



# Titusville Area School District

Language Instruction Educational Program

2022 - 2023

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# TITUSVILLE AREA SCHOOL DISTRICT

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## Language Instruction Educational Program (LIEP)

“The goal a language instruction educational program (LIEPs) is to facilitate the development and attainment of English proficiency and academic achievement of students whose native or first language is not English. Without instruction in social and academic English and appropriate support for learning academic content, these students are at risk of losing the educational opportunities provided to non-EL students.” ([PDE, 2019](#))

### Pennsylvania English Learner Program Requirements:

22 Pa. Code §4.26

The education of students whose dominant language is not English is the responsibility of every school district/charter school in the Commonwealth. This programs mandates and interpretations are based on the Pennsylvania Regulations, Chapters [4](#) and [11](#); and on federal law, including [Title VI of the Civil Rights Act](#), the [Equal Educational Opportunity Act](#) (EEOA), the [Elementary and Secondary Education Act](#) (ESEA) as amended by the [Every Student Succeeds Act](#) (ESSA), and regulations and case law under those statutes. Citations to these sources are found in the resources section of this document. Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the school district/charter school provide a program for every student who is limited English proficient (LEP) or an English Learner (EL). The regulation states:

“Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English Learner (EL) instruction.”

## **Statement of Program Goals and Objectives:**

- A. The Titusville Area School District English Learner (EL) program is an integral part of the academic plan designed to facilitate the development and attainment of English proficiency and academic achievement of students whose native or first language is not English. The program develops student proficiency in the aspects of listening, speaking, reading, and writing within the English language to help the EL student meet local and Pennsylvania requirements for graduation.
- B. Objectives of the program based on the natural order hypothesis from the Theory of Second Language Acquisition (Stephen Krashen):
  - 1. To provide consultation, evaluation, support and direct English instruction for students with Limited English Proficiency to ensure equal educational opportunity;
  - 2. To assist English Learners in reaching proficient levels of achievement in the Pennsylvania Standards for Language Arts in reading, writing, speaking and listening through a native developmental progression;
  - 3. To assist students with Limited English Proficiency (LEP) in acquiring the English language skills needed to be proficient in all content areas through an integrated whole process; rather than separate skills;
  - 4. To nurture self-pride and self-identity in each EL's linguistic and cultural heritage through social interaction, support, and enhanced complex language development;
  - 5. To develop language acquisition and cognitive academic skills with instruction provided by an EL teacher working collaboratively with classroom teachers while taking into account the student's learning style, academic level and linguistic growth;
  - 6. To provide periodic review and reporting of each ELs progress to students, parents, teachers, and administrators;
  - 7. To nurture language learning through a variety of meaningful and enjoyable activities, both curricular and extracurricular, involving the student in a process that encourages equal opportunity and access to participate;

8. To provide professional development to regular education teachers that will assist them in understanding the process of second language acquisition;
9. To communicate with parents of ELs the educational progress and the process by which their child is being transitioned into regular education;
10. To evaluate the EL program effectiveness as mandated by Federal Law.

## **Orientation**

- A. Reference to Titusville Area School District's obligation to provide educational assistance to each limited English student enrolled in our schools will be posted in student/parent handbooks, on office bulletin boards and on the District's home page on the World Wide Web.
- B. Orientation for families of newly identified English Learners will be conducted.
- C. Program is reviewed with EL Families.

## **Identification and Placement of Students**

When identifying students, Titusville Area School District (TASD) will

1. Complete the required Home Language Survey
2. Follow the PDE English Learner Identification Procedure Grades K-12
3. Train all staff conducting intake meetings on this expectation See Professional Development Plan

When assessing students, Titusville Area School District (TASD) will











1. Complete a preferred mode of communication survey and home interview (oral and written language).
2. Complete all appropriate and required state-mandated screening tests per PDE guidelines
3. Identify home language proficiency which will aide in identifying the need for instruction, and if applicable and/or available, utilize a native language proficiency test (e.g., Spanish LAS Links)
4. Use assessment procedures and instruments that may include:
  - WIDA Screener
  - Student Observation
  - Portfolio Assessment
  - Performance Assessments
  - Parent/Teacher Interview
  - Proficiency Checklist/Running Records
  - Informal Language Proficiency Assessments

