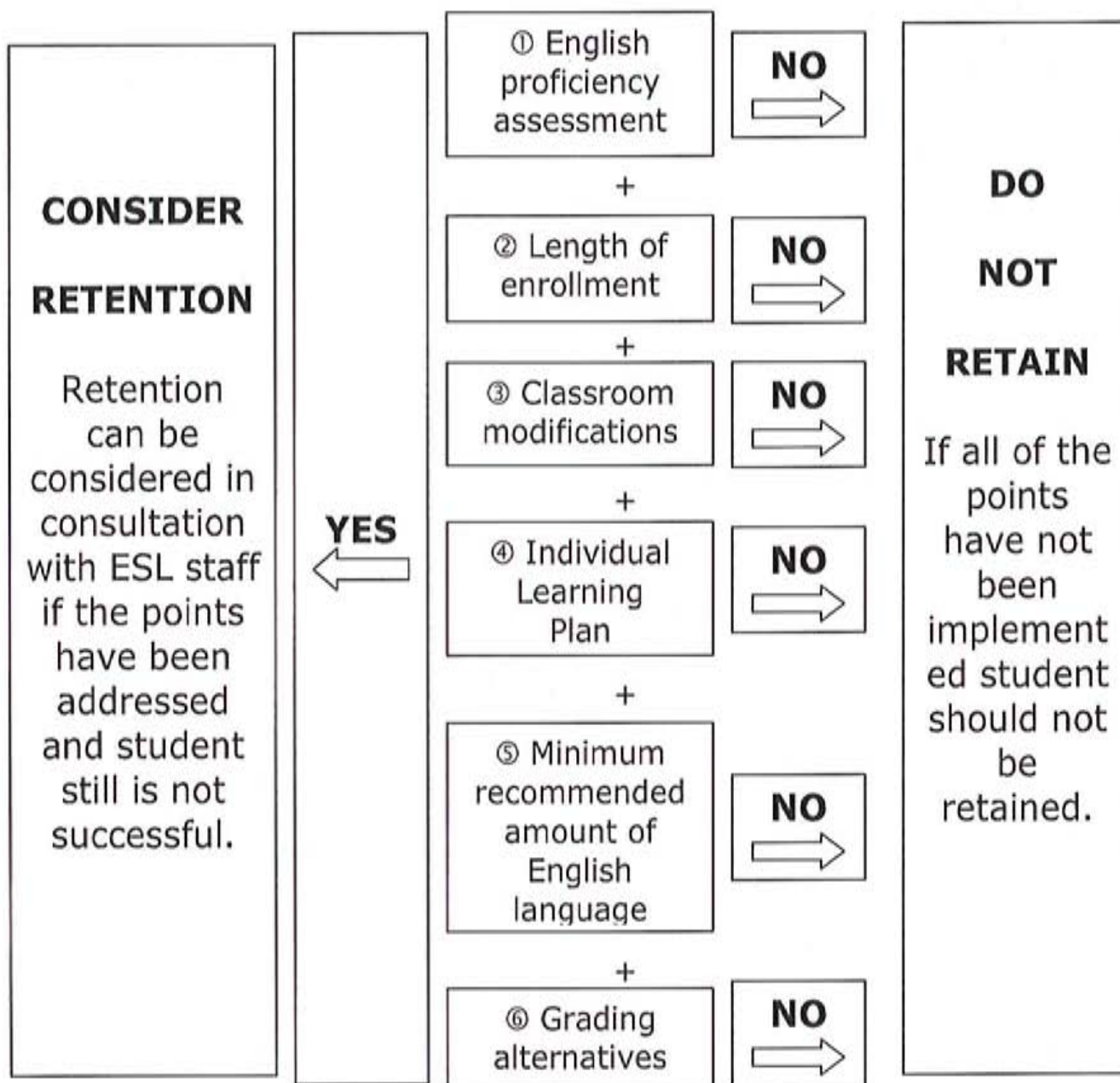
- **Has the student's level of English language proficiency been assessed?**
  Each spring, all LEP students must participate in the annual English proficiency assessment. Newly enrolling K and out-of-state transfer students must be assessed for identification as LEP using the Placement Test within thirty (30) days of enrollment at the beginning of the school year or within two (2) weeks during the school year.

- **Has the student been enrolled in the school district for more than one full academic year?**

- **To ensure meaningful participation, are classroom modifications being made in the areas of:**
  - teacher lesson delivery;
  - assignments;
  - homework; and
  - formal assessments (quizzes and tests)

- **Has an Individual Learning Plan (ILP) been implemented to document classroom modifications and student progress?**

- **How much individual English language development instruction is the student receiving via pullout or an EL course during the school day?**

- **Has an alternate grading strategy been implemented including a portfolio, contract or rubric assessment?**

If the above points have not occurred in a sufficient manner, retention is **not** appropriate. Retention policies, especially for LEP students, should not be based on one specific piece of data alone or any sole criterion. Retention of LEP students will not facilitate English language acquisition. The process of language acquisition should occur at all grade levels.

Additionally, Lau (1974) states three criteria to examine whether former LEP students are able to participate meaningfully in the regular education program:

1) Whether students are able to keep up with their non-LEP peers in the regular education program
2) Whether students are able to participate successfully in essentially all aspects of the school's curriculum without the use of simplified English materials; and
3) whether their retention in-grade and dropout rates are similar to those of their non-LEP peers

RETENTION GUIDELINES CHART
FOR LEP STUDENTS

CONSIDER

RETENTION

Retention can be considered in consultation with ESL staff if the points have been addressed and student still is not successful.

YES ⟵

① English proficiency assessment — **NO** ⟹

+

② Length of enrollment — **NO** ⟹

+

③ Classroom modifications — **NO** ⟹

+

④ Individual Learning Plan — **NO** ⟹

+

⑤ Minimum recommended amount of English language — **NO** ⟹

+

⑥ Grading alternatives — **NO** ⟹

DO

NOT

RETAIN

If all of the points have not been implemented student should not be retained.

Refer to Retention Guidelines form for more information related to each point. Contact the Office of English Language Learning and Migrant Education with any questions at (317) 232-0555 or (800) 257-1677.

Identifying Gifted and Talented English Learners

*"Gifted and talented English Learners are unique and challenging students. Like all gifted and talented students, **they are curious, creative, observant, and sensitive.** All gifted and talented students are the best and brightest of any community in which they live... They are members of our community and **future leaders of their generation"** (Sosa, Colangelo, et al. 9).*

By law, English Learners have a right to an education that addresses their specific needs as they are learning a new language (Sosa et al. 9). (See the *Civil Rights Act of 1964*, the *Equal Education Opportunity Act of 1974*, and Titles I and III of the 2001 reauthorization of the *Elementary and Secondary Education Act of 1965* or *No Child Left Behind*.)

English Language Learners can often be overlooked in the gifted and talented search **simply because they are not thought of in the same context as their English-speaking peers.** "What is different for English Language Learners is the emphasis on their gifts *within the cultural context of learning a second language"* (Sosa et al. 13).

> Even if a district decides to use academic assessments to screen all students for gifted/talented programs, that doesn't necessarily mean English Learners' scores have to be compared to English-speaking students' scores. ...Instead of using national norms to evaluate giftedness it is recommended to use local norms (which are available from many group-administered ability and achievement tests) to determine eligibility" (Sosa et al. 22).

Necessary for the identification of Gifted and Talented English Language Learners:

1. Collaboration of classroom educators, gifted and talented educators, and EL educators
2. Increase ease of ELs' ability to express knowledge and minimize dependence on English
3. Find a way to fuse together the gifted and talented culture with the culture of the ELs
4. Break the equation of non-English speaking with poor academic potential
5. Rather than the English-speaking minimum requirement for admission into gifted and talented, **use a combined context** of the specific culture and other ELs' test scores to determine an English Language Learner's acceptance into the gifted and talented program.

Translation and Interpretation Considerations: "When a student's caregivers are not fluent in English, it's important to provide an interpreter... Having a member who can communicate with the student's parents will increase the chance that the selection process is sensitive to the student's cultural and language learning context. It will also **help parents participate** in the important discussion of their child's educational future" (Sosa et al. 19).

Identification for Teachers

An English Learner's English proficiency should not be the only consideration when looking at Gifted and Talented placement. Though not limited to the following, *some* prominent characteristics that can help teachers identify Gifted and Talented English Learners are:

School Based

- Is able to read in their native language two grade levels above their current grade
- Shows high ability in mathematics
- Is advanced in creative domains (fluency, elaboration, originality, and flexibility)
- Is a leader in multiple settings (playground, home, clubs, etc.)

Culture Based

- Balances behaviors expected in both the heritage and the new culture
- Navigates appropriate behaviors successfully within both cultures
- Is willing to share his/her heritage and culture
- Shows pride in his/her culture and ethnic background
- Displays a mature sense of diverse cultures and languages
- Demonstrates a global sense of community and respect for culture differences

Language Based

- Demonstrates language proficiency levels that are above non-gifted students who are also English Learners
- Learns multiple languages at an accelerated pace
- Shows the ability to code switch/think in both languages
- Wants to teach others words from their heritage language
- Is willing to translate for others; interprets at an advanced level (oral),
- Has superior phrases and heritage dialects along with the ability to translate the meanings in English
- Demonstrates an advanced awareness of American expressions
- Has a grasp on jokes related to cultural differences

(Project GOTCHA: Galaxies of Thinking and Creative Heights of Achievement and Sosa et al.)

Foreign Exchange Students

 Under the Elementary and Secondary Education Act (ESEA), a foreign exchange student is not exempt from any Title III required assessment, specifically the English language proficieny Placement test. LEAs are required to administer a Home Language Survey to all first-time enrollees (i.e. incoming Kindergarteners) and students enrolling from out of state. If a student, including a foreign exchange student, has a language other than English identified on the Home Language Survey, then an English language proficiency placement test must be administered within 30 days of the beginning of the school year or two weeks after enrollment.

If a foreign exchange student receives a score of limited English proficiency on the English language proficiency placement test, then the student is considered Limited English Proficient (LEP) and begins receiving federally required English language development services.

This policy applies even if the student's foreign exchange program required an English proficiency assessment, unless it was the state adopted English language proficiency assessment, because that assessment was not aligned to Indiana's English proficiency assessment. A score that a foreign exchange program considers as English proficient may not correlate to Indiana standards. Therefore, foreign exchange students should be treated like any other student if they indicate a language other than English on a home language survey.

A foreign exchange student that indicated a language other than English on the Home Language Survey would also be included in an LEA's Language Minority (LM) count for purposes of allocating funds under 3114(a) of the ESEA.

Adopted Students

Under the Elementary and Secondary Education Act (ESEA), adopted students, including those from a foreign country, are not exempt from any Title I or III required assessment, specifically the English language proficiency Placement test. LEAs are required to administer a Home Language Survey to all first-time enrollees (i.e. incoming Kindergarteners) and students enrolling from out of state. If a student, including an adopted student, has a language other than English identified on the Home Language Survey, then an English language proficiency placement test must be administered within 30 days of the beginning of the school year or two weeks after enrollment. This requirement applies no matter the age of the student when he/she was adopted. The adoptive parents must fill out the HLS as instructed.

If the student receives a score of limited English proficiency on the English language proficiency placement test, then the student is considered Limited English Proficient (LEP) and begins receiving federally required English language development services.

An adopted student that indicated a language other than English on the Home Language Survey would also be included in an LEA's Language Minority (LM) count for purposes of allocating funds under 3114(a) of the ESEA.

Acknowledgements

IMAGINING
the possibilities.
MAKING THEM HAPPEN.

Indiana
Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Resource Guide for the Content Area Teacher

Indiana Department of Education

Office of English Learning & Migrant Education

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Helping English Language Learners Understand Content Area Lessons

English learners (ELs) experience intense problems in content area learning because they have not yet acquired the language proficiency needed to succeed in understanding subject-matter content. Because the language of academic subjects (such as social studies, science, math) requires a high degree of reading and writing ability that English learners do not have, they experience immense difficulties reading their textbooks and understanding the vocabulary unique to particular subjects. Although these chapters are shared with English Learners in mind, these strategies will be useful for a large range of students that benefit from differentiation, increased participation, and equitable access to the curriculum. This article reviews practical strategies that content area teachers can use to support English learners in their classrooms.

Teacher Preparation

➢ Survey the text for difficulty keeping in mind the levels of English learners in your classroom; determine your standard or objective; select the concepts to teach; eliminate unnecessary information that will be too difficult for EL students of low English proficiency; choose key specific vocabulary to pre-teach; develop assessments to test that content.

➢ Identify vocabulary words that you think might be difficult for English learners to understand when they read the text. Write EL-friendly definitions for each - that is, simple, brief definitions EL students can easily understand.

➢ Determine which visuals, artifacts, gestures, etc. you will need to make the meaning of the words clear to the EL students. Visuals are powerful tools for comprehension instruction because they offer concrete, memorable representations of abstract content.

➢ Use highly illustrated books of various levels of difficulty teaching your content.

➢ Plan a series of questions and interactions that will help you involve your students and determine their levels of understanding of the words.

Building Background Knowledge

Before reading a selection aloud or before students read a text, try taking seven to ten minutes to build word and background knowledge. This will increase all students' comprehension of the text.

English learners have great difficulty jumping into new texts without any background support. Students should know at least something about the topic before reading. Some topics may be unfamiliar to students (e.g. recycling or fundraising) if they have never done that before. Pictures, drawings, or short skits can help develop relevant background information. On the other hand, if a teacher is talking about the Civil War, perhaps some EL students have experienced something similar in their home country, and might be able to understand those concepts better if they understand how it connects to the text.

Students need to know essential vocabulary in order to comprehend the text. Therefore, it is important to use several strategies to build the background that leads to better reading comprehension for EL students. It can be beneficial to review many words we often take for granted - not only for the benefit of EL students, but also for students who may not come to school with a rich vocabulary background or exposure to certain experiences. For example, the concepts of democracy may be difficult for all young children to understand at first. Think of examples to which your students can relate.

➤ Create interest in the subject by using pictures, real objects, maps, or personal experiences.

➤ Repeat vocabulary words as often as you can so that EL students can remember them.

➤ Relate material to students' lives whenever possible.

➤ Build text-specific knowledge by providing students with information from the text beforehand, particularly if the text is conceptually difficult or has an abundance of important information.
For example, if there are six main topics on the animal kingdom, highlight/discuss them beforehand.

➤ Explain difficult concepts and label them with key words EL students can remember. Repeat the word several times in different sentences. For example, "This is the Statue of Liberty. *Liberty* means freedom. The people of France gave us the Statue of *Liberty*..."

➤ Establish the purpose for reading (i.e. "Today we are going to read to find out: what are the examples of freedom/liberty in our country.").

Resource Guide for the Content Area Teacher

Pre-teaching Vocabulary and Concepts

Before doing an activity, teaching content, or reading a story in class, pre-teaching vocabulary is always helpful, especially for English language learners. This will allow them to identify words and then to place them in context and remember them. You can pre-teach vocabulary by:

- Role playing or "acting it out"	- Using gestures
- Showing real objects	- Pointing to pictures
- Doing quick drawings on the board	

> Introduce the vocabulary and model its use. Dig deeper into vocabulary! Use every trick you can find to help explain its meaning to the EL students. Give several examples for each term. Teach words in context – this is much more effective than isolated memorization.

> Ask students to give you their examples of how the word can be used.

> Choose different strategies to teach each word. Use different ways of engaging the students to listen for new words and produce each word in context. Remember: EL students need 8-20 encounters with the new word to remember it!

> Use hands-on activities and demonstrations to teach academic vocabulary. For example, if the students are learning about a cell, the teacher could introduce academic vocabulary while creating a cell model from Play-Doh with students. The students could work in groups to make their own cell, use the academic vocabulary while doing the activity, present afterwards to the teacher or class, or write a report.

> Post new vocabulary on a word wall, and review the words daily. Swap out old words as necessary.

Pre-reading Strategies to Increase Comprehension

➢ Explain specific terms of your classroom's interaction to English learners. Make sure they know instructional words used every day, such as "follow directions', "describe", "start at the top of the page", "read to the bottom of page 4", "highlight the verbs only", "use the steps in your guide", etc.

➢ Teachers may expect students to understand terms like "caption", "excerpt", index", "passage", "glossary", "preface" "quotation", "section", "selection", etc., but these terms are unknown to many English language learners. Before working with the text, EL students needs to be explicitly taught all these terms in order to participate in classroom learning activities.

➢ Explicitly teach and model all learning strategies for EL students in your classroom. What do we mean when we say "analyze"? How do we do that? What is the language needed to participate in this learning activity? Model the strategy, walk EL students through the process. Once EL students have started to develop proficiency in those behaviors, they can concentrate more on the content academic language.

➢ Review the main concepts from the text you want to teach. Decide how you might best make these concepts relevant and accessible to all of your students including English learners. This might be through:

- Film on a related topic	- Discussion
- Experiment	- Field trip
- Show and Tell	- Student reading assignment
- Text read by the teacher	

Introducing the Text

➤ Use visuals related to the content (real objects, charts, posters, graphic organizers). Before reading, discuss illustrations, charts, graphs found in the text.

➤ While discussing the text, make the text visible to all students (use an overhead projector); point to the parts of the text, sentences, and words you are discussing.

➤ Model thinking aloud about what you are reading, and strategies for figuring out difficult words.

➤ Model how to summarize what has been read.

➤ Give EL students a reason for reading. Before asking the students to read the text, make students aware of what they should look for. If the goal is for them to identify cause and effect, point out several examples of this beforehand. If they are supposed to scan the text and find information filling out the graphic organizer, teach them how to scan. If EL students don't have the clarity of what they are supposed to do, they will end up translating the text word by word and will be able to read only one paragraph instead of scanning ten paragraphs for important information.

➤ Graphic organizers can be used at all grade levels and at all English proficiency levels. Graphic organizers provide a visual for the kinds of abstract thinking that students are doing when they organize text to understand it. Because of their limited English proficiency, English language learners will not be able to absorb the entire amount of content knowledge that their native English-speaking peers are able to absorb. They need to learn essential concepts and vocabulary of the lesson. Using graphic organizers with EL students is a way to separate large amounts of content information into manageable pieces of essential information for EL students.

Reading the Text

➢ Assign reading partners: pair English learners with fluent readers. After partner reading, ask them to summarize and discuss what they read and learned.

➢ Instruct the group/pair to create a graphic organizer while studying. Graphic organizers (thinking maps, sequencing information, categorizing information) can be used as a pre-teaching or post-teaching strategy for introducing or reinforcing key concepts and how they are related. The more connections English learners make to the organization of the content before reading, the easier it will be for them to understand and focus on what is important. When teachers and/or students use graphic organizers at the end of a lesson, this helps to reinforce and bring greater meaning and understanding to what they have read.

➢ Develop study guides to guide EL students through their content area textbook reading by focusing their attention on the major ideas presented. Study guides can include graphic organizers, key vocabulary, and guiding questions.

➢ After silent reading of every paragraph/passage of the text in cooperative groups, let the groups summarize the gist of the paragraph/passage in one sentence they all agree on and write it down – students will end up with the summary of the difficult text.

➢ Have bilingual dictionaries for all native languages available to students. Teach students how to use dictionaries.

➢ While students are working in groups, pairs, and individually, circulate around the room. Provide scaffolding by asking appropriate questions that help students proceed with the task. Model the use of academic language for EL students and show students concrete examples of how it should be used.

➢ Keep asking clarifying questions to check understanding. Adjust the format of questions to the English proficiency levels of EL students. Reword/explain difficult content in different ways, making sure to incorporate non-verbal contextual clues. Instructional conversations are critical to EL students' learning!

➢ Encourage students to talk about the text and to use the lesson's vocabulary by giving them appropriate assignments adjusted to the students' levels of English proficiency.

Speaking: Production of Oral Academic English

It is very important for English learners to talk and think out loud while they are learning from the text. Encourage EL students to speak in class as much as possible in order to actively practice academic vocabulary. In this way, EL students will learn and remember the academic English and content area vocabulary they need to succeed. Remember to be sensitive to EL students who may be afraid to make mistakes.

➤ Scaffold students' speaking by asking questions appropriate for their level of English proficiency, giving them sentence starters, prompting responses and asking them to say the word/phrase again in different situations.

➤ Elicit more language. In order to learn academic language, English learners need to practice content language all the time. Ask them to retell in a group what they read and learned. Ask EL students to provide more elaborate responses and add more details by saying: "Tell me all you can about...", "Tell me more about..."

➤ Scaffold their speaking by asking leading questions. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful. For example, "What do you think? What should we change?"

➤ In cooperative groups, let them prepare questions, conduct interviews and report back.

➤ Give students the script of an activity and ask them to take turns giving directions to the other members of their cooperative group.

➤ Use group problem-based and project-based learning strategies (using English for brainstorming, discussing, and presenting). Model solving the problem, then let the groups do that. Let the group work on a project giving appropriate assignments to EL students.

➤ Model correct usage of the language. Instead of frequently correcting pronunciation or grammar, reaffirm the student's idea and then restate using correct grammar and in context.

Writing: Production of Written Academic English

Writing is another way for EL students to demonstrate and extend their understanding of a text and its contents.

➤ Use modeled writing, guided writing, shared writing, and partner work before assigning independent writing.

➤ Show a sample of what is expected.

➤ Relieve EL students of the "blank page" syndrome – model the task to be done, support, and give students ideas or examples. Provide structure for their writing piece: sentence starters, fill-in the blank exercises, sentence strips, etc.

➤ Give questions for cooperative learning teams to answer together.

➤ Ask teams to compose questions about the content and use those questions on the test.

➤ Give students a graphic organizer to complete. Graphic organizers can become prewriting activities that help EL students organize the information and their thoughts before they write. This will also demonstrate that they understood the concepts and content, even if they only use a symbol or write one or two words for each category.

➤ Ask students to practice writing short simple summaries of what they read.

➤ Don't grade the EL students' work down for grammar and spelling mistakes. Concentrate on the content.

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Did You Know?

Second Language Learning:
What every classroom teacher needs to know

It takes 7 -12 years to become proficient in a new language.

The silent period can last 6 months to a year.

The acculturation process takes time.

The development of second language skills takes place in four areas. Those areas are listening, speaking, reading and writing.

Students must have a rich oral language experience background so that when they begin to read they have a meaningful reference point. Meaningful experiences facilitate comprehension as well as help to maintain and promote student interest.

While teaching phonics is not a priority, students have to be able to hear the differences between their native language and English before they can be expected to produce sounds.

Second language acquisition research has shown us that a student acquires language more effectively when language exposure has been provided that is meaningful and that input is comprehensible for students.

Comprehensible input involves modeling activities and describing them at the same time. All new subject matter should be introduced by modeling either before the entire class or with the student on an individual basis. In addition to modeling expected behavior, visual clues offer meaningful reference for immediate comprehension of new vocabulary words and experiences. Repetition of words and phrases that are meaningless to the student are not the recommended pattern for provision of meaningful language experience or oral language development.

Students who have the advantage of strong literacy skills in their first language bring key concepts to the classroom with them.

Conceptual skills transfer to the English language, so the important thing to remember is that skills do not have to be taught again. Language and vocabulary have to be taught in order to access the knowledge these students already possess. Development of language skills for success in academic content area courses takes a long time.

Resource Guide for the Content Area Teacher

Creating a Welcoming Environment

Classroom is physically inviting.

- Represent race and language of all students in the classroom (i.e. bulletin boards, posters, bi/multi-lingual-labeled classroom objects).

- Validate all native languages of students (i.e. allow 'wait time' for adequate processing in native language, which helps cognitive development, self-esteem, second language acquisition and academic preparation).

Teachers should create POSITIVE CLASSROOM ENVIRONMENTS and instructional strategies that support/promote language and concept acquisition and development.

- Learn to pronounce the child's name correctly.

- Learn something about the child's home culture.

- Assign a buddy to familiarize a new child with school and classroom routines. Rotate the assignment among several students.

- Include the child in all class activities.

- Maintain an encouraging, success-oriented atmosphere. ACCEPT ERRORS in grammar and pronunciation. Model correct forms of grammar usage in your restatement and/or paraphrase of the student's answer.

- Recognize that standardized tests are often inappropriate for language minority students.

- Tape or record a new student's use of English early in the year; repeat at two or three month intervals.

- If the student is writing, save early samples to compare with later writing.

- Praise students for successes as they learn English.

- Keep classroom language consistent.

Resource Guide for the Content Area Teacher

Culturally Responsive Teaching

How Teachers Can Help New Language Minority Students in Their Cultural Adaptation

Communicate an attitude of unconditional acceptance:

- Learn and use language minority students' names with proper pronunciation.
- Learn and share something, general or specific, about the new students' countries.
- Encourage the new student's sharing about himself/herself.
- Allow language minority students to share their knowledge. Allow them to "teach" their language, customs, etc. to the class.
- Emphasize similarities more than differences.
- Discuss validity of other ways of life.
- Visit the families.
- Invite language minority students' role models/people from their community to participate in school.

Ensure feelings of belonging:

- Assign buddies to each new language minority student. (Coach the buddies).
- Use peer tutors. Properly structure cooperative learning and small group instruction.

Ensure that success is achieved and felt every day:

- Seat new language minority students where they can be surrounded by other peers and have an optimal chance at observing, listening, and participating.
- Provide a low-anxiety environment.
- Teach, model, demonstrate, and explain your content in different ways.
- Contact parents frequently with positive reports. Send home bilingual notes, explanations of rules, and bilingual report cards.
- Don't expect or demand instant/complete acculturation.

Multicultural Education Teaching Strategies

- Decorate classrooms, hallways, and the library media center with murals, bulletin boards, posters, artifacts, and other materials representative of the students in the class or school, or other cultures being studied. Posters and other information are available from travel bureaus and education agencies, consulates, ethnic and cultural organizations, etc.
- Help your students develop the skills needed to locate and organize information about other cultures that is relevant to the content you are teaching.
- Form a multicultural club; engage students in meaningful and serious discussions.
- Designate a permanent bulletin board for multicultural news and displays.
- Feature stories in the school newspaper on multicultural topics; publish a multicultural newspaper or newsletter.

- Hold a mock legislature to debate current or historical issues affecting minorities and cultural groups. Hold oratorical, debate, essay, poster, art, brain brawl, or other competition with a multicultural focus.

Ask Yourself:

- Does your classroom conduct inspire your students to respect one another and be open and honest in their communications with you and other students?

- Do you try to prevent prejudices or stereotyped thinking from influencing your discipline or evaluation of students?

- Do you take the initiative in dispelling prejudices, stereotypes and misunderstandings among students?

- Do you strive to avoid expressions and actions which might be offensive to members of other groups?

- Have you evaluated your textbooks to determine whether they contain fair and appropriate treatment of minority groups?

- Do your classroom pictures of influential people include people from all races?

- Do you use books, magazines and newspaper articles relating to interracial experiences and problems that can be discussed in class for better human relations?

- Do you show all racial and ethnic groups in your bulletin board displays?

- Do your outside reading assignments include accounts of all races and interracial experiences, and are you familiar with bibliographies containing such readings? Have you checked with your school librarian to learn how much material of this type is available in your school library?

- Have you read any books or other articles lately to increase your understanding of and sensitivity to the needs, problems, and frustrations of minority students?

- Do you take the initiative in discouraging or preventing patterns of informal discrimination, segregation, or exclusion of minority group members from school clubs, committees, leadership roles, etc.?

- Have you attempted to establish and maintain some meaningful contact and dialogue with the parents, guardians, and communities from which your students come?

- Do you attempt to give special help to any minority student and parent who needs it without being patronizing?

Adapted from Difference, a Public Service Campaign, Boston TV

Unresponsive Mainstream Classroom: Submersion/ Sink or Swim	Responsive Mainstream Classroom: Collaborative Sheltered Immersion
Students' primary language is seen as detrimental to English language acquisition.	Students' primary languages are honored as beneficial to and necessary for English language acquisition.
Parents are seen as problematic and/or assumed to be disinterested.	Involvement of parents is obvious, especially in the development of the primary language.
Students' cultural backgrounds are perceived as irrelevant and often dismissed as inferior.	Connections are made to students' cultural backgrounds and experiences to bridge development of new concepts, knowledge, and skills.
Assessment is evaluative; assessment *of* learning; "who got it".	Assessment is informative; assessment *for* learning; show "what they got".
Little to no articulation between mainstream and EL or bilingual programs, curriculum, or teachers.	Mainstream and EL or bilingual teachers work collaboratively to provide inclusive instruction using one curriculum--from planning through implementation and reflection.
Feedback is given to students after instruction and scores are based on a percentage correct.	Feedback to students is provided before instruction via rubrics and checklists; scores are based on final level of performance.
English Learners are grouped by language proficiency level, limiting opportunities for interaction with students of mixed proficiencies.	English Learners engage in collaborative learning through grade-level groupings with students of mixed language proficiencies and students whose primary language is English.
Teacher-centered and whole-class instruction is predominant; traditional instructional arrangements and methods; single text, single tasks, single instructional frameworks.	Emphasis on learners as the makers of meaning and builders of knowledge; large instructional repertoire of arrangements and methods; student choice of task to complete; variety of instructional frameworks to support a range of knowledge and skill levels within the class.

Resource Guide for the Content Area Teacher

Classroom Instructional Tips

Collaborate with your building EL Teacher during planning and instruction of Content.

1. **PROMOTE INTERACTION** between ELs and native English speaking peers through cooperative learning activities where anxiety is at a minimum. Circulate and meet individually with each group. Be sure not to let the best student do all the work. ELs do NOT benefit from this. Use the divide and conquer method with group roles assigned to each student in the group.

2. **MAKE ORAL PRESENTATIONS more COMPREHENSIBLE** with visuals, pointing, monitoring your use of idioms, pictures, props, manipulatives, facial expressions, posing a variety of questions at different levels, recapping main topics in a variety of ways having students be actively involved by standing, pointing, getting active...

3. **Use VISUALS** that transcend language barriers. (Prints, pictures, artifacts, crafts, tools, objects, photographs, books, costumes...) Have students guess what it is, what it is made of, how it is used...

4. **ADAPT SPEECH** and written materials. Use visual aides (charts, graphs, pictures). Speak slowly and enunciate well. Consciously use more open-ended questions (How/What). REPEAT key phrases often.

5. **PROVIDE both ORAL and WRITTEN INSTRUCTIONS** for each day's assignments.

6. **THINK ALOUD** method. For example, "Well I can see that this is increasing, and this is decreasing, what do you think that means?" Ask students to CLARIFY and JUSTIFY their IDEAS both orally and in writing.

7. **Parallel Activities:** Have students: DRAW AND LABEL DIAGRAMS or pictures related to concept, CLASSIFY words into specific CATEGORIES, fill in charts, order sentences in correct sequences, USE KEY VOCABULARY to answer how/what/why questions, SUMMARIZE info from readings, observations, draw conclusions or OPINIONS, etc.

8. **3-TIERED APPROACH:** When a concept is explored in 3 ways: a teacher demonstration (ELs can listen and observe without having to produce language), a group investigation (a chance to use new language with others in a relaxed setting), an independent investigation (a more formal, final report which can be oral or written)

9. **Encourage use of NATIVE LANGUAGE** for comprehension (bilingual aides, let students respond in their native language to questions asked in English, locate native language resource books, films, magazines, write in journals/reading log in native language, peer tutoring where a Level 4 student helps a Level 1 student).

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10. **THEMATICALLY ORGANIZED CURRICULUM** has been found to work well with ELs. Make connections; achieve deeper understanding of a concept by studying it from several disciplinary views. Brainstorm webs, hands-on activities, exploration, and active participation, culminating events like field trips or classroom extravaganzas.

11. **Emphasize the DEPTH of coverage of concepts over the BREADTH.** "Less is more": Use more in-depth thinking about fewer topics.

12. **ADAPT MATERIAL/LESSONS** to meet the needs of ELs (lower reading level, more visuals, hands-on activities, cooperative group work, music, role-playing). **Use MULTI-SENSORY ACTIVITY-CENTERED** approaches to teaching (visual, auditory, oral, and kinesthetic). Examples:
    a. Use cartoons and leave the balloons above the speakers blank to be filled in by students
    b. Keep a variety of games to be played by pairs or small groups
    c. Show the same information through a variety of different charts and visuals.
    d. Write instructions and problems in shorter and less complex sentences
    e. De-emphasize speed and emphasize accuracy
    f. Have students underline key words or facts in written assignments
    g. FLEXIBILITY in curriculum development is a key factor for instruction of LEPs
    h. Minimize anxiety and frustration
    i. Allow ELs to take risks

13. **REAL Context:** Provide opportunities for students to hear and use meaningful language in a real context: art activities, science experiments, games, music, field trips, role-playing.

14. **PROVIDE INTERACTION** with native English speakers via learning groups.

15. **PREVIEW Lesson:** Whenever possible, preview lessons in the student's home language to facilitate understanding the classroom presentation in English.

16. **QUESTIONING:** Encourage participation by asking questions that can be answered at the student's level of English, such as yes/no and one-word answers.

17. **ACCEPT ERRORS:** When a student begins contributing to class discussions, accept errors in grammar and pronunciation and continue to model appropriate language.

18. **Build ORAL FLUENCY:** Concentrate on building students' oral English vocabulary as a prelude to reading with comprehension.

19. **BUILD A BILINGUAL DICTIONARY** of terms from the daily lesson.

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20. Involve them in **HANDS-ON ACTIVITIES** that provide opportunity for purposeful language use. Care needs to be taken that content is NOT "watered down". Do NOT lower expectations for ELs. They need to be intellectually challenged. Pictures, charts, and timelines make materials more "user friendly". Comprehensible chunks of words or phrases can concisely convey essential information.

21. **ORGANIZERS/CONCEPT MAPS** that lay out a picture of the big ideas in a unit and how they are connected to one another (i.e. clusters, semantic maps, story boards, matrices, webs, Venn Diagrams).

22. **DRAW AND LABEL DIAGRAMS** or pictures related to concept, CLASSIFY words into specific CATEGORIES, fill in charts, order sentences in correct sequences. USE KEY VOCABULARY to answer how/what/why questions. SUMMARIZE info from readings, observations; DRAW CONCLUSIONS or STATE OPINIONS.

23. **USE LANGUAGE MARKERS** often, such as first, then, next, but, however, also, as well as. When possible, **USE ACTIONS** (body movements, gestures, facial expressions) to reinforce vocabulary.

24. **Pull in PRIOR KNOWLEDGE** before a new lesson by BRAINSTORMING with the students on the board.

25. **ENGAGE STUDENTS IN SOLVING INTERESTING REAL-LIFE PROBLEMS** that encourage both critical thinking and basic skills development and practice. Design activities that relate to the student's REAL-LIFE EXPERIENCES, such as paychecks, taxes, shopping, grades, etc. Avoid overemphasizing basic skills, which inhibit students in developing problem solving, reasoning, and other higher order thinking skills.

NOTE: With a nurturing, language rich environment, your students may be reasonably fluent in conversational English within one or two years. Bear in mind that language minority students differ from one another in personality, interests, motivation, English exposure, amount of formal schooling, language proficiency levels, and cultural backgrounds. Those who have already developed a strong educational foundation in their home language before entering your classroom are likely to experience a positive self-concept and success in their new environment. Other students may require several years to perform up to their academic potential.

Newcomers Learning to Read

1. **Read to newcomers everyday.** Appropriate reading material for beginning English Learners (ELs) should include at least one of these characteristics:
   a. Numerous illustrations that help clarify the text
   b. Story plots that are action-based
   c. Little text on each page
   d. Text that contains repetitive, predictable phrases
   e. High-frequency vocabulary and useful words
   f. Text that employs simple sentence structures

2. **Use reading strategies to increase students' comprehension.** When you read to beginning ELs, be sure to make language comprehensible to them.
   a. Point to the corresponding pictures as you read the text
   b. Act out, dramatize, and provide models and manipulative items for students to handle
   c. Read sentences at a slow-to-normal speed, using expressive tone
   d. Allow time after each sentence or paragraph for students to assimilate to the material
   e. Verify comprehension of the story by asking students to point to items in the illustrations and to answer yes/no and either/or questions
   f. Read the same story on successive days. Pause at strategic points and invite students to supply the words or phrases they know
   g. Point to the words in the text as you read them. This is a particularly useful tool for students who need to learn the left-to-right flow of English text
   h. When students are familiar with the story, invite them to "read" along with you as you point to the words
   i. If appropriate for younger students, use Big Books, as both text and illustrations can be seen easily

3. **Teach the alphabet.** Preliterate students and literate newcomers who speak a language that does not use the Roman alphabet need direct instruction in letter recognition and formation as well as beginning phonetics.

4. **Use authentic literature.** Begin with materials that have easily understood plots, high frequency vocabulary, and few idiomatic expressions.

5. **Teach phonetics in context.** Using authentic literature, you can introduce and reinforce letter recognition, beginning and ending sounds, blends, rhyming words, silent letters, homonyms, etc. Phonics worksheets are not generally useful to the newcomer since they present new vocabulary items out of context.

6. **Make sure students understand the meaning.** Your students may learn to decode accurately but be unable to construct the meaning out of the words they have read.

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Teach newcomers to reflect on what they have decoded and to ask questions to be sure they understand.

7. **Check comprehension through sequencing activities.** Check student comprehension with one or more of the following activities.
   a. Write individual sentences from the text on separate sheets of drawing paper; then read or have students read each sentence and illustrate it
   b. Informally test students' abilities to sequence material from a story; print sentences from a section of the story on paper strips; mix up the strips; have the students put the story back in order
   c. Check students' ability to order words within a sentence; write several sentences from the text on individual strips of paper; cut the strips into words; have students arrange each set of words into a sentence

8. **Provide for audio review.** Set up a tape recorder and record stories as you read. Newcomers then have the opportunity to listen to a story and read along as many times as they wish.

9. **Teach reading in the home language first.** Whenever feasible, students should have an opportunity to receive reading instruction in their home language prior to receiving reading instruction in English. If you are a mainstream teacher and find yourself responsible for the developmental reading instruction of preliterate newcomers, allow newcomers time to develop some aural familiarity with English and build a vocabulary base before beginning reading instruction.

10. **Encourage reading outside of the classroom.** Stock your classroom library and encourage newcomers' parents to join the public library and check out picture books, books with read-along tapes, and home-language books, if available.

11. **Encourage newcomers to explore creative writing in English.** Students will learn to write faster when they have real reasons to write. Motivate students to write by providing them with meaningful reasons to write.