- Assessing Comprehension & Communication in English State-to-State for English Learners (ACCESSforELs)
  - Measure of Developing English Language (MODEL)
  - Reclassification Inventory.
5. Investigate and report prior schooling experiences, any limited or disrupted formal education per PDE Guidelines:
    - Is enrolling after second grade AND
    - Has a literacy score of less than 3.5 on the WIDA screener or WIDA MODEL AND
    - Has at least two fewer years of age-appropriate schooling than peers or has unenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years AND
    - Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)
  6. Assess and report mathematics and literacy skills through a review of records and/or direct assessments
  7. Coordinate with any in taking agency on the annual assessment to measure progress.
  8. Monitor progress four times throughout the school year or as noted in a student's individual plan.
  9. Follow the PA Required Reclassification, Monitoring and Re-designation criteria per PDE Guidelines
  10. Submit the PDE required monitoring data and maintain necessary documentation according to PDE Guidelines
- 

### **Screening Procedures including Entry Criteria and Assessment**

1. Titusville Area School District (TASD) parents register their student at various buildings depending on grade level. All four and five year olds are registered at the Early Childhood Learning Center; all students first through fifth grade are registered at District Office, while middle school and high school students register at the respective buildings. Like all students, ELs will be enrolled upon presentation of evidence of immunization and proof of residency (local address).
2. The Home Language Survey (HLS), from which English Learners can be identified, is part of the registration process for every child entering TASD.
3. A student may possibly enter the EL program if it is determined through the HLS that one or both parents' primary language is not English. If the survey indicates that more than one language is spoken in the home, the student is identified as a PHLOTE – Primary Home Language Other Than English – which would require that the student be evaluated to

determine the instructional and cognitive levels. A PHLOTE list is maintained by the EL teacher.

4. The following criteria will be used to assess English language proficiency:
  -  Final grades of B or better in core subject areas (Mathematics, Language Arts, Science and Social Studies);
  -  Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA;
  -  Scores of Basic in Reading, Writing, Math and Science on the PSSA.
  -  Any other pertinent information
5. If a student is identified as possibly having limited English proficiency (LEP) or a newcomer (EL), the EL teacher will conduct an assessment of the student's English proficiency in Speaking, Listening, Reading and Writing. The WIDA Screener is used to determine the English proficiency level:
  -  Entering – Level 1
  -  Beginning – Level 2
  -  Developing – Level 3
  -  Expanding – Level 4
  -  Bridging – Level 5
  -  Reaching – Level 6

## **Placement Criteria**

6. EL students shall be placed in a grade level that is appropriate according to educational experience, prior academic achievement and age and not due to their understanding of the English language.
7. The principal, guidance counselor and EL teacher will determine appropriate placement for the student. Any deviation from an age-appropriate placement shall be based on factors other than proficiency in the English language.
8. Parents are interviewed with an interpreter when necessary to determine if there are extenuating circumstances that would impact the educational placement, or progress of their child.
9. Classroom teachers are provided essential information as to the placement of the student in their class and appropriate English language expectations given the student's skill acquisition level.

## **On-Going Assessment & Exit Criteria**

10. Assessment is on-going throughout instruction and assessment results are used to inform instruction as well as to determine current level of language acquisition with students changing English proficiency levels as needed. ELs must take all assessments administered to students at their grade level unless they are eligible for any exemptions as determined by the Pennsylvania System of School Assessment Guidelines in effect at the time of assessment administration. For the TASD, these assessments include PSSA, Keystones, DIBELS, MAP and other District assessments. These assessments may be administered with appropriate accommodations as needed and as determined by the EL teacher and the classroom teacher. In all cases, any EL student participating in these assessments will have their answer sheet coded to indicate their EL status for the purpose of disaggregating the data.
11. Formal and informal assessments will be kept on file by the EL teacher. Student observation, portfolios, interviews and parent/teacher anecdotal information will also be used to determine on-going progress.
12. Exit Criteria is set by the State Department of Education: The following criteria is taken from

### **Pennsylvania Required Exit Criteria for Pennsylvania's English Language Instructional Programs for English Learner**

Districts must employ uniform procedures in accordance with state requirements for reclassifying English learners (ELs) as former ELs (FELs) when they attain proficiency. This document outlines the procedure and rules for doing so. An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English

language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for ELLs®, and gathered by teachers using standardized language use inventories (Appendix A).

Using the following system, the ACCESS for ELLs® and the language use inventory together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified. See Appendix D for a sample reclassification cover sheet. Districts are free to develop their own form of documenting the reclassification decision for ELs, but it must, at a minimum, include the information contained on the sample form.



Two language use inventories must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory (e.g. elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed and the single score is multiplied by two. **The two inventories do not need to agree.**

The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

NOTE: In some cases, students who were not identified as likely to reach the ACCESS score threshold and for whom no language use inventories were completed will unexpectedly achieve a score exceeding the threshold. Language use inventories may be completed after ACCESS scores are released in these limited cases, but they must be completed prior to October 1 of the following school year.

The reclassification window begins when ACCESS scores are published and ends on October 1 of the following school year. Although language use inventories must be completed as part of the reclassification decision-making and evidence-gathering process prior to the opening of the window, no changes to a student's status can be made in local data systems or in PIMS between October 1 and the date on which the district receives ACCESS scores each year.

Districts must develop local plans for how to:

- select content teachers who will complete the inventories
- manage the decision-making/reporting process using this procedure and these criteria
- train staff to use the rubrics and evaluate the students' language use
- hold teachers accountable for completing the inventories
- select students for whom inventories will be completed in anticipation of qualifying ACCESS scores

Each language use inventory produces a single score and the sum of the two inventory scores is added to the ACCESS for ELLs® points assigned to determine if the student meets the minimum threshold for reclassification.

For more information on Exiting and Re-classification of EL students, see the [Current State required Reclassification, Monitoring, and Re-designation of English Learners \(ELs\)](#) document located in the Appendix.

## Instructional Program

Instructional Programing for EL students at Titusville Area School District will,

1. Provide the required daily English Language Development Instruction by teachers with ESL Program Specialist Certification.
2. Provide EL instruction based on the students identified EL proficiency level and instructional need based on PDE guidelines for the district LIEP.
3. Provide instructors with scaffolding materials based on English Language proficiency levels. Curricular materials are culturally sensitive and offer differentiated pathways to meet the needs of diverse learners. Tools/strategies may include, but are not limited to: graphic organizers, dictionaries/glossaries, home language materials, online coursework, visuals, word banks/walls, grammatical supports, pre-teaching, vocabulary supports, background knowledge instruction, linguistic strategies, group work, etc.
4. Utilize Co-teaching, co-planning, collaboration and/or consultation between core content teachers and a certified EL teacher to implement curriculum aligned with student needs.
5. Share LIEP program information and instructional strategies including adequate space, time, opportunity for the TASD-identified EL teacher to meet with identified students for English Language Development (ELD) instruction.
6. Provide time for EL Program Specialist to consult with staff in order to meet the needs of culturally and linguistically diverse students and families.
7. Provide EL students with the same opportunities for field trips, guest speakers, student council opportunities as all other students assigned to the program.
8. Integrate EL students with same-age, regular education peers.
9. Provide EL students with access to the all programs and services available to others and necessary for individual success.
10. Provide EL students opportunities to complete any supplemental online activities/program identified by EL Program Specialist based on student need.

EL Program Specialist's will

1. Receive feedback on student's performance in the classroom as it relates to verbal, written and social skills to assist with the development of the individual student's EL program, as well as to analyze progress.
2. Provide training to staff to assure they have the necessary tools and skills to implement research-based ELD best practices, which may include but not limited to explicit teaching of subject vocabulary,

increased writing opportunities, instruction to build necessary background knowledge, and classroom instructional activities that include collaborative groupings in alignment with [ELL PA standards](#) and [WIDA Can Do Descriptors](#). Procedures include collaborative planning with program enrollment to support EL students with certified EL staff.