12. **Establish an English Learner Center.** Fill EL Center with activities for your new language learners. Here are some of the items you may want to include in your EL Center. It is not necessary to put in everything at once. Add to the Learning Center a little bit at a time.
    a. Tape recorder and/or CD player with headphones
    b. Copies of appropriate activity pages and keep them in a loose-leaf binder/large envelope/folder with pockets
    c. Crayons, scissors, pencils, erasers, and paper
    d. An EL notebook
    e. An EL folder for dictionary pages
    f. Labels for classroom objects
    g. A picture file (class-made or commercial)

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h. Well illustrated magazines for cutting out pictures
i. Blank 3x5" index cards to be used for flashcards or concentration games
j. A picture dictionary
k. Home-language books on your newcomers' reading levels
l. Home-language magazines with lots of pictures
m. Nonfiction picture books from the library that cover the same course content material as you are currently teaching
n. Beginning phonics book with CDs
o. CDs of music in both English and home language
p. Picture books and well-illustrated beginning-to-read books with accompanying CDs
q. Sample games: dot-to-dot activities, word searches, concentration games, sequencing activities, and jigsaw puzzles
r. An "object" box containing small manipulative objects for beginning vocabulary or phonics learning

13. **Make up individualized Starter Packs for your newcomers.** The Starter Pack enables entry-level students to work independently on activities suited to their specific needs. Encourage students to work on these activities when they cannot follow the work being done in the classroom. Remember, however, not to isolate the newcomers from their peers with separate work all day long. They, too, need to be a part of your class and should be integrated as much as possible.

14. **Provide word banks** for classroom texts, assignments, and/or projects.

15. **Be Bold!** Bold or use different colors to highlight key terms or sections of text.

16. **Use instructional tools.** Examples are using KWL charts, Mind Maps, Graphic Organizers, etc. as assessment tools as well as teaching tools.

17. **Teach organizational skills** such as how to read a textbook, how to organize a binder, test-taking skills, note-taking skills, and mnemonic devices.

18. **Divide and conquer!** Divide the text and/or test over two or three sections or sittings.

19. **Model thinking and reading processes.** Use a projector, overhead, or chalkboard, talk and read aloud while modeling thinking.

20. **Post-it Art/Graffiti Wall.** Use a post-it note and have the students create a colorful visual with lots of detail. Put the post-it note on the corresponding page of the novel or text. Use the post-it note as a way to start discussion. Make it for a whole class and use a big piece of paper.

Sheltered Instruction Observational Protocol (SIOP)

Preparation

_____ *Write* **content objectives** clearly for students:

_____ *Write* **language objectives** clearly for students:

_____ Choose **content concepts appropriate** for age and educational background level of students. *List them:*

_____ Identify **supplementary materials** to use (graphs, models, visuals).
List materials:

_____ **Adapt content** (e.g., text, assignment) to all levels of student proficiency.
List ideas for adaptation:

_____ Plan **meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.
List them:

Building Background

_____ **Explicitly link concepts to students' backgrounds and experiences.**
Examples:

_____ **Explicitly link past learning and new concepts.**
Examples:

_____ **Emphasize key vocabulary** (e.g., introduce, write, repeat, and highlight) for students.
List key vocabulary:

Comprehensible Input

_____ Use **speech** appropriate for students' proficiency levels (e.g., slower rate, enunciation, and simple sentence structure for beginners).

_____ **Explain academic tasks** clearly.

_____ Use a **variety of techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).
List them:

Strategies

_____ Provide ample opportunities for students to use **strategies,** (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
List them:

_____ Use **scaffolding techniques** consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.
List them:

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_____ Use a variety of **question types including those that promote higher-order thinking** skills throughout the lesson (e.g., literal, analytical, and interpretive questions).
List them:

Interaction

_____ Provide frequent **opportunities for interactions** and discussion between teacher/student and among students, and encourage elaborated responses.
_____ Use **group configurations** that support language and content objectives of the lesson.
List the grouping types:
_____ Provide sufficient **wait time for student responses** consistently.
_____ Give ample opportunities for **students to clarify key concepts in L1 (native or first language)** as needed with aide, peer, or L1 text.

Practice/Application

_____ Provide **hands-on materials** and/or manipulatives for students to practice using new content knowledge.
List materials:
_____ Provide activities for students to **apply content and language knowledge** in the classroom.
List them:
_____ Provide activities that **integrate all language skills** (i.e., reading, writing, listening, and speaking).
List them:

Lesson Delivery

_____ **Support content objectives** clearly.
_____ **Support language objectives** clearly.
_____ **Engage students** approximately 90-100% of the period (most students taking part and on task throughout the lesson).
_____ **Pace** the lesson appropriately to the students' ability level.

Review/Assessment

_____ Give a comprehensive **review of key vocabulary.**
_____ Give a comprehensive **review of key content concepts.**
_____ Provide **feedback** to students regularly on their output (e.g., language, content, work).
_____ Conduct **assessments** of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).

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Home and School Communication Strategies

Informal Meeting: Exchange information with parents about race, language, and culture.

- Ask how they would like their child to be identified ethnically.

- Ask what family tradition you would like the program to acknowledge.

- Ask what can be learned about their culture in order to be as respectful as possible.

- Ask what language/s their family speaks.

- Ask what holidays they celebrate.

Involve families in the life of the school.

- Identify your building's bilingual contacts and enlist their help in communicating with families (written, phone, or in person conferences).

- Draw parents into the school routine or school events. Administrators can help to ensure that school meetings are announced and held bilingually.

- Begin written communication via a notebook (one column for teachers and one for families).

- Ask families to share their skills/knowledge with the class (i.e. trips they've taken, games, dance, crafts, traditions, etc).

Use parent/family conferences to set mutual goals for students.

- During conference, work with parents to establish goals for their children (i.e. cultural understanding, language development, anti-bias attitude).

- Striving toward a common goal can create more opportunities for learning at home and at school (i.e. encourage the child to retain his home language even though his goal at school is to learn English).

Translation Etiquette

Often times we find that we are not able to communicate with our students' families; therefore, we seek the professional services of a translator. It is important that we remember "translation etiquette" when we are in a conference where a translator is needed.

- Maintain eye contact – Just because you are not speaking the same language, doesn't mean that you shouldn't look at the parent when you are speaking to them. Direct your comments at the parent and look them in the eye when you are talking. This will not offend the translator and will help the parents feel like you are truly speaking to them.

- Limit side conversations – It can be a bit boring to listen to the parents and translator speak in their native language; however, it is important to respect the conversation and listen. You may not understand what they are saying, but you can tell a lot by body language and listening to the conversation shows that you respect what they are saying.

- Direct your questions to the parent and not to the translator – This can be a bit awkward; yet, as it was mentioned earlier it is important to remember that you are having a conversation with the parent and not the translator.

- Keep it short and sweet – Remember to speak in short phrases and pause frequently to allow the translator to do their job. You want to make sure that they are translating all the information that you want to share and not bits and pieces.

- Use a normal tone – Just because the parent doesn't speak English does not mean that they are unable to hear you. Remember to use the same level of voice and tone that you would normally use with a native English speaker. Speaking loudly will not help them to have a better understanding of what you have to say.

- Respect the right to use a translator – Many times parents have a limited proficiency of English; however, they still request a translator. Remember that despite the fact that they know some English, they may not feel comfortable with the academic English that is often used in school settings.

"Fact or Fib?"

1. Young children are more effective language learners than older learners.

    Fact   or   Fib

2. Acquiring an additional language is completely different than acquiring one's first language.

    Fact   or   Fib

3. Most mistakes that second language learners make are due to interference from their primary language.

    Fact   or   Fib

4. Important variables impacting upon the language acquisition success of learners include the following: the level and quality of proficiency one has in their primary language, language aptitude, age, motivation, and how comfortable one feels in the immersion environment.

    Fact   or   Fib

5. There are many ways that teachers can speed up students' acquisition of a language.

    Fact   or   Fib

6. English Learners would be best served in separate EL programs until they are proficient enough to be placed in rigorous academic programs.

    Fact   or   Fib

7. When working with English Learners, it is important for teachers to differentiate expectations or standards while students are acquiring the new language.

    Fact   or   Fib

8. The presence of too many English Learners lowers the standards of classroom and schools since using effective instructional strategies for them in the mainstream classroom slows down the learning of the other students.

    Fact   or   Fib

9. Students' linguistic and academic development is delayed when they have to submit to semesters of instruction that adapt or water down subject matter using simplistic language discourse.

    Fact   or   Fib

10. Assessing English Learners suspected of having a learning disability or special need can be done using the same procedures as those with native English students but should be conducted in the student's primary language.

    Fact   or   Fib

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"Fact or Fib?" Answers

1. Fib. Younger language learners may be able to pronounce a new language with little or no accent and be able to perform developmentally appropriate tasks that help them to be more effective acquirers. Younger learners are also less inhibited about the process of language learning and so often take more risks. However, older students actually are more *efficient* or effective language *learners* since they are cognitively mature in their own language. In other words, since they know the systems of their own language, many are able to efficiently *learn* the other language.

2. Fib. Acquiring a second language is somewhat different from acquiring a first language. There are many parallels between acquiring a first and second language (i.e. errors are integral to the process, mastering the language takes about five years, acquisition and success are influenced by socio-cultural and cognitive variables). The most significant difference is that first language acquisition is *fixed* and the second is more *variable*.

3. Fib. Most of the *pronunciation* mistakes second language learners might make might be considered as interference from the primary language (i.e. accent). Other mistakes, however, are more developmental in nature (i.e. morphological, syntactical, and semantic). EL and classroom teachers need to monitor students' errors to keep track of their second language development and to provide strategic feedback to students as they progress along a second language continuum of skills and expectations. Making mistakes is natural in language development and ELs must feel free to approximate increasingly complex structures. As their proficiency increasers, the number of errors decreases.

4. Fact.

5. Fib. Research indicates that the rate of second language acquisition in an academic setting is not a function of *teacher impact*. However, teachers do have an impact on students' ultimate level of English proficiency attained (i.e. the quality of language proficiency at the end of schooling). Ten years from now, students may come back to thank you for teaching them English, but not from teaching them *fast*.

6. Fib. A traditional approach to servicing ELs had been a sequential model of first language acquisition and then academic achievement. Since research showed that this approach led to students falling behind academically, a current approach focuses on supporting ELs to acquire language and to achieve academically at the same time.

7. Fib. It is important not to differentiate expectations or standards. Traditionally, it has been assumed that ELs are remedial in nature. When English Learners are expected to meet the same standards, it is more akin to 'immersion'. Equity for ELs is achieved through instruction to meet expectations and not through lowering standards.

8. Fib. This implies a perception that linguistic and cultural diversity is a deficit rather than a resource. Schools with a majority of ELs and those that display exemplary reform efforts share: a school-wide vision of excellence that incorporates ELs and creates a community of learners engaged in active inquiry, programs that develop English proficiency and cultivate primary-language skills, and an effort to hire multilingual staff who are trained to support linguistically and culturally-diverse students.

9. Fact.

10. Fact.

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Helpful Resources

- "Strategies for Success with English Language Learners" by Virginia Pauline Rojas

- Department of Education's Legal Guidance
  http://www.doe.in.gov/achievement/english-learners/legal-guidance
- Exodus Refugee Immigration
  http://www.exodusrefugee.org/
- Church World Service
  http://hunger.cwsglobal.org/site/PageServer?pagename=action_what_assist_main
- ENL Survival Guide
  http://enlsurvivalguide.weebly.com/
- Common Mistakes
  http://www.common-mistakes.net/

Iceberg of Culture

Culture

When working with students who come from a different culture than your own, it is important to recognize that some of their actions, which you might find to be disrespectful or out-of-place, might have a place within their heritage culture. Just as an iceberg is ninety percent submerged under the water, our culture is ninety percent submerged in our actions, behaviors, and thoughts.

The Iceberg Concept of Culture
Like an iceberg, the majority of culture is below the surface.

food • dress • music •
visual arts • drama • crafts
dance • literature • language
celebrations • games

Surface Culture
Above sea level
Emotional load: relatively low

Deep Culture

Unspoken Rules
Partially below sea level
Emotional load: very high

courtesy • contextual conversational patterns • concept of time
personal space • rules of conduct • facial expressions
nonverbal communication • body language • touching • eye contact
patterns of handling emotions • notions of modesty • concept of beauty
courtship practices • relationships to animals • notions of leadership

Unconscious Rules
Completely below sea level
Emotional load: intense

tempo of work • concepts of food • ideals of childrearing
theory of disease • social interaction rate • nature of friendships
tone of voice • attitudes toward elders • concept of cleanliness
notions of adolescence • patterns of group decision-making
definition of insanity • preference for competition or cooperation
tolerance of physical pain • concept of "self" • concept of past and future
definition of obscenity • attitudes toward dependents • problem-solving
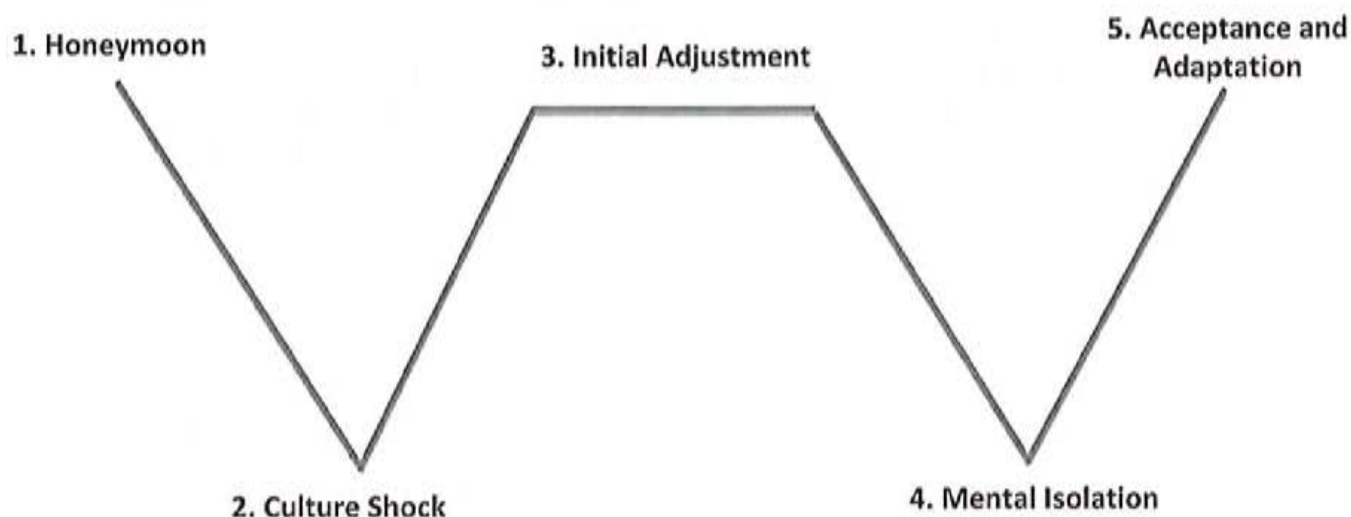roles in relation to age, sex, class, occupation, kinship, and so forth

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The Adjustment Process

The adjustment process to a new culture can be difficult. Understanding the cultural adjustment process can help your student in coping with the often intense feelings that may be experienced as the student begins life in the U.S. "Symptoms" or outward signs typifying certain kinds of behavior characterize each stage in the process.

```
1. Honeymoon              3. Initial Adjustment          5. Acceptance and
                                                            Adaptation

        \              /                    \              /
         \            /                      \            /
          \          /                        \          /
           \        /                          \        /
            \      /                            \      /
             \    /                              \    /
              \  /                                \  /
               \/                                  \/

        2. Culture Shock                    4. Mental Isolation
```

1. **"Honeymoon" period**: Initially, many people are fascinated and excited by everything new. The visitor is elated to be in a new culture.

2. **"Culture shock"**: The individual is immersed in new problems: housing, transportation, shopping, and language. Mental fatigue results from continuous straining to comprehend the new language.

3. **Initial Adjustment**: Everyday activities such as housing and shopping are no longer major problems. Although the visitor may not yet be fluent in the language spoken, basic ideas and feelings in the second language can be expressed.

4. **Mental Isolation**: Individuals have been away from their family and good friends for a long period of time and may feel lonely. Many still feel they cannot express themselves as well as they can in their native language. Frustration and sometimes a loss of self-confidence result. Some individuals remain at this stage.

5. **Acceptance and Integration**: A routine (e.g., work, business or school) has been established. The visitor has accepted the habits, customs, foods, and characteristics of the people in the new culture. The visitor feels comfortable with friends, associates and the language of the country.

Note: This cycle may repeat itself throughout the stay in a new culture. AND, these feelings are normal. Note also that upon returning home, the student may experience some of the same feelings as he or she did when he or she first arrived in the new culture. This is called "reverse culture shock."

This information was adapted from "Beyond Language: Intercultural Communication for English as a Second Language" by Deena R. Levine and Maram B. Adelman. Prentice-Hall, Inc. Englewood Cliffs, New Jersey.

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Refugee 101 Information

What is a Refugee?

Refugees are defined under international law as being outside their home country and having a well-founded fear of persecution based on race, religion, nationality, political opinion, or membership in a particular social group. The United Nations 1951 Convention Relating to the Status of Refugees codified this definition and was augmented by a 1967 protocol broadening refugee recognition beyond an initial focus on Europeans displaced after World War II. At present, 147 nations are parties to either the 1951 Convention or the 1967 Protocol, the text of which can be accessed here.

How Many Refugees Are in the World?

According to a 2009 report by the United Nations refugee agency (UNHCR), 42 million people around the world were uprooted from their homes due to conflict or persecution. Of this number, 16 million were considered refugees, while 26 million were displaced within their own countries or were considered asylum-seekers in other countries. Approximately 45% of the world's refugees are under 18-years-old. About 80% of the world's refugees are hosted by developing countries. The largest refugee producing countries at present include Afghanistan, Iraq, Somali and Sudan, while Colombia, Iraq, Sudan and the Democratic Republic of the Congo have the largest internally displaced populations. To learn more about the world's refugees, visit the U.S. Committee for Refugee and Immigrant's (USCRI) annual World Refugee Survey, or UNHCR's "Statistics" Web page.

When did U.S. Refugee Resettlement Begin?

The U.S. admitted more than 250,000 displaced Europeans following World War II, after which the U.S. Congress enacted the Displaced Persons Act of 1948 allowing an additional 400,000 European refugees to resettle in the U.S.This legislation was followed by later laws admitting refugees from Communist countries such as China, Cuba, Hungary, Korea, Poland and Yugoslavia.