3. Instruct students according to grade level curriculum and applicable accommodations.
  4. Consult with relevant staff to support ELs' academic and linguistic development to ensure scaffolding based on individual need and English language proficiency levels.
- 

- A. EL instruction is an academic discipline designed to teach English Learners both social and academic language skills as well as the cultural aspects of the English language to succeed in an academic environment and contribute to society. Students will receive direct instruction, individually or in small groups, on a regularly scheduled basis. This program will be fully funded by the Titusville Area School District.
- B. All faculty are considered EL teachers and will receive ongoing support from a certified ELD teacher in. All faculty that have contact with an EL student will be supported through opportunities and resources provided by a certified ELD. Teachers assigned to teach ELs must hold an Instructional I or II certificate and will hold an EL Program Specialist certificate.
- C. Content area teachers will have appropriate training in modifying instruction for English Learners.
- D. EL instructional time will be provided according to individual student needs determined by the results of the intake interview, initial and ongoing assessments.
- E. Students who have exited the program will be monitored for at least two years for progress. When necessary, they will be provided EL supportive services. In order to monitor the progress of EL students placed in regular education classes, teachers will complete a "Student Monitoring Form" at least once each marking period. Information from these forms will be used to make decisions about students' programs and placement.
- F. WIDA Standards are used to design the programs for all EL students specifically to meet PDE guidelines.
- G. Academic content teachers are ambassadors of their academic and content specific vocabulary. All classroom teachers at TASD are responsible for teaching the skills required to speak, listen, read and write within their specific discipline. EL students are supported daily with instruction in

language acquisition skills. Content area instruction is provided by the classroom teachers. Classroom teachers must adapt instruction to meet the needs of the EL and collaborate with the EL teacher. Classroom instruction must emphasize content rich instruction with intense vocabulary development and simplified English language expectation. Planned instruction in the content area classroom is aligned with the Pennsylvania Academic Standards with modifications and accommodations appropriate to meet both the need of the student and the attainment of the standards.

- H. The participation of ELs in vocational-technical education classes and programs is not determined by their level of English language proficiency. ELs have full access to any course of study available to non-EL students at TASD. It is the responsibility of the vocational program instructor to make the necessary accommodations. Vocational students who are ELs are provided EL support appropriate to their need. ELs will receive the basic content subjects – English, Science, Social Studies, and Mathematics in the high school; therefore, the EL program is delivered in the high school. The high school administration and staff will collaborate with the Venango Technical Center (VTC), who will in turn provide the appropriate arrangement for the necessary EL instruction while at VTC.
- I. Research indicates acquiring the cognitive academic language skills (CALPS) of a second language takes approximately five to seven years. Therefore, the ELs progress is evaluated as follows: EL students should be graded the same as their peers however, the grades should reflect adapted /modified instruction and materials. Students will not be retained based on limited English proficiency.

### **Student Participation in Related and Extracurricular Activities**

Titusville Area School District is committed to providing all students with an equal opportunity and access to participate in and be successful in both curricular and extracurricular activities regardless of race, color, national origin, gender, sexual orientation, handicap or language barrier. English Learners are encouraged to participate in all school programs and activities.

### **Student Participation in Pupil Personnel Services Including Special Education**

Titusville Area School District will

1. Assure the EL Learners have access to programs and services such as gifted, extra-curricular, special education, vocational, etc.

2. Provide access to an assigned counselor. EL Learners will have both regular counselor meetings as well as counselor availability if needed outside of regular counselor meetings.
  3. Utilize and implement the same behavioral supports for EL Learners as all other students. EL Learners will have the opportunity to participate in weekly incentive program and, quarterly incentive programs.
- 

- A. Guidance counselors are available to assist all students, including students with limited English proficiency, with social and emotional issues as well as guidance in the area of career planning, scheduling, school-to-work transitions and post-secondary educational planning.
- B. Limited English proficiency is not a factor for consideration in the placement of students into Special Education and Gifted Programs. English Learners who qualify for gifted programs will not be barred from those programs due to language barriers. Assessment and evaluation for special education and gifted programs will be conducted as much as possible in the learner's primary language. If no qualified native-speaking tester is available, an interpreter may assist the school psychologist in the testing. The EL instructor should be involved in the multidisciplinary evaluation (MDE) and the individualized education program (IEP) process for their students. Communication with the parents of ELs being considered for special education placement, who may be English Learners themselves, must be clear and presented in a mode and language they understand. It is the responsibility of the school district to ensure that parents are aware of all the choices available to them.

### **Staff Development Related to the EL Program**

- A. Ongoing professional learning opportunities will be provided under the guidance of PDE and contractual agreement with Titusville Area Teacher Union.
- B. The Titusville Area School District Act 48 Plan provides for professional opportunities. These opportunities would include issues relating to legal requirements for providing instruction and accommodations; understanding of cultural differences and diversity; appropriate instructional strategies for various grade levels and content areas; and cultural awareness and sensitivity. These sessions would stress the need for collaboration between the EL teacher and the content specific teacher for optional benefit for the student.

### **Community Involvement / Parent Notification**

Titusville Area School District will

1. Collaborate with family/guardians to support all academic and linguistic development
  2. Communicate with family/guardian in preferred mode of communication both verbally and written form
  3. Provide all written documents in preferred mode of communication and/or using translation programs/apps according to family preference
  4. Provide EL students and family/guardians quarterly academic progress summaries and behavioral summaries every 45 days as required by PDE AEDY Guidelines in the preferred mode of communication of the EL Learner's family.
  5. Provide the student handbook and all paperwork in the preferred mode of communication of the EL Learner.
  6. Administer an annual survey regarding program quality using checklists 1-4 in the PA ESL Administrators Guide
  7. Facilitate and maintain a stakeholder team that will include the following representation: parent, building principal, Director of Special Education, Director of Learning, EL Coordinator, and the EL certified instructor. The EL survey will be reviewed by this committee.
- 

- A. Program Planning and evaluation will be an on-going process involving the Superintendent, Director of Federal Programs, Curriculum & Learning, Building Principals, ELD teachers, classroom teachers and parents. The Titusville Area School District's Act 48 Committee will recommend staff development needs on an as needed basis. The school board, which meets monthly, will discuss and adopt any substantial changes in the EL program prior to implementation.
- B. Communication with the ELs' homes and parental involvement is essential to the students' success; therefore, communication with EL's home will be provided by all administrators and teachers involved with the education of the EL student in accordance with school policy.
- C. **Complaint Resolution Process:** Complaints about personnel and resources can be handled through procedures outlined in the district's policy handbooks; however, if a problem should arise it can most often be resolved at the building level. Students or parents with a complaint should seek to resolve the issue at the following levels: EL teacher, classroom teacher, building principal, Director of Federal Programs, Curriculum & Learning, Superintendent. If all levels have been exhausted and the complaint has not been resolved, parents should contact the Department of Education Assistance Request Line at 717-787-8913.

## Program Evaluation Procedures

EL programs, by their nature, are tailored to meet the needs of individual students. Instruction is adapted and program goals and objectives are altered to improve student achievement when necessary. Student assessments (formal and informal), teacher observations, parent communication and report card grades are used to evaluate the success of each student and ultimately the success of the program. Program evaluation is conducted annually by the analysis of each individual EL's progress; the results of the evaluation are used to revise program procedures and to improve educational services.

## Resources

### State Regulations

22 Pa. Code §4.4  
22 Pa. Code § 11.11  
22 Pa. Code § 11.12  
22 Pa. Code §4.26  
[22 Pa. Code §4.14](#)

### Federal Statutes

[Civil Rights Act of 1964, Title VI](#)  
[Equal Educational Opportunities Act of 1974](#)  
[The Elementary and Secondary Education Act \(ESEA\)](#)  
[The Every Student Succeeds Act \(ESSA\)](#)

### Other

[Castañeda v. Pickard, 648 F.2d 989 \(1981\)](#)  
[Lau v Nichols, 414 U.S. 563 \(1974\)](#)  
[Plyler v Doe, 457 U.S. 202 \(1982\)](#)  
[Certification and Staffing Policies and Guidelines \(CSPG\) No. 68](#)