The modern refugee resettlement program traces its roots to the 1975 admission of over 100,000 Southeast Asian refugees under an ad hoc resettlement program called the Refugee Task Force. In 1980, Congress formalized the refugee resettlement program in the Refugee Act of 1980, which included the UN criteria for refugee status and set the legal basis for the Refugee Admissions Program. Today this program is operated by the Bureau of Population, Refugees, and Migration (PRM) of the U.S. Department of State in conjunction with the Office

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of Refugee Resettlement in the U.S. Department of Health and Human Services (HHS) and offices in the U.S. Department of Homeland Security (DHS). For more about the U.S. Refugee Resettlement Program, see the Refugee Council USA Web site.
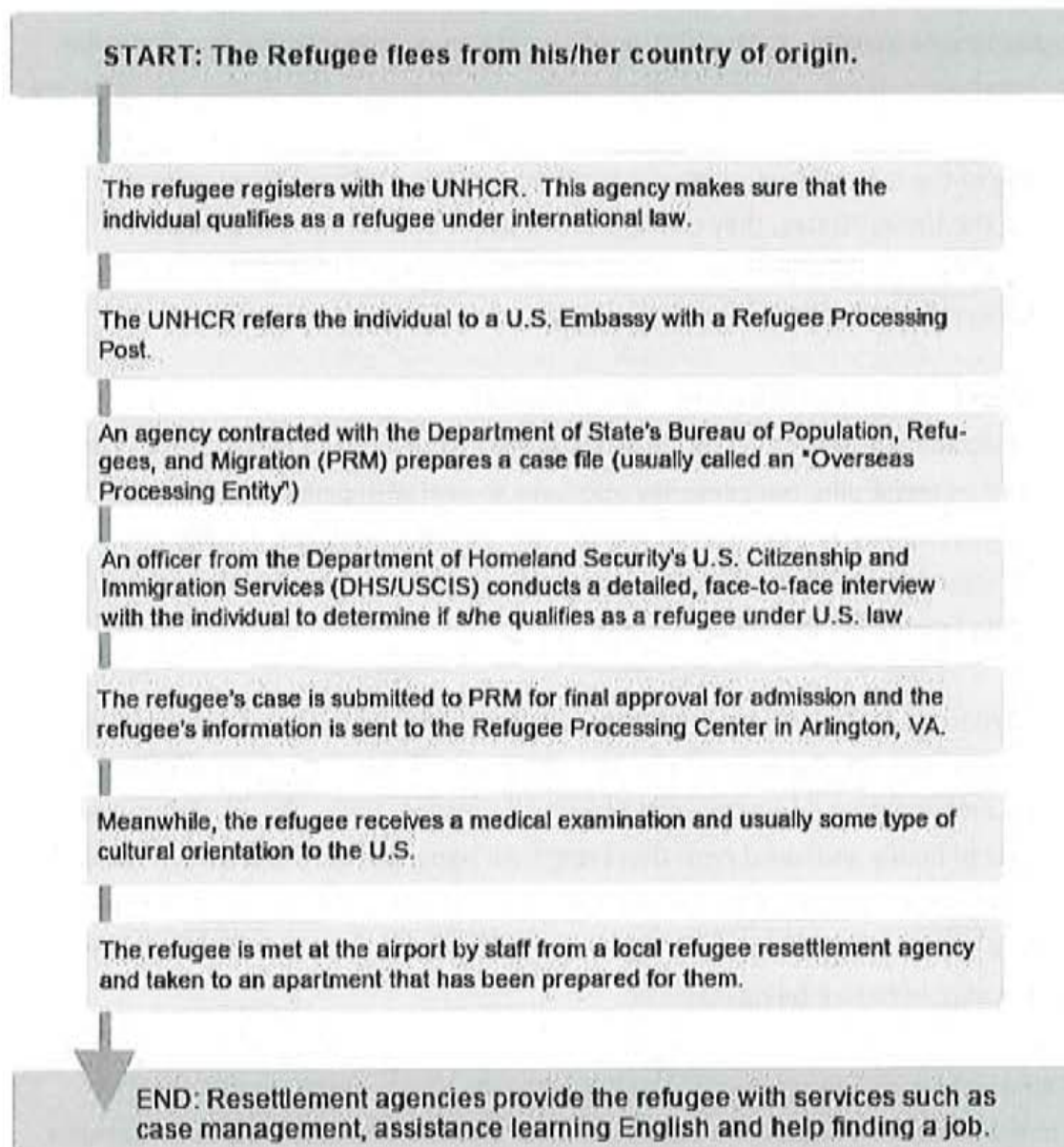
How Many Refugees Live in the United States?

Since 1980, when formal U.S. refugee resettlement began, 1.8 million refugees have been invited to live in the United States, with recent annual refugee arrivals typically falling between 40,000 to 75,000. The number of individuals granted asylum in the U.S. over the past decade has ranged from a high of 39,000 in 2001 to just below 23,000 in 2008.

About 35 to 40 percent of refugees resettled in the U.S. are children. The vast majority of refugee children—about 95%—resettle in the U.S. with their parents. About five percent of refugee children are resettled with relatives or other adults who have agreed to care for the children, while about 100 to 200 children per year are placed into specialized foster care through the Unaccompanied Refugee Minor Program.

How Does U.S. Refugee Resettlement Work?

Each year, the President of the United States consults with Congress to determine the regional number of refugees to be admitted into the country during the federal fiscal year. Over the past decade (1999-2009), this presidential determination has allowed for up to 70,000 – 91,000 refugees to enter the U.S. These numbers represent a ceiling rather than a quota, thus the actual number of resettled refugees varies each year, with a decade high of 85,000 refugees admitted in 1999 and a low of 27,000 refugees admitted in 2002. The U.S. admitted over 60,000 refugees in Fiscal Year 2008. For a chart of refugee admissions into the U.S. since 1975, visit http://www.wrapsnet.org/Reports/AdmissionsArrivals/tabid/211/language/en-US/Default.aspx The graphic below explains the resettlement process from the perspective of an individual refugee.

START: The Refugee flees from his/her country of origin.

The refugee registers with the UNHCR. This agency makes sure that the individual qualifies as a refugee under international law.

The UNHCR refers the individual to a U.S. Embassy with a Refugee Processing Post.

An agency contracted with the Department of State's Bureau of Population, Refugees, and Migration (PRM) prepares a case file (usually called an "Overseas Processing Entity")

An officer from the Department of Homeland Security's U.S. Citizenship and Immigration Services (DHS/USCIS) conducts a detailed, face-to-face interview with the individual to determine if s/he qualifies as a refugee under U.S. law

The refugee's case is submitted to PRM for final approval for admission and the refugee's information is sent to the Refugee Processing Center in Arlington, VA.

Meanwhile, the refugee receives a medical examination and usually some type of cultural orientation to the U.S.

The refugee is met at the airport by staff from a local refugee resettlement agency and taken to an apartment that has been prepared for them.

END: Resettlement agencies provide the refugee with services such as case management, assistance learning English and help finding a job.

What is the Difference between Immigrants, Refugees, and Asylees?

While immigrants voluntarily choose to leave their homes and come to the U.S., refugees and asylees are forced to flee due to persecution. Immigrants may come to the U.S. with temporary visas, allowing them to remain for a certain period of time or under certain conditions (such as students or tourists), or they may have permission allowing them to remain indefinitely (such as a "green card.") After one year of residence in the U.S., refugees and asylees may apply for legal permanent residency (also known as a "green card" though the card is no longer green). After five years, legal permanent residents may apply for U.S. citizenship.

Refugees and asylees must both meet the same legal definition of having a well-founded fear of

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persecution due to race, religion, nationality, political opinion, or membership in a particular social group. However, refugees receive legal permission to resettle in the United States before they arrive, whereas asylees receive permission to stay in the United States after they arrive. Those who come to the U.S. seeking sanctuary from persecution are considered asylum-seekers. Once in the United States, they can apply for asylum in order to receive legal protection. Both refugees and asylees must meet the same criteria as set forth by the 1951 UN international convention in order to receive their status.

What is the Refugee Experience like before Resettlement?
In addition to the trauma of war or persecution, separation from family and homeland, losses of loved ones and a familiar life, refugees may also have to deal with poverty and a lack of control over their lives, living between moments of crisis and boredom, anticipation and hopelessness. In situations of lengthy displacement, refugee children may be born and raised in exile knowing little beyond life in a refugee camp.

Students can learn more about refugee youth through Beyond the Fire: Teen Experiences in War. This interactive website chronicles the stories of fifteen refugee teenagers, who lived through warfare and fled their homes in eight different countries. Their stories are complete with photographs of family and loved ones that bring their experiences of war to life. The web site also provides a brief chronology of the events in each country to explain how the conflict developed. These fifteen refugee teenagers illustrate the types of experiences that refugee youth encounter abroad before being resettled.

A Refugee Camp on the Web is another interactive web site, which allows viewers to place themselves in the shoes of refugees. Through a series of slides, the web site uses photographs, interviews and audio recordings to depict life as a refugee. Visitors must think about the same critical questions that refugee families struggle with every day. Where to find shelter? Where to find food? How to seek medical attention in the refugee camps? This Web site illustrates the difficulties that refugee youth must overcome to arrive in safe havens like the United States.

What is the Resettlement Experience Like in the United States?
Ten national voluntary agencies (volags) provide resettlement services to newly arriving refugees, arranging for food, housing, clothing, employment, counseling, medical care and other immediate needs during the first 90 days after arrival. Depending on the state, refugees may be eligible for additional specialized services after that period. With some state variation, refugees are eligible for federally reimbursed cash assistance and Medicaid for eight months

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after arrival, after which they have the same eligibility for public benefits as other legal residents of a State. Unlike immigrants, refugees are permitted to receive federally funded public benefits. However, after seven years in the U.S., refugees must acquire U.S. citizenship for continued eligibility.

Refugees are permitted to work in the U.S., and many refugee service programs focus on helping refugees find employment so that they can become self-sufficient. Refugee children are eligible for public education in the same way as other children in the U.S., and many states receive federal funding to implement specialized educational programming for refugee children.

Once in the U.S., refugees are frequently helped by family, clan, or ethnic community networks. Many refugee groups form ethnic community based organizations, also known as mutual assistance associations (MAA), to provide mutual aid, advice and support to others from the same ethnic, linguistic or national background. These MAA's create a critical bridge between knowledgeable community members and those who have recently arrived in the U.S. or are currently in need.

In assisting refugee families and children, service providers need access to in-depth information about refugee cultures, trauma, resulting family dynamics and the special needs of refugee youth. Culturally and linguistically appropriate staffing and services are essential, as are understanding and communication between agencies. Attending to these needs helps agencies build productive partnerships with refugee communities, provide effective services and resources, and support refugee parents in the difficult task of raising their children in a new culture.

Professionals working in the fields of child well-being and refugee services recognize the communal nature of problems they encounter, as well as the need for collaborative responses. Child welfare agencies work with a range of social service agencies, professionals, and communities in assisting families and guarding against child abuse and neglect. Refugee-serving agencies also bring together resources and people from many walks for life for the purpose of supporting refugee families.

Where Can I Find More Information and Statistics?
- IRC's U.S. Programs Refugee 101
- Refugee Council USA– for additional background information and a directory of refugee

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resettlement agencies

- UNHCR Statistics
- U.S. State Department's Refugee Processing Center – U.S. refugee admissions within the past fiscal year
- Refugee Arrival Data by the Office of Refugee Resettlement – Country of origin and state of initial resettlement
- Center for Applied Linguistics – Refugee resettlement by country and region of origin
- Immigration Data Hub by the Migration Policy Institute
- Data and Statistics – Department of Homeland Security,

Quick Culture Facts: Hispanics, Karen, and Arab Cultures

Hispanic

313,914,040 people live in the US as of 2012:
49,972,000 people in the US identified as "Hispanic"
32,539,000 come from a **Mexican** origin
4,625,000 come from a **Puerto Rican** origin
1,789,000 are from a **Cuban** origin
4,205,000 people are from **Central America**
2,830,000 are from **South America**
3,984,000 identified as "other Hispanic"

Spain, the former imperial ruler of much of Central and South America, is the origin of the words "Spanish" and "Hispanic" – a reason why many Spanish-speakers in the United States refer to themselves as Latino(a) instead (as a symbol of independence from Spain).

Karen and Karenni

People who identify as Karen come from the mountains of Burma (formerly known as Myanmar), a country in Southeast Asia, and parts of Thailand. Karen are traditionally subsistence farmers and raise animals and make up the third largest ethnic population in Burma.

Those who identify are Karenni (the "-ni" means Red) are a collection of small states. Traditionally, the "Karen-Ni States"—once independent of Burma, yet with feudal ties—are made up of the many groups of independent peoples: the Kayah, Geko, Geba, Padaung, Bres, Manu-Manaus, Yintale, Yinbaw, Bwe, Shan, and Pao.

Arab

"Arab" is significantly different from "Muslim." If a student identifies as an "Arab" (s)he speaks Arabic/comes from a country that identifies Arabic as the national language. Muslim is a religion that one practices and does not necessarily denote that the student will speak Arabic. Lebanon, Egypt, Albania, Libya, Morocco, Mauritania, and Syria are a handful of Arab states.

The traditional dress for Arab men is designed for heightened air circulation around the body (i.e. floor length robes). The men will also wear a headdress that is called a Keffiyeh. Women wear a full-length body cover, but the strictness varies by country.

Indiana
Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Indiana's WIDA Implementation Guide for English Learners

Indiana Department of Education

Office of English Learning & Migrant Education
June 2014

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Indiana's Vision and Mission for English Learners

The Indiana Department of Education (IDOE) is dedicated to providing high quality support to Indiana's schools, teachers, students, families, and community members. The WIDA Implementation Guide for English Learners is one component of our mission to build an educational system of high quality and equity that is focused on student-centered accountability. Nearly every school and school district across the state of Indiana has culturally and linguistically diverse students, representing over 250 different languages and steadily annual increases in the number of English learners in our schools. Educators and families need resources to support our diverse students by supporting academic language development in English while honoring the cultural heritage and native languages of our students.

In accordance with the No Child Left Behind Act of 2001 as amended by Indiana's ESEA Flexibility Waiver, Indiana committed to support English learners' transition to college and career ready standards by adopting ELP standards that are college and career ready while providing technical assistance to educators for their implementation. Indiana launched the WIDA English language development (ELD) standards in October 2013 to comply with these requirements for the 2014-2015 school year. The WIDA English language development (ELD) standards provide a framework for standards-based instructional and assessment planning for English learners so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging Indiana Academic Standards as all children are expected to meet. The Indiana Academic Standards are expectations for all students to achieve. Maintaining high expectations for our English learners and providing appropriate supports promote the English learners' abilities to be college and career ready upon completion of high school. The WIDA English language development (ELD) standards and accompanying English proficiency assessment recognize that educators must attend to the language skills needed of our students to achieve those same challenging academic standards as all students are expected to meet.

WIDA English language development standards utilize the Indiana Academic Standards to teach the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. The standards allow educators to recognize and support their students' academic language development and achievement serving as a foundation for curriculum, instruction, and assessment. The WIDA ELD standards allow English learners to communicate effectively for social and instructional purposes and academic content in the areas of language arts, mathematics, science, and social studies. All teachers, regardless of grade level or content expertise, should consider themselves English language teachers, as our students need the English skills to be successful in every classroom. Similarly, school leaders are equally responsible for the academic, linguistic, social, and emotional needs of English learners. All educators with English learners in their classroom are responsible for utilizing the WIDA standards and framework to ensure equitable access for all (Title VI of the Civil Rights Act of 1964). We must ensure the WIDA English language development (ELD) standards and Indiana Academic Standards are used collaboratively to create a continuous pathway to academic success for Indiana's English learners.

This document provides the guidance for school districts to effectively implement the WIDA English language development standards and regularly monitor their level of success. The IDOE's Office of English Learning and Migrant Education, along with content area experts, is dedicated to a smooth

transition to the WIDA English language development (ELD) standards. To assist in this transition, IDOE is committed to providing technical assistance, guidance, and additional support along the way to ensure all districts feel prepared to fully implement the WIDA English language development (ELD) standards with fidelity.

The Indiana Department of Education is committed to ensuring all students, regardless of language proficiency, receive an equitable education of high quality that prepares them for future college and career opportunities. Through collaboration with knowledgeable educators and community stakeholders, Indiana's Office of English Learning and Migrant Education is truly imagining the possibilities and making them happen.

This living document is designed as a reference for district and school personnel working with English Learners (ELs). The content of the guide represents a compilation of information, examples and resources for your use. We will be continuously updating this document to provide further clarity and information to district and school personnel working with ELs.

Indiana WIDA ELD Standards Task Force

The Indiana Department of Education would like to thank all of the following individuals and their work to support Indiana's English learners through high quality English language development standards.

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Introduction

The Indiana Department of Education (IDOE) officially launched the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) standards in October 2013. The WIDA ELD standards support language development within all content areas and English Learner (EL) classrooms so that English learners can meet the same challenging Indiana academic standards as all children, as required by *No Child Left Behind of 2001*[1] and Indiana's ESEA Federal Flexibility Waiver[2]

The WIDA English Language Development (ELD) Standards Implementation Guide provides a comprehensive summary of the WIDA ELD standards framework to promote academic language development among English learners. This guide will support superintendents, curriculum directors, EL directors, principals, content area teachers, and EL staff to achieve the IDOE's vision of providing an equitable, high quality, and student-centered education for all students.

The guidance includes a general overview of the WIDA ELD standards framework, expectations for local implementation, and further guidance and support that will be forthcoming. District leaders may utilize this guidance by developing curriculum to ensure that the WIDA ELD standards are integrated with the Indiana Academic Standards. English learner and content area teachers will utilize the guidance to design meaningful instruction to support English learners at all proficiency levels while ensuring meaningful access to the Indiana Academic Standards.

Background

What's WIDA?

WIDA's mission, to support academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development, is exemplified in its Can Do Philosophy. The ten Guiding Principles of Language Development provide the theoretical and research bases for extensive standards work. The 15 Essential Actions for unlocking academic language use in school will help educators better understand the multiple facets of standards-referenced education for English language learners (ELLs).[3]

The WIDA ELD standards promote academic language development for ELs in five areas: social and instructional language, language of language arts, language of mathematics, language of science, and the language of social studies. The WIDA ELD standards reinforce that teachers of all content areas must attend to the language skills needed by their students to be successful within the content. The social and instructional language standard represents the academic language of school across any classroom, such as "Organize your notes for the exam next Friday." Additionally, content area teachers will utilize their content lessons as additional avenues for students to develop academic language skills, and not just relegate this responsibility to the EL or

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[1] Section 1111(b)(1) and 3111(b)(2)(C)(ii)
[2] http://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/in.html
[3] Essential Actions Handbook p. 3 http://www.wida.us/get.aspx?id=712

English/language arts teachers. The standards promote a culture of shared responsibility by a collaborative instructional approach in which EL and content area teachers work together to promote ELs' language development.

Why WIDA?

WIDA's can do philosophy believe that English learners provide a valuable asset to any classroom. When educators focus on what English learners can do rather than what they cannot, learning is built upon the assets a child brings. The native language of a student is a powerful tool for further learning. The varied cultural backgrounds of Indiana's English learners enrich the classroom experience for all students. A large achievement gap exists between native English speakers and English learners in Indiana; WIDA emphasizes that all educators are language teachers, and therefore provides a common goal to promote language proficiency in all classrooms. WIDA's ten Guiding Principles of Language Development include:

1) Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.

2) Students' home, school, and community experiences influence their language development.

3) Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.

4) Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.

5) Students learn language and culture through meaningful use and interaction.

6) Students use language in functional and communicative ways that vary according to context.

7) Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.

8) Students' development of academic language and academic content knowledge are inter-related processes.

9) Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.

10) Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

How is WIDA different from Indiana's 2003 ELP standards?

The 2003 ELP standards focus on reading, writing, listening, and speaking in the context of language arts only. WIDA offers 5 standards (social and instructional language, language of language arts, mathematics, science, and social studies) to ensure English learners are successful in attaining English proficiency while being used to ensure equitable access to the Indiana Academic Standards.

Indiana's 2003 English language proficiency standards provided a list of topics and skills that ELs must be taught at each grade level according to the student's English proficiency level. In contrast, the WIDA standards require that all teachers of English learners, including content area and EL staff, to attend to the language skills needed for English learners to be academically successful within the school setting and the content areas of language arts, mathematics, science, and social studies. The WIDA standards framework also provides examples of how to differentiate content area instruction for ELs and other helpful resources, such as the Can Do Descriptors. The WIDA standards framework highlights the importance of promoting language development within content area learning to promote ELLs academic achievement.

WIDA has many documents. Where do I begin?

The Indiana Department of Education will provide annual support and training, along with regular professional development opportunities through the WIDA Consortium. Educators are recommended to use this implementation guide to build an initial level of understanding regarding the WIDA ELD Standards Framework. The following key points will help guide educators along this process:

- Indiana has launched the 2007 WIDA ELP Standards and the accompanying 2012 Amplified ELD Standards. The standards themselves have remained unchanged from the 2007 to the 2012 version. The 2012 version builds upon the previous publications by making the framework more meaningful through additional model performance indicators and alignment to college and career ready standards. The 2012 version represents a name change from English language proficiency (ELP) to English language development (ELD) to represent that learning a new language is a continual process.

- WIDA's 2007 ELP Standards include resources such as:

    o Examples of sensory, graphic, and interactive supports (pgs RG-21-24).

    o Checklist for reviewing strands of model performance indicators to ensure that a lesson has all of the essential components (pgs RG-39).

    o Example topics and genres: Content related to WIDA's ELP standards (pgs 1-68). Educators can use these example content topics that are found in the Indiana Academic Standards to easily build lesson plans that support English learners at all levels of English proficiency.

- WIDA's 2012 Amplified ELD Standards include resources such as:

    o Integrated Strands (pgs 18-21). Educators can use these examples to learn how to create integrated units across multiple disciplines (i.e. E/LA, math, and history) that integrate the WIDA ELD standards.

o   Expanded Strands (pgs 22-44). Educators can use these examples to understand the language features needed at the word/phrase, sentence, and discourse levels for each level of English proficiency in each lesson.

o   Strands of Model Performance Indicators (MPIs) (pgs. 45-111). Educators can use these *models* to show how educators will connect the academic standards with the WIDA ELD standards, provide contexts for language use, ensure that all students have equal access to the same content, and adequately support the needs of English learners at varying proficiency levels. (See FAQ #9 on p. 27 for more information regarding the connection to the Indiana Academic Standards)

- WIDA's Can Do Descriptors provide educators with information on the language students are able to understand and produce in the classroom. The Can Do Descriptors are in grade level clusters of PreK-K, Grades 1-2, Grades 3-5, Grades 6-8, and Grades 9-12.

The WIDA ELD Standards

The WIDA Standards framework is composed of several key components:

The WIDA English language development (ELD) standards reflect the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. These standards promote academic language development across four core content areas and the role of all teachers as teachers of language.

	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

WIDA ELD Standards © www.wida.us

The Features of Academic Language

The WIDA ELD standards organize social, instructional, and academic language into three levels: discourse level, sentence level, and word/phrase level. WIDA's view of academic language extends beyond vocabulary. Academic language includes *language forms and conventions* that students need to utilize vocabulary. *Linguistic complexity* recognizes the depth and breadth in which students utilize vocabulary and language forms. The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing components such as register, genre, topic, task, and participants' identities and social roles.

	Performance Criteria	Features
Discourse Level	**Linguistic Complexity** *(Quantity and variety of oral and written text)*	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	**Language Forms and Conventions** *(Types, array, and use of language structures)*	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	**Vocabulary Usage** *(Specificity of word or phrase choice)*	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

WIDA © www.wida.us

Performance Definitions by Language Domain

The levels of language proficiency correspond to the performance definitions of an English learner at a particular level of language proficiency for each domain (speaking, listening, reading, and writing) at the word/phrase, sentence, and discourse levels. The *Performance Definitions* describe the language ELs can process and produce toward the end of each level of English language development when given language supports, as determined by an English language proficiency assessment.

WIDA Performance Definitions Listening and Reading, Grades K–12

WIDA

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas	• Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning for each content area
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas	• Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas	• Specific content words and expressions • Words or expressions related to content area with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas	• General and some specific content words and expressions (including cognates) • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

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At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level Linguistic Complexity	Sentence Level Language Forms and Conventions	Word/Phrase Level Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas	• A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with precise meaning related to content area topics
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures and generally consistent use of conventions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with multiple meanings or common collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas	• Repetitive grammatical structures with occasional variation and emerging use of conventions • Sentence patterns across content areas	• Specific content words and expressions (including content-specific cognates) • Words or expressions related to content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures and variable use of conventions • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions (including common cognates) • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Phrasal patterns associated with common social and instructional situations	• General content-related words • Everyday social and instructional words and familiar expressions

...within sociocultural contexts for language use.

WIDA © www.wida.us

Model Performance Indicator (MPI) Strands

MPIs are examples of how language is processed or produced within a lesson based upon an Indiana Academic Standard by students at particular levels of English language proficiency. Each MPI contains a student-specific *language function* that exemplifies a language task that a student at that proficiency level can complete based upon the Can Do Descriptors and Performance Definitions. The *content stem* is the same for all students across all levels of language proficiency and is derived from the Indiana Academic Standards. Support is provided to English learners to facilitate language development and mastery of the content stem; Educators might use sensory supports (i.e. models or photographs), graphic supports (i.e. graphic organizers or charts), or interactive supports (i.e. native language skills or partners) within an MPI.

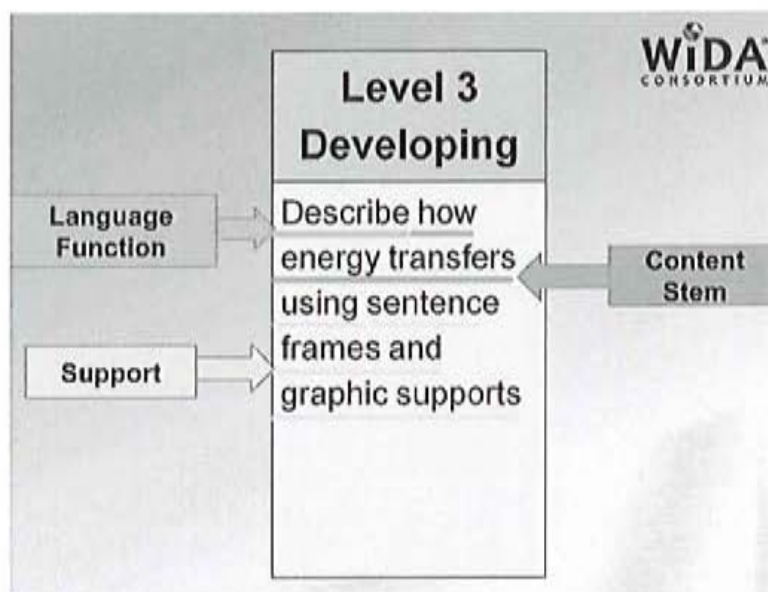## Sample Individual Model Performance Indicator (MPI)

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	Identify language that indicates narrative points of view (e.g., "I" v. "he/she") from illustrated text using word/phrase banks with a partner	Identify language that indicates narrative points of view (e.g., "he felt scared") from illustrated text using word/phrase banks with a partner	Categorize passages based on narrative points of view from illustrated text using word/phrase banks with a partner	Compare narrative points of view in extended texts using graphic organizers with a partner	Compare and contrast narrative points of view in extended texts	Level 6 – Reaching

WIDA © www.wida.us

This is an example of an MPI for a Level 3 English learner in a science lesson. Each MPI has the following 3 components:

Language Function is a student-specific language expectation within the domain of the chosen activity; an English learner at this level would be expected to be able to *describe* within a speaking activity during a science lesson; WIDA's performance definitions in Listening and Reading and Speaking and Writing and the Can Do Descriptors found in the Download Library are used to select the language function.

Content Stem anchors the language to the content and underlies the language development across **all** five levels of language proficiency; the content stem is an Indiana Academic Standard 2014 and will be the same for all students, as all students are expected meaningful access to the same challenging academic standards.

WIDA CONSORTIUM

Level 3 Developing

Language Function → Describe how energy transfers using sentence frames and graphic supports ← Content Stem

Support →

Support is provided to English learners to facilitate language development and mastery of the content stem; Educators might use sensory supports (i.e. models or photographs), graphic supports (i.e. graphic organizers or charts), or interactive supports (i.e. native language skills or partners) within an MPI.

More information can be found at www.wida.us and www.doe.in.gov/elme

Sample Indiana Lesson Using the WIDA Standards Framework

WiDA

GRADE: 8

ELD STANDARD: ___Standard 2: The Language of Language Arts___

EXAMPLE TOPIC: Literature Analysis

CONNECTION: *Indiana Academic Standards 2014 English/Language Arts (8.RL.4.2):* Analyze how works of literature draw on and transform earlier texts.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students listen to class discussions about themes, patterns of events, or character types in a work of literature to make connections to their own lives and/or familiar stories or myths from their own cultures.

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE universal themes of literature

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print (e.g., posters about character types and themes)	Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print	Classify examples of literary characters, themes, and plots based on oral descriptions with a partner	Find patterns related to literary characters, themes, and plots using graphic organizers with a partner	Predict the evolution of literary characters, themes, and plots	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: universal theme, character type, allegory, mythology, protagonist

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Sample Indiana Lesson Using the WIDA Standards Framework

GRADE: 11-12   WIDA

ELD STANDARD: Standard 3: The Language of Mathematics   EXAMPLE TOPIC: Mathematical relations & functions

CONNECTION: *Indiana Academic Standards 2014 Mathematics- Pre-Calculus (MA.PC.F.1):* For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students use mathematical abstractions in equations and graphs to represent real-life situations (e.g., using functions and graphs to analyze the lunar cycle, analyze motion graphs of a falling object or parabolic motion).

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND properties of functions

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
SPEAKING	Name key properties of functions using graphs and equations in L1 (first language) or L2 (second language; English) with a partner	Give examples of key properties of functions using labeled graphs and equations with a partner	Describe how key properties of functions are represented using labeled graphs and equations	Summarize representations of key properties of functions in small groups (e.g., think aloud)	Explain with details representations of key properties of functions in small groups	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: periodicity, rate of change, quadratic functions, parabola

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Sample Indiana Lesson Using the WIDA Standards Framework

 WIDA™

GRADE: 5

ELD STANDARD: ___Standard 4: The Language of Science___   EXAMPLE TOPIC: Solar System

CONNECTION: *Indiana Academic Standards for Science 2010 (5.2.4)*: Use a calendar to record observations of the shape of the moon and the rising and setting times over the course of a month. Based on the observations, describe patterns in the moon cycle.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students explore a variety of informational texts and media to discover how Earth's rotation around the sun affects shadows, day and night, and the phases of the moon and extract pertinent information to create a class book to share with other students (and grade levels) who are also exploring day and night in science.

COGNITIVE FUNCTION: Students at all levels of English language proficiency EXAMINE the effects of Earth's rotation

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
WRITING	List words and phrases associated with Earth's rotation using realia (real objects) and graphic support with a partner	List the steps associated with Earth's rotation using graphic organizers and illustrated words banks in small groups	Describe the Earth's rotation in sentences using illustrated texts and graphic organizers in small groups	Explain and organize sentences associated with Earth's rotation from a variety of texts (e.g., books, media, encyclopedias) with a partner	Connect paragraphs associated with Earth's rotation using graphic organizers	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: Earth, rotation, phases of the moon

Sample Indiana Lesson Using the WIDA Standards Framework

WIDA

GRADE: 2

ELD STANDARD: Standard 5: The Language of Social Studies   EXAMPLE TOPIC: Nonfiction: Historical People

CONNECTION: *Indiana Academic Standards 2014 English/Language Arts (2.RN.2.2):* Identify the main idea of a multiparagraph text and the topic of each paragraph. *Indiana Academic Standards Social Studies 2014 (2.1.3):* Identify individuals who had a positive impact on the local community

EXAMPLE CONTEXT FOR LANGUAGE USE: Students research historical times and people using informational texts in preparation for creating a timeline poster.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the connections between different historical times and people

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	Match pictures with information about historical times and people from illustrated texts with a partner	Identify important information about historical times and people from illustrated texts with a partner	Sort information about historical times and people from illustrated texts using graphic organizers in small groups	Sequence information about historical times and people from illustrated texts using graphic organizers in small groups	Connect information about historical times and people from illustrated texts using graphic organizers (e.g., timelines)	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: historical times, communication

Regulatory Requirements

What are districts expected to do in regards to the WIDA standards?

The WIDA ELD standards became Indiana's English language proficiency standards in October 2013. Beginning in the 2014-2015 school year, districts are expected to integrate the WIDA standards into classes where ELs participate, including content areas, per No Child Left Behind[4] and Indiana's ESEA Federal Flexibility Waiver[5]. WIDA emphasizes college and career readiness through its focus on

- oral language development

- literacy across the content areas, attention to genre, text type, register

- attention to genre, text type, register, and language forms and conventions

- use of instructional supports

Beginning in the SY 2014-15, all educators who teach ELs are expected to integrate components of the WIDA ELD standards framework into their instruction and assessments. The WIDA standards promote an integrated approach to support English language development, and both EL and content area teachers should be teaching academic language and differentiating instruction for ELs based on their specific teaching context. Educators can view model performance indicators within the 2012 WIDA ELD Standards[6] for their respective grade levels and subject areas to learn more about implementing WIDA. Many of the components of WIDA could be viewed by administrators through instructional walkthroughs and observations of instructional planning. The local school district maintains the ability to determine the type of evidence collected or observed to ensure that all teachers of English learners are implementing the WIDA standards with fidelity.

Process

Effectively implementing the WIDA ELD standards into content area and EL classrooms will be a multi-year process. The transition requires strategic planning from district leadership, comprehensive training about the WIDA framework, and collaboration between content area and EL teachers. The Indiana Department of Education recognizes that full implementation of the WIDA Standards Framework will be an ongoing process.

During the 2014-2015 school year, districts will be required to submit a plan for implementing the WIDA ELD standards via their Title III or Non-English Speaking Program (NESP) application. This plan may include, but is not limited to, information about:

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[4] Section 1111(b)(1) and 3111(b)(2)(C)(ii)

[5] http://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/in.html

[6] http://www.wida.us/get.aspx?id=540

- WIDA training opportunities for district staff, especially core content area and EL teachers who teach ELs and their supervising staff;

- A process and approach for reviewing or developing EL curricula that integrates key components of the WIDA standards framework;

- A process and approach for reviewing content area curricula so that it incorporates key components of the WIDA standards framework; and

- Implementation timelines and action steps, along with specific district and/or school staff responsible for each action step.

District leaders have flexibility to develop a plan and approach for WIDA integration that reflects their local context and initiatives. WIDA implementation plans should also be regularly updated to reflect accomplishments and evaluation of initial efforts.

In subsequent years, local school districts will update the implementation plans and further complete curriculum alignment in order to effectively serve their English learners.

Department Sponsored Trainings and Technical Assistance

How will the IDOE support this important work?

Multiple WIDA trainings have been held since the launch of the standards in October 2013, and further sessions will be held in Summer 2014 for district leaders and educators. The Indiana Department of Education plans to offer more trainings in the future to expand the depth of the implementation of the WIDA standards at the local level. However, the administrators at the local level maintain the responsibility of ensuring that the teachers of English learners, including content areas and EL staff, are equipped to implement the WIDA standards, which will include training led at the local and regional levels.

Preliminary plans for further state-led training will include:

- 1-day WIDA Standards Framework Overviews focused on the principles, organization and key components of the WIDA framework;

- 3-day WIDA Training of Trainers focused on the principles, organization and key components of the WIDA framework and how to provide in-house basic WIDA professional development;

- Consultations and workshops about the WIDA standards framework

- WIDA standards presentations for local, regional, and state conferences

Additionally, the IDOE recognizes that districts, schools, educators, and parents will need continued support and we are committed to this work. Further guidance will be provided on an ongoing basis, including technical assistance consultations, resource documents, in-person trainings, web-based materials, and webinars.

WIDA Resource Guide

Use the 15 activities below at the local level to begin learning about the newly adopted WIDA English language development (ELD) standards to increase the academic achievement of the English learners (ELs) in your schools.

WiDA™ CONSORTIUM

Standards Framework & Foundations	Lesson Plan Design	Essential Resources
Review the 2012 Amplification Overview Tutorial. The 2012 amplified standards introduce new elements added to the strands in the 2007 ELP standards.	To complete the next activities, have an "EL in mind" from your classroom, school, or district. Know the grade level and then find his/her LAS links level, as this is comparable to the levels in WIDA.	Read the Focus on Differentiation Part I bulletin. Follow along with one E/LA teacher who utilizes WIDA to make the same content standard accessible to ALL students. Visit the download library section at www.wida.us for more resources.
Discuss the Defining Features of Academic Language and Performance Definitions. Language learning is more relevant when ELs utilize language in a variety of contexts.	Watch a science teacher make learning accessible for ALL students by using the WIDA standards during this lesson. More videos can be found here at Virginia's DOE website under "Instruction".	Title III and NESP funds both can be used to support WIDA standards implementation. You can purchase materials from the online store or pay for the time for teams of content and EL educators to collaborate regarding WIDA standards implementation.
Recognize that WIDA only has 5 standards across K-12. You will NOT find K.1.1, K.1.2, etc. The power of WIDA is to make content learning more accessible. Go to p. 3 to review how language learning takes place in ALL content area classrooms.	WIDA provides expanded strands and model performance indicators (MPI) to show teachers how a content lesson is designed beginning to end with WIDA. Review an expanded standard for the grade level of your "EL in mind". KDG starts on p. 22.	Visit the WIDA section of the IDOE website and join the Title III and NESP Learning Connection community. More WIDA-related announcements will be posted here.
WIDA operates on a "can do" philosophy. Go to the Download Library and find the Can Do descriptors on the left hand side. View the descriptors for what an EL can do in reading, writing, listening, and speaking in each grade level cluster.	Review this Indiana example of a lesson using the WIDA standards framework. Find the activity and supports that were provided to your "EL in mind."	Already have an EL curriculum and want to review how your materials address key elements of WIDA? Visit WIDA Prime to see how your curriculum correlates with WIDA.
Know that WIDA standards are taught with the content area standards. WIDA resources provide several examples of other state and Common Core standards. More Indiana specific content standard Examples will be developed as we implement WIDA.	Make learning accessible for ALL your students by creating your own sample lesson using the WIDA standards framework by using this blank template. Use the expanded strands and the can do descriptors to help.	Still hungry for more? Don't worry! We are just beginning this work. Stay tuned for future announcements for standards training that will be held across the state.

Key Websites: www.wida.us ; www.doe.in.gov/elme ; http://learningconnection.doe.in.gov Title III and NESP Community

Sample WIDA Standards Framework Implementation Project Plan

School districts may wish to use this resource to plan the implementation of the WIDA ELD Standards Framework with all educators of English learners. This is a suggested plan; school districts may wish to alter items within this plan. The activities below may be supported via Title I (for eligible students/schools), Title II, Title III, and Non-English Speaking Program (NESP).

Task	Timeframe/ Deadline	Resource Names	Comments/ Outcome	Budget
WIDA ELD standards overview training for administrators	Ongoing; Beginning of School Year			
WIDA ELD standards overview training for all teachers of English learners (EL, content area etc.)	Ongoing; Beginning of School Year			
Review and development of EL and content area curriculum to ensure WIDA Integration	Ongoing; Fall/Winter of School Year			
Provide outreach to inform EL families about the WIDA ELD Standards and integration with Indiana Academic Standards to improve achievement	Ongoing; Fall/Winter of School Year			
Develop a WIDA cadre or leadership team of educators to develop/offer further training	Ongoing; Winter/Spring of School Year			
Analyze local formative (i.e. progress monitoring) and summative (i.e. ACCESS, ISTEP+) date to evaluate program success	Ongoing; Spring of School Year			
Determine effectiveness and fidelity of WIDA standards implementation in accountability plans, such as teacher accountability (use state/local funds only) or school improvement plan	Ongoing; Spring of School Year			
Reflect upon program effectiveness and update WIDA implementation plan	Ongoing; Summer			

English Language Proficiency Assessment Transition Guidance

Why is Indiana changing English language proficiency assessments? In accordance with Title I of the No Child Left Behind Act of 2001, all states are required to identify the languages other than English present in their student population, assess the language proficiency of students in order to place them in the appropriate language development program, and administer an annual assessment of English proficiency to include the students' oral language, reading, and writing skills in English [1111(b)(6) and 1111(b)(7)]. Indiana's ESEA Flexibility Waiver requires the state to adopt an English language proficiency assessment that is college and career ready and aligned to Indiana's English language development standards. Indiana launched the World-Class Instructional Design and Assessment (WIDA) English language development standards in October 2013 and anticipates joining the WIDA consortium to adopt the corresponding English language proficiency assessments for the 2014-2015 school year, replacing the current use of LAS Links.

What assessments are offered by WIDA? WIDA offers a comprehensive assessment system that consists of the W-APT (Wida-ACCESS Placement Test) and the WIDA ACCESS for ELs, which is given annually to monitor students' progress in acquiring academic language.

What placement test do I use for the 2014-2015 school year? School districts may choose to use remaining LAS Links placement tests to identify and place students in the appropriate language development program for the 2014-2015 school year or begin administering the W-APT (Wida-ACCESS Placement Test) once staff members are successfully trained through the WIDA training materials. The Indiana Department of Education will no longer provide LAS Links material; however, districts may use their own state or local funds to purchase additional LAS Links materials, if needed or use W-APT at no cost. The 2014-2015 school year will be the only year where the use of both the LAS Links and W-APT placement tests will be allowed. Full transition to the use of the W-APT placement test will begin no later than the 2015-2016 school year.

What annual assessment do I use for the 2014-2015 school year? School districts will use the WIDA ACCESS for ELs as the annual proficiency assessment.

How will assessment training be provided? Corporation test coordinators (CTCs) will be provided login credentials to the WIDA training materials, where assessment overviews, professional development, and resources will be available. The CTCs will be responsible for ensuring all staff members have been trained to administer the new assessments.

What are the next steps? Districts may choose to use either the LAS Links placement test or the W-APT to place students in the appropriate language development program for the 2014-2015 school year. Schools will only administer ACCESS as the annual ELP assessment during the 2014-2015 school year. Instead of administering both the annual LAS Links and ACCESS assessments, the Indiana Department of Education will conduct a bridge study to determine exit criteria and reset targets for AMAO 1 and 2. The bridge study will analyze data from both the old metric and the new metric in order to maintain consistent reporting.

Frequently Asked Questions

1. **When were the WIDA ELD standards adopted?** October 2013

2. **Why does a state have ELP standards?** The Indiana English Language Development Standards (WIDA) meet the requirements of the No Child Left Behind Act of 2001 by providing a framework for standards-based instructional and assessment planning for English language learners so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging Indiana academic content and student academic achievement standards as all children are expected to meet [1111(b)(1) and 3111(b)(2)(C)(ii)]. According to Indiana's ESEA Flexibility Waiver, Indiana will provide professional development and other supports to prepare teachers to teach all students including English learners. To support ELs' transition to college and career ready standards, the IDOE committed, in its approved ESEA flexibility request, to adopt ELP standards. Indiana launched the WIDA English language development standards to comply with these requirements.

3. **Why are there two versions of the WIDA standards: 2007 and 2012?** The 2012 WIDA English language development (ELD) standards are an *amplified* version of the 2007 English language proficiency (ELP) standards. The standards have remained unchanged but the framework components of WIDA, including the supplementary resources, have been developed further.

4. **Connection to Indiana Academic Standards:** The 5 WIDA standards and framework consists of 5 components:

-   Can Do Philosophy

-   Guiding Principles of Language Development

-   Age Appropriate Academic Language in Socio-Cultural Context

-   Performance Definitions

-   Strands of Model Performance Indicators

5. **How are the WIDA ELD standards used by educators and parents?** WIDA English language development standards utilize the Indiana Academic Standards to teach the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. The standards allow educators to recognize and support their students' academic language development and achievement serving as a foundation for curriculum, instruction, and assessment. Further, it is a tool that parents of English learners may use to support their academic progress and English language acquisition. The WIDA ELD standards allow English learners to communicate effectively for social and instructional purposes and academic content in the areas of language arts, mathematics, science, and social studies.

6. **Who teaches the WIDA ELD standards?** All educators with English learners in their classroom are responsible for utilizing the WIDA standards and framework to ensure equitable access for all. We must ensure the ELD standards and Indiana Academic Standards are used collaboratively to create a continuous pathway to academic success for Indiana's English learners.

7. **What are the resources on the IDOE website regarding the WIDA Standards Framework?**

   - 2012 WIDA Amplified English Language Development (ELD) Standards
     - Section 1: Understanding the WIDA Standards Framework
       - Page 3: View the five WIDA standards that represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.
       - Page 7: View the features of academic language in WIDA's standards
       - Page 9: WIDA performance definitions that English learners will produce at each grade of a given level of English language proficiency, and with instructional support
     - Section 2: Integrated Strands across multiple disciplines
     - Section 3: Expanded Strands by linguistic complexity
     - Section 4: Strands by Grade Level via Model Performance Indicators (MPIs)

   - 2007 WIDA English Language Proficiency (ELP) Standards PreK- Grade 5 & Grades 6-12
     - Organization of the standards: summative and formative frameworks
     - Language proficiency levels and performance definitions

   - Can Do Descriptors, found in the download library, are designed to support teachers by providing them the information regarding the language that students are able to understand and produce in the classroom across all academic content areas

   - Guiding Principles of Language Development provide the research-based principles of language development behind the WIDA standards

   - Essential Actions Handbook provides an implementation guide for educators to answer the questions of "Why are there so many components?", "What is the reasoning behind each component?", and "What is important to consider in implementing English language development standards?"

   - Glossary of Terms and Expressions Related to the WIDA Standards

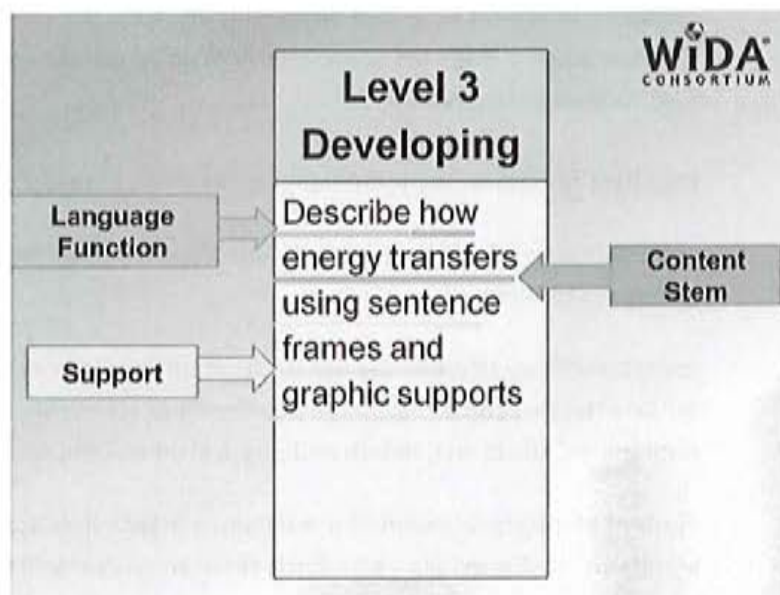8. **How does WIDA support instructional differentiation and second language learning?** WIDA's theoretical foundations recognize that language is not learned absent of context; therefore, content area classrooms must facilitate language development collaboratively with the English language development services that an English learner receives. The can do descriptors provide teachers with performance definitions of what an English learner can do

within speaking, listening, reading, and writing at specific English language proficiency levels. WIDA's guiding principles of language development recognize that a student's native language facilitates their academic language development in English, students learn language and culture through meaningful use and interaction, and the acquisition of academic language and content are inter-related processes.

9. **The WIDA standards framework references the Common Core State Standards several times. Can Indiana still use WIDA?** Yes. Indiana educators will use the state adopted Indiana Academic Standards for the content stems in any lesson for English learners. An import feature of the WIDA standards framework is an explicit **CONNECTION** to state content standards. The Model Performance Indicators (MPIs) include samples from several states that use Common Core or have their own academic standards, like Indiana.

10. **What does a model performance indicator (MPI) include?** A model performance indicator is an example of how language is processed or produced within an Indiana Academic Standard by students at particular levels of English language proficiency.

This is an example of an MPI for a Level 3 English learner in a science lesson. Each MPI has the following 3 components:

Language Function is a student-specific language expectation within the domain of the chosen activity; an English learner at this level would be expected to be able to *describe* within a speaking activity during a science lesson; WIDA's performance definitions in Listening and Reading and Speaking and Writing and the Can Do Descriptors found in the Download Library are used to select the language function.

Content Stem anchors the language to the content and underlies the language development across all five levels of language proficiency; the content stem is an Indiana Academic Standard 2014 and will be the same for all students, as all students are expected meaningful access to the same challenging academic standards.

Support is provided to English learners to facilitate language development and mastery of the content stem; Educators might use sensory supports (i.e. models or photographs), graphic supports (i.e. graphic organizers or charts), or interactive supports (i.e. native language skills or partners) within an MPI.

More information can be found at www.wida.us and www.doe.in.gov/elme

Glossary of Terms and Expressions Related to the WIDA Standards

academic content standards: the skills and knowledge expected of Indiana students in the core content areas for each grade level via the Indiana Academic Standards

academic language: the oral and written text required for all students, including English learners, to succeed in school; utilizes deep understanding and communication of the language of content within a classroom environment in language arts, mathematics, science, and social studies

amplified strands: a framework that includes examples of the three performance criteria of academic language across levels of language proficiency: linguistic complexity, language forms and conventions, and vocabulary usage

basic interpersonal communication skills (BICS): the ability of an English learners to interact in social situations using day-to-day language in informal situations; often takes 3-5 years for an English learner to develop

cognitive academic language proficiency (CALP): the ability of an English learner to interact with and utilize *academic* language successfully within an educational setting; often takes 5-7 years for an English learner to develop

cognitive functions: the mental processes involves in learning

collocation: words or phrases that naturally occur together (e.g., "peanut butter and jelly," or "a strong resemblance")

complementary strands: the use of the standards framework to represent critical areas of schooling outside the five English language development standards, including music and performing arts, the humanities, visual arts, health and physical education, technology, and engineering

content stem: the element of model performance indicators, derived from the Indiana academic standards, that provides a standards-referenced example for teaching language within the content

connections to academic content standards: examples of the association to the Indiana academic standards

discourse: extended oral or written language conveying multiple ideas; its language features are shaped by the genre, text type, situation, and register

domains: the four modalities of language; listening, speaking, reading, and writing

English language proficiency (ELP): the current level of English skills possessed by a student in the areas of speaking, listening, reading, and writing; determined by an English language proficiency assessment

English learners: Students who have been identified by the language proficiency assessment as limited English proficient (LEP) that require language support to achieve grade-level content in English

ESL/ENL/ELL: These terms are often used interchangeable to reference an English learner; English as a Second Language (ESL), English as a New Language (ENL), English Language Learner (ELL)

example context for language use: the task or activity in which communication occurs

example topic: theme or concept derived from Indiana academic standards that provides the context for language development

fluent English proficient (FEP): An English learner who has achieved fluency in English (speaking, listening, reading, and writing) as determined by an English language proficiency assessment (Level 5)

home language survey (HLS): A survey administered to students enrolling in an Indiana school for the first time (i.e. KDG or a student transferring from out of state) to ask the native language, language used most often, and language used in the home *by the student*

instructional language: the language that is found in typical classroom communication across any teacher, such as "Open your books to page..."

instructional supports: sensory, graphic, and interactive resources used in instruction and assessment to assist English learners in making meaning from language and content

integrated strands: a framework for the WIDA ELD standards in which grade levels, language domains, and standards are combined across multiple content areas

L1: the first language a student learns; usually refers to a home language(s) other than English, although for some English learners, a second language (L2) may be developing simultaneously alongside the L1

L2: the second language a student acquires, usually refers to English as an additional language

language development standards: language expectations for English learners represented within developing levels of English proficiency

language function: the purpose for which oral or written communication is being used (i.e. describe, compare)

language proficiency: a person's ability in processing (listening and reading) and producing (speaking and writing)

language forms and conventions: the grammatical structures, patterns, syntax, and mechanics associated with sentence level meaning; one of three criteria that constitute the performance definitions

language minority: A student who utilizes a language other than English as a native language, language used most often, or language used most often in the home *by the student* via a Home Language Survey (HLS); A language minority student who is found to be limited English proficient (LEP) via an English language proficiency assessment is classified as an English learner

levels of language proficiency: the division of the second language acquisition continuum into stages descriptive of the process of language development; the WIDA ELD Standards have six levels of language proficiency: 1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, and 6–Reaching

Level 1: beginner; students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills; they are able to respond to some simple communication tasks

Level 2: early intermediate; students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks

Level 3: intermediate; students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs; they are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language

Level 4: advanced; students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident

Level 5: fluent English proficient (FEP); students performing at this level of English language proficiency communicative effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands; students speak, understand, read, write, and comprehend English without difficulty and display academic achievement comparable to native English-speaking peers; to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary

limited English proficient (LEP): an English learner that is not fluent English proficient (FEP) as determined by an English language proficiency assessment (Levels 1-4) in listening, speaking, reading,

and writing

linguistic complexity: the organization, cohesion, and relationship between ideas expressed in the variety and kinds of sentences that make up different genres and text types in oral or written language at the discourse level; one of three criteria that constitute the performance definitions

model performance indicator (MPI): a single item within the standards matrix that describes a specific level of English language development (i.e. emerging) for a language domain (i.e. speaking) within a grade or grade-level cluster

performance definitions: the criteria that define linguistic complexity, language forms and conventions, and vocabulary usage for receptive (listening and reading) and productive (speaking and writing) language across the five levels of language proficiency

productive language: communicating meaning through the language domains of speaking and writing

realia: real-life objects used as instructional supports for language and content learning (i.e. a real plant is used in a science class versus a picture of a plant)

receptive language: the processing of language through listening and reading

register: features of language that vary according to the context, the groups of users, and purpose of the communication (i.e. the speech used when students talk to their peers versus their principal)

scaffolding: careful shaping of the supports (i.e. processes, environment, and materials) used to build on students' existing skills and knowledge to support their progress from level to level of language proficiency

social language: the everyday registers used in interactions outside and inside school

sociocultural context: language associated with the culture and society in which it is used; in reference to schooling, sociocultural context revolves around the interaction between students and the classroom language environment, which includes both curriculum and language used in teaching and learning

specific language: words or expressions used across multiple academic content areas in school (i.e. chart, total, individual)

standards framework: the components representing WIDA's five ELD standards, the features of academic language, the performance definitions, and the strands of model performance indicators (standards matrix)

technical language: the most precise words or expressions associated with topics within academic content areas in school (i.e. photosynthesis)

topic-related language: grade-level words and expressions, including those with multiple meanings and cognates (words similar in two or more languages), that are associated with the example topic within the standards matrix

visual support: instructional materials or actions that accompany written or oral language to help English learners access meaning (i.e. illustrations, graphic organizers, charts)

vocabulary usage: specific words or phrases for a given topic and context; one of three criteria that constitute the performance definitions

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IMAGINING
the possibilities.
MAKING THEM HAPPEN.

WIDA Assessment and Accountability Transition Guidance

2014-2015

Indiana Department of Education

Office of Student Assessment
Office of English Learning and Migrant Education

Transition Year: 2014-2015

Disclaimer

This guidance document has been produced by the IDOE Office of Student Assessment and Office of English Learning and Migrant Education. This document must be used in conjunction with all official testing materials in the administration of the ACCESS for ELLs. It contains English language proficiency testing policy and procedures to ensure the valid administration of the ACCESS for ELLs assessment in Indiana. Corporation Test Coordinators, EL/Title III Directors, and administrators of the ACCESS for ELLs must read this document carefully in conjunction with all secure and non-secure test materials.

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English Language Proficiency Requirements

Why is Indiana changing English language proficiency assessments? In accordance with Title I of the No Child Left Behind Act of 2001, all states are required to identify the languages other than English present in their student population, assess the language proficiency of students in order to place them in the appropriate language development program, and administer an annual assessment of English proficiency to include the students' oral language, reading, and writing skills in English [1111(b)(6) and 1111(b)(7)]. Indiana's ESEA Flexibility Waiver requires the state to adopt an English language proficiency assessment that is college and career ready and aligned to Indiana's English language development standards. Indiana adopted the World-Class Instructional Design and Assessment (WIDA) English language development standards in October 2013 and joined the WIDA consortium to adopt the corresponding English language proficiency assessments for the 2014-2015 school year, replacing the current use of LAS Links.

What assessments are offered by WIDA? WIDA offers a comprehensive assessment system that consists of the W-APT (WIDA-ACCESS Placement Test), the WIDA ACCESS for ELLs, and the Alternate ACCESS for English language learners with severe disabilities. These assessments are given annually to monitor students' progress in acquiring academic language. WIDA has an optional, interim assessment called WIDA MODEL.

What placement test do I use for the 2014-2015 school year? School corporations may choose to use remaining LAS Links placement tests to identify and place students in the appropriate language development program for the first semester of the 2014-2015 school year. Staff may begin administering the W-APT (WIDA-ACCESS Placement Test) once staff members are successfully trained through the WIDA training materials. The Indiana Department of Education will continue to provide LAS Links materials for the first semester. The 2014-2015 school year will be the only year where the use of both the LAS Links and W-APT placement tests will be allowed. Full transition to the use of the W-APT will begin in January of 2015.

What annual assessment do I use for the 2014-2015 school year? School corporations will use the WIDA ACCESS for ELLs as the annual proficiency assessment. The LAS Links annual assessment may not be used as the annual assessment in any circumstance.

How will assessment training be provided? Login credentials to access the WIDA training materials will be provided to test administrators by their local WIDA Test Coordinator. Secure login provides access to the training course, quizzes and PowerPoint presentations. All staff members who will administer ACCESS for ELLs are required to take this training course and receive online certification from WIDA. The local WIDA Test Coordinator will be responsible for ensuring all staff members have been trained to administer the new assessments.

What schools are affected by this assessment and accountability transition? All traditional public schools and charter schools will utilize the WIDA-ACCESS Placement Test (W-APT) and ACCESS for ELLs annual English language proficiency assessment. Nonpublic schools participating in the Choice Scholarship Program may utilize the WIDA-ACCESS Placement Test (W-APT) and ACCESS for ELLs annual English language proficiency assessment when completing the required ELP assessment under 511 IAC 5-2-3 (e), 511 IAC 5-2-4 (c), 511 IAC 6.2-3.1-1, and 511 IAC 6.2-3.1-3(7). Accredited nonpublic schools may use an alternate English language proficiency assessment when completing the required ELP assessment under 511 IAC 5-2-3 (e), 511 IAC 5-2-4 (c), 511 IAC 6.2-3.1-1, and 511 IAC 6.2-3.1-3(7).

Transition Year: 2014-2015

Roles and Responsibilities

Corporation Test Coordinator (CTC)

Corporation Test Coordinators are the main point of contact for WIDA and are responsible for facilitating communication between the corporation and the IDOE. CTCs received secure login information from WIDA. **CTCs may assign a WIDA Test Coordinator (e.g., English Learner/Title III Director) the responsibilities of overseeing the training and the implementation of the assessment.**

WIDA ACCESS Test Coordinator-English Learner/Title III Director:

The **WIDA Test Coordinator** is responsible for creating Test Administrator accounts; receiving, securing, distributing, and returning test materials; arranging and scheduling test sessions; and generally overseeing all aspects of test administration. In particular, the WIDA Test Coordinator is responsible for ensuring the test administration is performed by properly trained test administrators. WIDA Test Coordinators can monitor the training certification results in the online course for educators in their corporation. (CTCs can follow the instructions sent to them to create an account for the WIDA Test Coordinator if this responsibility is assigned to another staff member.)

As a reminder, federally mandated ELP assessments must be overseen and administered with state and local funds.

Login Credentials and Training

WIDA Test Coordinators will be responsible for creating accounts for the online training courses for test coordinators and test administrators. Test administration training and certification is crucial for successful administration of ACCESS for ELLs, and the training provides answers to many frequently asked questions about test administration. WIDA Test Coordinators are responsible for ensuring *prior to administration of ACCESS for ELLs* that all test administrators have been adequately trained and have passed the applicable online quizzes.

Testing Window

The ACCESS for ELLs assessment is a state-mandated test that can only be administered on the dates Indiana has selected as its testing window. The state testing window for the ACCESS for ELLs is ***January 21, 2015 through February 27, 2015** (*pending state board approval). All students identified as LEP who are enrolled in the school are required to be assessed during the testing window and will be included in Annual Measurable Achievement Objective (AMAO) calculations. More information can be found on the IDOE website.

Ordering Test Materials (in collaboration with corporation data personnel)

For 2014-15, Corporation Test Coordinators will be contacted by MetriTech, Inc., the ACCESS for ELLs printing distributing, scoring, and reporting vendor, before the test ordering window opens. CTCs and WIDA Test Coordinators must collaborate with their corporation STN administrator to complete the DOE-TL (WIDA) file upload to order assessment materials. Please note: Tiers must be selected for students in grades 1-12 (Tier A, B, C). Within each grade level cluster (except Kindergarten), there are three tiers (Tiers A, B, C). Unlike LAS Links where there was only one version used each year for the respective grade level cluster (i.e., all 2nd grade LEP students took the exact same version of LAS links), LEP students will have to be assigned a tier that is respective to his or her language proficiency level. **An educator familiar with a student's proficiency level must consult with the English Learner/Title III Director and Corporation Test Coordinator to order and assign a specific tier for each student.** View WIDA's Tier Placement Tutorial, Tier Placement Protocol. Please reference the chart on page 10 for specific guidance.

Transition Year: 2014-2015

Upon receiving test materials, Test Coordinators at the corporation and school levels should verify that the correct number of booklets was received, and materials should be divided and delivered according to local practice.

Handling and Returning of Materials
ACCESS for ELLs is a secure test. Test materials must be handled securely and carefully, and kept in locked storage when not in use. Please note that this procedure differs from the administration of LAS Links. No ACCESS for ELLs test materials are kept locally at the end of the testing window.

For more information, please visit http://www.wida.us/assessment/ACCESS/.

Requirements to Identify Students as Limited English Proficient
Per Title I of No Child Left Behind (2001) and Plyler v. Doe (1982), a school must survey the language(s) spoken by a student enrolling or preparing to enroll in an elementary or secondary school. Indiana utilizes the Home Language Survey (HLS) for identification of possible English learners. For students enrolling for the first time in Indiana (i.e., Kindergarten or out-of-state transfers), the school must administer the HLS. If any of the three questions identify a language other than English, then the school must assess the student with the W-APT to determine if the student is limited English proficient or fluent English proficient.

For students identified as limited English proficient, the student will be identified as an English learner, receive federally mandated English language development services, and be annually assessed with the ACCESS for ELLs until the student reaches the formal exit criteria. In the year of transition 2014-2015, the student must receive a 5.0 overall composite score to be exited.

Opt-Out Guidance
Indiana law neither provides for an "opt-out" procedure nor recognizes "opting out" of assessments. Although it is not against the law for a parent to refuse to allow a child to participate in assessments, every student attending a public, charter or accredited nonpublic school in Indiana must take the Indiana-wide assessments to graduate or, in the case of IREAD-3, avoid being retained. Furthermore, it is a violation of Indiana's compulsory school attendance laws for a parent to refuse to send his or her child to school for the purpose of avoiding tests, including assessments (See IC 20-33-2).

As with any test, additional consequences for failing to participate in a statewide assessment and procedures to manage students who refuse to participate should be determined at the local school level. School administrators may also wish to inform parents that not allowing their children to take Indiana's assessments may have far-reaching ramifications, including impacting a school's A-F accountability grade and teacher compensation. Refer to the *Indiana Assessment Program Manual* for more information:
http://www.doe.in.gov/sites/default/files/assessment/iapm-1415-chapter-10-testpoliciesadminsec.pdf.

Test Administrators
These individuals administer the parts of the ACCESS for ELLs test for which they have received appropriate training. The WIDA ACCESS for ELLs and W-APT must be administered only by personnel who hold a license granted by the Indiana Department of Education, per Chapter 10 Test Policies of *2014-2015 Indiana Assessment Program Manual* found at http://www.doe.in.gov/assessment. The license must be an instructional, administrative, or school services license.

Personnel not certified (e.g., teacher's aides, secretaries, or substitute teachers who do not hold one of the above mentioned licenses) may only serve as proctors, **not** as test examiners. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a test examiner. Proctors may, however, assist the examiner before, during, and after the test administration. Utilize the following chart for further training requirements:

Indiana Training Requirements

Assessment	Required Training
ACCESS for ELLs (annual assessment)	Complete ACCESS certification via the secure portal before administering the annual assessment beginning January 21, 2015.
W-APT (placement assessment)	Complete ACCESS certification and W-APT training via the secure portal prior to administering the placement test.
Optional, interim WIDA MODEL	Complete the included training using the training CD-ROM and DVD. WIDA recommends that test administrators complete the training together.

Test Scheduling

The Listening, Reading, and Writing sections of ACCESS for ELLs can be group administered. The Speaking section is individually administered. WIDA recommends the following administration sessions:
- Listening and Reading can be scheduled together in one session lasting 75 minutes.
- Writing should be scheduled in one session lasting 75 minutes.
- Speaking takes approximately 15 minutes per student.

Note: The sessions can be scheduled in any order and can be administered on separate days, but a single test section cannot be split into separate sessions. Depending on the proficiency levels of English learners, a school may have to administer the assessment to multiple groups of specific testing tiers.

Test Administration

Grades 1-12 Listening, Reading, and Writing
- Listening and Reading sections consist of multiple-choice questions
- Writing section prompts the student for a constructed response
- Can be administered in groups of up to 22 students
- Separate test forms for each grade level cluster and tier; students from different clusters or tiers must be separated into different sessions
- Scored by WIDA's partner, MetriTech (not by the local test administrator (TA))

Grades 1-12 Speaking
- Individually administered
- Not tiered; all students in the same grade-level cluster take the same test
- Adaptive, meaning items are presented until the student reaches his/her performance "ceiling"
- Scored locally by the TA; each item must be scored before moving on to the next

Kindergarten
- **Individually administered** (Be sure to allow more time to administer this assessment.)
- Not tiered; all students take the same test
- All domains (Speaking, Listening, Reading, Writing) are tested twice: once within the expository section, and once within the narrative section
- Speaking and Listening are presented together, alternating between a listening task and a speaking task
- All sections are adaptive, meaning items are presented until the student reaches his/her performance "ceiling"
- Scored locally by the TA

Transition Year: 2014-2015

Indiana W-APT Criteria for LEP Identification (Placement test):

Beginning with the second semester of the 2014–15 school year, the WIDA ACCESS Placement Test, also referred to as the W-APT™, is administered to all students for whom a language other than English is identified during the Home Language Survey process. The W-APT functions as a screener that is used for both initial assessment and English Language (EL) program placement of students who are identified as limited English proficient (LEP).

Kindergarten			
		Limited English Proficient (LEP) Qualify for Services	Fluent English Proficient (FEP) Does not Qualify (DNQ)
Student's Grade/Semester	Test Grade/Test Domains	W-APT Scores	
Kindergarten: 1st Semester	Kindergarten/Speaking & Listening (Do not administer Reading/Writing)	Combined Speaking & Listening less than 29	Combined Speaking & Listening 29 or higher
Kindergarten: 2nd Semester	Kindergarten/Speaking Listening Reading Writing	Combined Speaking & Listening less than 29 or Reading less than 14 or Writing less than 17	Combined Speaking & Listening 29 or above and Reading 14 or above and Writing 17 or above

Grades 1-12			
		Limited English Proficient (LEP) Qualify for Services	Fluent English Proficient (FEP) Does not Qualify (DNQ)
Student's Grade/Semester	Test Grade Span/Test Domains	W-APT Scores	
1st Grade: 1st Semester	Kindergarten/Speaking Listening Reading Writing	Combined Speaking & Listening Less than 29 or Reading less than 14 or Writing less than 17	Combined Speaking & Listening 29 or above and Reading 14 or above and Writing 17 or above
1st Grade: 2nd Semester 2nd – 12th Grades: Both Semesters	1st Grade- 12th Grade Speaking Listening Reading Writing	Grade adjusted overall score is less than 5.0	Grade adjusted overall score is 5.0 or above

Please note: See test administration manual for specific guidance. Students entering Grades 3, 6, and 9 during the first semester take the W-APT for the grade they have just completed (e.g., 2, 5, or 8); if students enter during second semester, they take the W-APT for their current grade level. See below chart for reference.

Sample W-APT Scoring Sheet

Upon administering the W-APT, the administrator will utilize the W-APT score calculator, found at http://www.wida.us/assessment/w-apt/ScoreCalculator.aspx, to determine the grade adjusted composite proficiency level. Since the W-APT utilizes grade-level clusters (i.e., Grade 6-8), the student's composite proficiency level will be affected by the grade level of the student. For example, a newly enrolled 6th grader and 8th grader would use the same W-APT, and if both received the same number of correct answers, the 6th grader's grade adjusted composite score would be higher. The higher linguistic demands of 8th grade would require a student to be more proficient in order to maintain the same composite score as a student in a lower grade.

Grades W-APT™ 6-8 Scoring Sheet

Test Administrator M. Keithley   Date 10.21.14

Student Information

School/District

First name   Emīia   Last name   SAMPLE
Age   Birth Date
Student ID   Home Language Spanish

Student's Current Grade	7
Grade Level Cluster	6-8

Speaking
Test Total Number of Boxes Marked "Exceeds" or "Meets"   8

Writing Test
Writing Test Proficiency Level (PL)   2

Listening Test
Number of Correct Answers   14

Reading Test
Number of Correct Answers   5

Speaking Proficiency Level	6
Writing Proficiency Level	2
Listening Proficiency Level	4
Reading Proficiency Level	1
Literacy Composite Proficiency Level	1.5
Grade Adjusted Literacy CPL	1.7
Oral Composite Proficiency Level	5.0
Grade Adjusted Oral CPL	5.3
Overall Composite Proficiency Level	2.55 (truncated = 2.5)
Grade Adjusted Composite Proficiency Level	2.7

Utilize the grade adjusted composite proficiency level for identification


Transition Year: 2014-2015

Tier Specific Guidance for WIDA ACCESS

WIDA: ACCESS for ELLs, the annual English language proficiency assessment, is divided into five grade-level clusters:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Within each grade-level cluster (except Kindergarten), there are three tiers (Tiers A, B, C). Unlike LAS Links where there was only one version used each year for the respective grade level cluster (i.e., all 2nd grade LEP students took the exact same version of LAS links), LEP students will have to be assigned a tier that is respective to his or her language proficiency level. The tier specificity of WIDA allows a more exact language domain and comprehensive score, as ACCESS will give a decimal scale for each (i.e., A student might receive an overall score of 4.5 and a reading score of 4.8, writing score of 4.3, and so on.).

In the year of transition 2014-2015, **Tier B and Tier C will be the only versions allowed to formally exit a student from English learner services and reclassify him/her as fluent English proficient when the student achieves a 5.0 Grade Adjusted Overall Composite Score.**
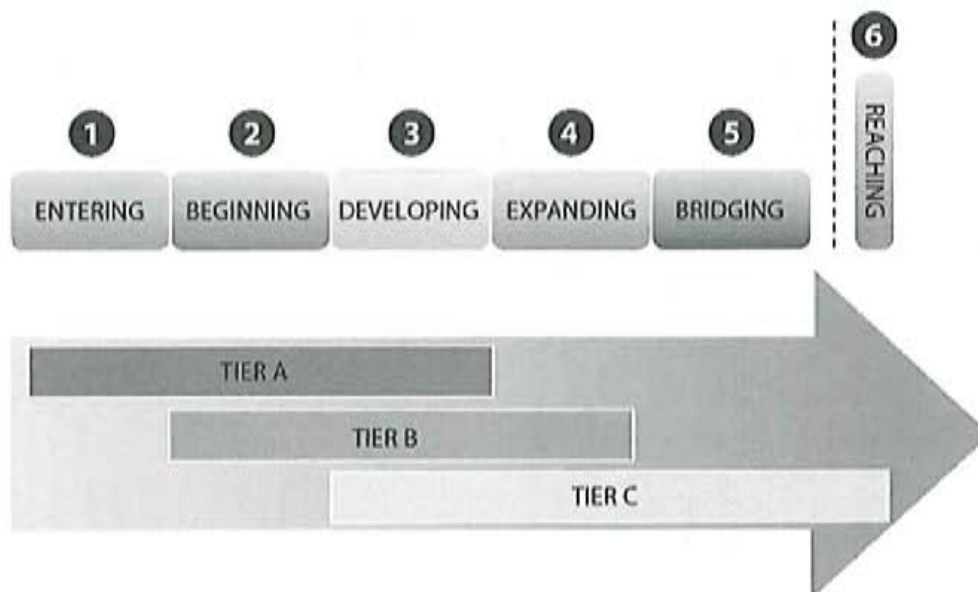
An educator familiar with a student's proficiency level should consult with the English Learner/Title III Director and Corporation Test Coordinator to order and assign specific tiers for each student. View WIDA's Tier Placement Tutorial, Tier Placement Protocol, and utilize the chart below to assist in selecting the correct tier:

Transition Year: 2014-2015

How to Assign an ACCESS Tier			
	Tier A (Beginning)	Tier B (Intermediate)	Tier C (Advanced)
What Grade 1-12 student should take this tier?	Tier A is used for students who are new to U.S. schools and are just beginning to learn English.	Tier B will be used for the majority of students. If a student is not a student just beginning to learn English (Tier A) nor close to exiting from EL status (Tier C), then Tier B needs to be used.	Tier C is used for students close to exiting from EL status.
What is the highest score in listening and reading for this tier?	Tier A is capped at 4.0 for listening and reading.

Since speaking and writing are productive domains, a student can demonstrate any level of proficiency, which might raise or lower the overall score. | Tier B is capped at 5.0 for listening and reading.

Since speaking and writing are productive domains, a student can demonstrate any level of proficiency, which might raise or lower the overall score. | Tier C is capped at 6.0 for listening and reading.

Since speaking and writing are productive domains, a student can demonstrate any level of proficiency, which might raise or lower the overall score. |
| If a student receives a 5.0 on this tier, can the student formally exit EL services, be reclassified as fluent English proficient, and count positively for AMAO 2? | No.

Only students at beginning levels of English should have taken this tier.

A student who was improperly assigned this Tier and receives a 5.0 will not be formally exited, still must receive services, and will not count positively in the school corporation's AMAO 2 accountability. | Yes. | Yes |
| What about Kindergarten students? | The kindergarten assessment is adaptive and does not use the three tiers. | | |
| What about students that are taking the alternate ACCESS? | The alternate ACCESS is not tier specific. | | |

Testing English learners with disabilities

No LEP student is exempt from participating in the annual English language proficiency assessment. Nearly all LEP students who also have an identified disability will participate in ACCESS for ELLs. The Individuals with Disabilities Education Act (IDEA) 2004 requires all students to participate in statewide assessments, which includes the state adopted ACCESS for ELLs that is required under Title I and Title III of No Child Left Behind (NCLB) 2001. LEP students with a disability may receive accommodations on ACCESS per the student's Individual Education Plan (IEP). Please refer to Appendix C of the Indiana Assessment Program Manual at http://www.doe.in.gov/assessment.

If the case conference committee determines that an alternate English language proficiency assessment is needed for LEP students with significant cognitive disabilities in grades 1-12, *Alternate Access for ELLs* will be used. Corporation Test Coordinators will order *Alternate ACCESS for ELLs* for eligible students within the DOE-TL (WIDA) file upload.

For more information, view the guidance from the U.S. Department of Education titled *Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments* at http://www2.ed.gov/about/offices/list/osers/index.html.

Important Notes:
- If the case conference committee determines that the LEP student will take ISTAR or NCSC, then the student must also take the Alternate ACCESS. (The Alternate ACCESS is administered to all students that qualify.)
- If the case conference committee determines that the student will participate in ISTEP+, then the student must take WIDA ACCESS.

The *Alternate ACCESS for ELLs* aligns with the WIDA Alternate English Language Proficiency levels. Additional information can be found at http://www.wida.us/assessment/alternateaccess.aspx.

All students whose Home Language Survey (HLS) indicates a language other than English for any of the three questions, including students with significant cognitive disabilities, must be assessed via the state adopted English language proficiency placement (W-APT). In the year of transition, schools may utilize LAS Links placement tests until January of 2015. Beginning in January of 2015, the WIDA-ACCESS Placement Test (W-APT) is the only allowable version.

Indiana Exit Criteria for ACCESS (Annual Assessment)

The annual test, Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®), is Indiana's required assessment that complies with federal No Child Left Behind (NCLB) legislation. Beginning with the 2002–03 school year, NCLB required states to provide an annual assessment of English language proficiency in the areas of listening, speaking, reading, writing, and comprehension in English for all students identified as LEP in the schools served by the state [ref. Title I, SEC. 1111 (a) (7)]. Because of this federal legislation, all students identified as LEP are tested annually during the state-established window on the ACCESS for ELLs to determine student progress and English language proficiency.

Student's Grade	Limited English Proficient (LEP)	Fluent English Proficient (FEP) (Exit services, reclassified as FEP)
K-12	Overall Composite Score of less than 5.0	Overall Composite Score of 5.0 or above on Tier B or C

Transition Year: 2014-2015

New Guidance for Removal of Requirement to Receive Two Consecutive 5's to Exit

Indiana's requirement to receive two consecutive Level 5's on the annual English language proficiency assessment, formerly LAS Links, has been removed. In the year of transition 2014-2015, LEP students who receive a 5.0 overall composite score on WIDA ACCESS for ELLs will formally exit EL services and will begin the formal 2-year monitoring period per Title III in the following school year.

Students who received a first-year Level 5 on the LAS Links assessment in SY 2013-2014 will <u>not</u> participate in the WIDA ACCESS for ELLs in SY 2014-2015 and need to be formally exited to begin the formal 2-year monitoring period per Title III. Use the following chart for further guidance:

Scenario	Do I assess this student with ACCESS for ELLs in SY 2014-2015?
Scenario 1: A student received a score of limited English proficient (Levels 1-4 on the LAS Links annual assessment or Not Proficient/Approaching Proficient on the LAS Links placement test)	Yes. All LEP students must participate.
Scenario 2: A student received a score of fluent English proficient (FEP Level 5) on the LAS Links or W-APT <u>placement</u> test during initial identification based upon the Home Language Survey (HLS)	No. A student who receives FEP/Level 5 on the initial <u>placement</u> test is not considered an English learner and is never assessed again for English language proficiency.
Scenario 3: A student received a fluent English proficient (FEP Level 5) *for the first time on the <u>annual</u> assessment* in the most previous school year 2013-2014	No. Students no longer must receive two consecutive Level 5's to be formally exited. A student who got a first-year Level 5 in the most recent school year, SY 2013-2014, needs to start the formal monitoring process per Title III. SY 2014-2015 is Year 1 of monitoring and SY 2015-2016 is Year 2 of monitoring.
Scenario 4: A student received a fluent English proficient (FEP Level 5) in SY 2012-2013. At that time, Indiana still required two consecutive Level 5's, and the student did not maintain the Level 5 when taking the assessment a 2nd time in SY 2013-2014. The student received a Level 4 on the most recent <u>annual</u> assessment in SY 2013-2014.	Yes. The student was limited English proficient on the most recent English language proficiency assessment (LAS Links in SY 2013-2014), which means the student must receive EL services and participate in WIDA ACCESS for ELLs in SY 2014-2015.
Scenario 5: A student has already received two consecutive Level 5's on the LAS Links annual assessment and has already been formally exited.	No. The student will NOT participate in ACCESS for ELLs.

Scores from WIDA Consortium Member States

Transition Year: 2014-2015

W-APT and ACCESS for ELLs scores can be used for determining LEP status as long as the Indiana criteria for identification and exit are applied. All participating states are listed on the WIDA Consortium's home page at http://www.wida.us/. The school corporation in which the student from a WIDA Consortium Member State enrolls has up to 30 calendar days at the beginning of the school year, or 10 days if the student enrolls after the beginning of the school year, to obtain W-APT or ACCESS for ELLs test scores from the member state. If the scores are less than one year old, they may be used for making decisions regarding LEP identification and placement. If the scores are more than a year old or the receiving school does not receive the scores within the aforementioned timeline, the school must administer the W-APT to determine LEP identification and to notify parents of eligibility for EL services. Each student identified as LEP must be assessed annually.

Accountability Transition

AMAO 1 and AMAO 2 will be determined after the first administration of WIDA ACCESS for ELLs. Indiana must conduct a bridge study to analyze the growth rates (AMAO 1) and attainment of fluent English proficiency (AMAO 2) from LAS Links to WIDA ACCESS for ELLs. This study will inform the objectives that are set for Annual Measurable Achievement Objectives (AMAOs) per Section 3122 Title III of No Child Left Behind. When the results are returned from ACCESS for ELLs, the Indiana Department of Education will complete the process to reset AMAOs, which will include corporation-level stakeholders. AMAO 3 is dependent on Indiana's ESEA Flexibility Waiver and the Annual Measurable Objective (AMO) for the limited English proficient subgroup, which includes participation and performance for English/Language Arts and Mathematics, along with graduation rate.

For teacher-level accountability, the Office of Educator Effectiveness has released a sample Student Learning Objective for EL teachers at http://www.doe.in.gov/evaluations.

Questions regarding the administration and scoring of the ACCESS for ELLs may be directed to the WIDA Help Desk toll free at 1-866-276-7735, Monday through Friday, 7:00 a.m. to 6:00 p.m. EST, or by e-mail at help@wida.us. Additional information may be found on the website at www.wida.us.

Transition Year: 2014-2015

IMAGINING
the possibilities.
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Indiana
Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Home Language Survey (HLS)

The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedures, requires school districts and charter schools to determine the language(s) spoken in each student's home in order to identify their specific language needs. This information is essential in order for schools to provide meaningful instruction for all students as outlined Plyler v. Doe, 457 U.S. 202 (1982).

The purpose of this survey is to determine the primary or home language of the student. The HLS must be given to all students enrolled in the school district / charter school. The HLS is administered one time, upon initial enrollment in Indiana, and remains in the student's cumulative file.

Please note that the answers to the survey below are student-specific. If a language other than English is recorded for ANY of the survey questions below, the W-APT will be administered to determine whether or not the student will qualify for additional English language development support.

Please answer the following questions regarding the language spoken by the student:

1. What is the native language of the **student**? _____

2. What language(s) is spoken most often by the **student**? _____

3. What language(s) is spoken by the **student** in the home? _____

Student Name:_____ **Grade:**_____

Parent/Guardian Name:_____

Parent/Guardian Signature:_____**Date:**_____

By signing here, you certify that responses to the three questions above are specific to your student. You understand that if a language other than English has been identified, your student will be tested to determine if they qualify for English language development services, to help them become fluent in English. If entered into the English language development program, your student will be entitled to services as an English learner and will be tested annually to determine their English language proficiency.

For School Use Only:

School personnel who administered and explained the HLS and the placement of a student into an English language development program if a language other than English was indicated:

Name:_____ Date:_____

Use of W-APT to Identify English Learners

W-APT is the WIDA-ACCESS placement test that is given to students who enroll for the first time in Indiana and their home language survey indicates a language other than English. The W-APT determines whether a student is considered an English learner or is fluent English proficient (FEP).

Test administrators, which must have an instructional, administrative, or school services license, will utilize the grade adjusted, composite proficiency level from W-APT Grades 1-12 to determine if the student is an English learner or fluent English proficient. Utilize the cut scores found in the WIDA Assessment and Accountability Guidance for identification purposes.

Speaking Proficiency Level	6
Writing Proficiency Level	2
Listening Proficiency Level	4
Reading Proficiency Level	1
Literacy Composite Proficiency Level	1.5
Grade Adjusted Literacy CPL	1.7
Oral Composite Proficiency Level	5.0
Grade Adjusted Oral CPL	5.3
Overall Composite Proficiency Level	2.55 (truncated = 2.5)
Grade Adjusted Composite Proficiency Level	2.7

Utilize the grade adjusted composite proficiency level for identification

The Kindergarten W-APT does not provide an overall composite score but rather indicates the students' verbal skills as low, medium, high, or exceptional. Utilize the legend below to transfer these indicators to a numeric value. A numeric value is needed to report the student's proficiency level on the DOE-LM (English learners and immigrant students) and to notify parents via the Annual Parent Notification form. The main purpose of the W-APT is to determine whether a student qualifies as an English learner, so test administrators should use their educational judgment to report the exact level for students in the low, medium, and high categories. For example, a student who receives 26 points is near the top of the high category range, and therefore the test administrator can report Level 4 for this student. Utilize the cut scores found in the WIDA Assessment and Accountability Guidance for identification purposes

Legend to Transfer Kindergarten W-APT to a Numeric Score			
Low	**Medium**	**High**	**Exceptional**
			Level 5 Fluent English Proficient (FEP)
Level 1 or 2	Level 2 or 3	Level 3 or 4	*2nd semester Kindergarten students and 1st semester 1st grade students must also receive a reading score of 14 or higher and a writing score of 17 or higher to be considered FEP.*

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Annual Parent Notification

Last Name		First Name	
School		Grade	

[Insert Date]

Dear Parent/Legal Guardian:

We are sending this letter to inform you of your child's identification as an English learner (EL) and of his/her placement into an English language development program for the **[insert year]** school year. We are following federal law as required of all school corporations:

(1) To identify limited English proficient (LEP) students;
(2) To assess students' progress in learning English; and
(3) To provide students with services to increase their English proficiency and academic achievement

To identify students that are ELs and the educational services they will need, we use the Home Language Survey (HLS) and WIDA ACCESS (W-APT for new students). The WIDA ACCESS or W-APT measures students' English abilities in listening, speaking, reading, and writing. Your child's **overall** English language proficiency score on his/her most recent WIDA ACCESS or W-APT was:

WIDA ACCESS K-12 or W-APT K-12			
Level 1.0-1.9 Entering	Level 2.0-2.9 Emerging	Level 3.0-3.9 Developing	Level 4.0-4.9 Expanding

Your child will participate in a program to help him/her attain English proficiency in listening, speaking, reading and writing, succeed in academics and meet graduation requirements.
As a parent, you have the right to:

(1) Remove your child from the English language development program; and
(2) Decline your child's participation in the program or choose another program or method of instruction

In order to exit the English language development program, your child must obtain an overall, composite score of 5.0 on the WIDA ACCESS (*in the year of transition 2014-2015*). After exiting from the program, your child's academic progress will continue to be monitored for two years. While the rate of attaining English language proficiency varies greatly from student to student, research has shown that it typically takes 3-7 years to attain English proficiency and exit from English language development services. Indiana's expected rate of graduation is currently 90%.

The following table identifies the method(s) of instruction that will be used with your child: **[Put "x" in placement for this child; Delete programs that you do not use/offer]**

Name	Description	Placement
Sheltered English/ Content-Based English	The goal is proficiency in English while focusing on learning content knowledge and skills in an all-English setting. Instruction is provided in English only and is adapted to a student's proficiency in English. Instruction is supported by visual aids and support (as available) in the student's native language.	
Structured Immersion	The goal is fluency in English and typically serves only ELs in the classroom. All instruction is in English but has been adjusted to the student's proficiency level so that subject matter is comprehensible.	
Pull-out English Language Development (ELD)	The goal is to develop fluency in English. Students leave the mainstream classroom part of the day to receive ELD instruction.	
Push-in English Language Development (ELD)	The goal is to develop fluency in English. Students are served in the mainstream classroom, receiving instruction in English and native language support if needed.	
Transitional Bilingual Education	The goal is to develop English proficiency skills as soon as possible, without delaying learning of academic core content. Instruction begins in the student's native language but rapidly moves to English. Students are typically transitioned into mainstream classrooms with their English-speaking peers as soon as possible.	
Other	**[Insert description, including content, instructional goals, and the use of English in instruction]**	
Not Applicable	Written confirmation has been received from the parent indicating the parent wishes to deny English language development instruction for their child	

*Descriptors taken from: http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf

If your child has been identified with a disability in which they also require an Individual Education Plan (IEP), the English language development program will be used in coordination with your child's existing IEP.

If you decide to not have your child participate in the English language development program, he/she will still be required to complete the WIDA ACCESS under federal law. If you have any questions about the placement of your child for this school year, please contact **[Insert Name, Title]** at **[Insert Phone Number].**

Sincerely,
[Insert Director's Name, Title]

WESTERN SCHOOL CORPORATION

2600 SOUTH 600 WEST • RUSSIAVILLE, INDIANA 46979-0247 • PHONE 765-883-5576 • FAX (765) 883-9946   158

Prospective employees will receive consideration without discrimination of race, creed, color, sex, age, national origin, handicap or veteran status.

WESTERN SCHOOL CORPORATION
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EL PROGRAM – EXIT NOTIFICATION
[enter school year here]

Dear Parents / Guardian:

This letter is to inform you that your child, _____, has demonstrated overall proficiency in the WIDA ACCESS for ELLs, which was given during [enter testing windows here]

The five areas tested are:

1. Social & Instructional Language
2. Language of Language Arts
3. Language of Mathematics
4. Language of Science
5. Language of Social Studies

At this time, it has been determined that your child no longer requires EL services, and is being fully exited from the program. Your child will be monitored using objective criteria for two years to ensure that he / she is able to participate meaningfully in the regular education program. If you have any questions, please contact [provide local school specific contact info here]

Thank you.

_____   _____
EL Teacher   Date

_____   _____
Director of Exceptional Learners & Testing   Date

School Year _____

WESTERN SCHOOL CORPORATION
INDIVIDUAL LEARNING PLAN

Student Name _____

8/11/2015

Student Information:

Student's Name:	
State Student ID Number:	
School:	(none)
Grade Level:	
Current ACCESS for ELLs ® Test Tier (A, B, or C):	(none)

Program Model:

Sheltered Immersion	☐
Structured Immersion	☐
Push-In	☐
Pull-Out	☐
Dual Language Program	☐
Transitional Bilingual Education	☐
Newcomer Program	☐
FEP (Fluent English Proficient)*	☐

Placement Test Information:

Test:	Date:	Score:
Pre-Screener		
K W-APT		
W-APT (1-12)		
Other:		

Additional Comments: _____

ACCESS for ELLs ® Test Information:

	Score:	Proficiency Level (PL):
Speaking Domain		(none)
Listening Domain		(none)
Reading Domain		(none)
Writing Domain		(none)
Literacy (Reading + Writing) Composite		(none)
Overall composite		(none)
1= Entering PL 2=Emerging PL 3=Developing PL 4=Expanding PL 5=Bridging PL 6=Reaching		

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School Year _____

WESTERN SCHOOL CORPORATION
INDIVIDUAL LEARNING PLAN

Student Name _____

STUDENT'S ENGLISH LANGUAGE DEVELOPMENT (ELD) GOALS FOR: STUDENT NAME
Complete this chart using the student's current ACCESS for ELLs® Test Data or placement test information, the WIDA ELD Standards, and the WIDA CAN DO Descriptors. S.M.A.R.T. Goals should be developed to target the domain(s) that require intervention or accommodations to attain state proficiency targets.

S = Specific **M** = Measurable **A** = Attainable **R** = Realistic **T** = Time-Sensitive

LANGUAGE DOMAIN:	GOAL:
Listening	
Speaking	
Reading	
Writing	

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM
Check the assessment(s) below in which the student will participate during the school year.

Assessment	
Annual English Language Proficiency (ELP) Assessment (ACCESS for ELLs Test)	☐
Annual English Language Proficiency (ELP) Assessment (Alternate ACCESS for ELLs Test)	☐
ISTEP+	☐
IREAD-3 (Third Grade Only)	☐
ECAs—ISTEP+ End of Course Assessments Algebra I, English 10 and Biology I	☐
NWEA	☐
MClass	☐
ISTAR (Alternate Assessment for Non-Diploma Students)	☐

Recently arrived (12 months or less) LEP students will not be required to participate in the ISTEP+

WESTERN SCHOOL CORPORATION
INDIVIDUAL LEARNING PLAN

School Year _____   Student Name _____

ACCOMODATIONS FOR INDIANA STATE ASSESSMENTS

To meet the needs of this student, the checked accommodations will be used **prior to and during** state required assessments. These accommodations must be appropriate to the student's English language proficiency level and reflective of the student's individual needs.

- ☐ Student provided preferential seating
- ☐ Student tested in small group by a familiar teacher
- ☐ Math/Science/Social Studies items and answers read verbatim
- ☐ Approved word to word dictionaries (if literate in native language)
- ☐ All test items can be read to the student (Except those that measure Reading Comprehension)
- ☐ Student may use whisper phone

MAINSTREAM MODIFICATIONS/ADAPTATIONS

To meet the individual needs of this student, the checked accommodations and/or modifications will be used during regular classroom instruction.

PACING:
- ☐ Extended time requirements
- ☐ Omit assignments
- ☐ Other.

ENVIRONMENT:
- ☐ Preferential seating
- ☐ Assign peer buddy
- ☐ Other.

TESTING:
- ☐ Allow student to answer orally
- ☐ Use multiple choice
- ☐ Read test to student
- ☐ Modify format
- ☐ Shorten test length
- ☐ Other:

GRADING:
- ☐ Use S's and U's
- ☐ Use of student portfolio
- ☐ Simplify Language

☐ Other.

ASSIGNMENTS:
- ☐ Lower Reading Level
- ☐ Read directions to student
- ☐ Shorten assignments
- ☐ Modify Homework
- ☐ Other.

MATERIALS:
- ☐ Use of Word-to-Word dictionary/Picture Dictionary
- ☐ Use of electronic translator
- ☐ Use of visuals/realia/picture files

PRESENTATION OF SUBJECT MATERIALS:
- ☐ Small group/individual instruction
- ☐ Simplify language
- ☐ Use manipulative
- ☐ Use of body movement/gestures
- ☐ Pre-teach vocabulary/key concepts
- ☐ Plan for cooperative learning
- ☐ Use of graphic organizers

Teacher Signature: _____ Date: _____

EL Teacher Signature: _____ Date: _____

Director Signature: _____ Date: _____

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Formal EL Monitoring

FIRST YEAR MONITORING FORM

This student has reached a level of English proficiency that indicates he/she may no longer need *EL* services. The student will be monitored for two years.

Student Name: _____   **ID#** _____   **Date:** _____

School: **Grade:**   **Birthdate**
Parent(s)/Guardian(s):

Address:

School Year:

Concerns after Report Card(s)

_____

_____

Assessment	Reading	Language Arts	Math	Other (Specify)	Date
ISTEP:					
End of Course Assessments					
IREAD (3rd grade only)					
Formative Assessments (i.e. DIBELS, Acuity, NWEA)					
Other					

☐ After 1 year of monitoring, the student is performing successfully in the mainstream classroom(s).

☐ After 1 year of monitoring, the student is having difficulties in one or more mainstream classroom(s).

After 1 year of monitoring
It is recommended that (check one):   ☐ Continue monitoring

☐ Academic Intervention (provide start date and description)

_____

_____

_____

_____

☐ Direct EL services to be re-established starting on _____

Signature of Mainstream teacher (elementary):_____
Signature of EL teacher: _____
Signature of Counselor (secondary): _____
Signature of Director of Exceptional Learners & Testing:_____

Formal EL Monitoring

SECOND YEAR MONITORING FORM

This student has reached a level of English proficiency that indicates he/she may no longer need *EL* services. The student will be monitored for two years.

Student Name: _____   ID# _____   Date: _____

School: Grade: Birthdate
Parent(s)/Guardian(s):

Address:

School Year:

Concerns after Report Card(s)

_____

_____

Assessment	Reading	Language Arts	Math	Other (Specify)	Date
ISTEP:					
End of Course Assessments					
IREAD (*3rd grade only*)					
Formative Assessments (*i.e. DIBELS, Acuity, NWEA*)					
Other					

☐   After 2 year of monitoring, the student is performing successfully in the mainstream classroom(s).

☐   After 2 year of monitoring, the student is having difficulties in one or more mainstream classroom(s).

After 2 year of monitoring
It is recommended that (check one):   ☐ Continue monitoring

☐ Academic Intervention (provide start date and description)

_____

_____

_____

_____

☐ Direct EL services to be re-established starting on _____

Signature of Mainstream teacher (elementary):_____
Signature of EL teacher: _____
Signature of Counselor (secondary): _____
Signature of Director of Exceptional Learners & Testing: _____