### PA Department Bureau/Office Contact

Bob Measel | EL Bilingual Education Advisor II  
Division of Instructional Quality  
Department of Education | Bureau of Curriculum, Assessment, and Instruction  
333 Market Street | Harrisburg PA 17126-0333  
Phone: 717.783.6595 | Fax: 717.783.6642  
[romeasel@pa.gov](mailto:romeasel@pa.gov)

World-Class Instructional Design and Assessment (WIDA) Consortium: <http://www.wida.us/>

# English Learners Program Handbook


## APPENDECIES



# Titusville Area School District

## Home Language Survey

The following is a redacted copy of a student's Home Language Survey. This survey is part of every child's electronic enrollment application through PowerSchool.

Home Language Survey	
	<div>Titus Area School District</div> <div>Student's Name: [REDACTED]</div> <div>School: [REDACTED]</div> <div>Grade: [REDACTED]</div> <div>Student ID: [REDACTED]</div> <div>Today's Date: [REDACTED]</div>
<u>student information</u>	
Name: [REDACTED]	Gender: -
Date of Birth: -	Date of Entry into USA: -
Grade: -	
Primary Phone: [REDACTED]	
Student resides with: [REDACTED]	
<u>Address Section</u>	
Address: [REDACTED]	
City, State, Zip Code: [REDACTED]	
Mailing Address: [REDACTED]	
Mailing City, State, Zip Code: [REDACTED]	
<u>Home Language Information</u>	
Please specify student's primary language: [REDACTED]	
Additional Language: [REDACTED]	
What primary language is used daily in the student's household? [REDACTED]	
[REDACTED]	
Parent/Guardian's Signature: [REDACTED]	
Parent/Guardian's Electronic Signature: -	Today's Date: -

# Titusville Area School District

## Notification of English Learner Program Placement

☐ Initial Placement

☐ Continuing Placement

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

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

Dear Parents:

Based on your child's English proficiency test scores and level of academic achievement, we are pleased to inform you that your child will receive instruction in our district's English language development program. The goal of our English language development program is to help your child learn English so that she/he will be able to meet age appropriate academic standards for grade promotion and graduation.

Your child's level of English proficiency was measured using the following test(s):

☐ \_\_\_\_\_

(Test used to measure level of English proficiency)

☐ \_\_\_\_\_

(Test used to measure level of English proficiency)

☐ \_\_\_\_\_

(Test used to measure level of English proficiency)

Level of English Proficiency: \_\_\_\_\_

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

☐ \_\_\_\_\_

(Test used to measure level of academic achievement)

☐ \_\_\_\_\_

(Test used to measure level of academic achievement)

☐ \_\_\_\_\_

(Test used to measure level of academic achievement)

Level of Academic Achievement: \_\_\_\_\_

The method of instruction used in your child's English language development program is:

\_\_\_\_\_ **Bilingual:** Instruction provided in both English and your child's home language

\_\_\_\_\_ **Transitional Bilingual:** Instruction provided mostly or all in English adapted to student's level

\_\_\_\_\_ **Content-based English Learner (EL):** \_\_\_\_\_ Instruction is provided in English only and adapted to student's level

\_\_\_\_\_ **Pull-out EL:** Student leaves his/her English-only classroom during the day for EL instruction

\_\_\_\_\_ **Title III Supplemental Services**, if available: See document entitled Program Withdrawal/Denial of Enrollment

\_\_\_\_\_ **Other:** \_\_\_\_\_

Your child's program \_\_\_\_\_ is \_\_\_\_\_ is not the district's only English language development program. Additional information about *your* child's program and other district language programs, if available, is attached.

The primary contact for EL/Bilingual programs is:

(Please contact this person if you have questions.)

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

Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

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

# TTTUSVILLE AREA SCHOOL DISTRICT

## ***How to Help Elementary EL Students: Tips for Teachers***

» Learn to pronounce the EL student's name and teach the other students the correct pronunciation.

Arrange for EL student to learn and practice saying classmates' names.

» Establish best method of contacting and getting information to parents. Try to gather as much information as possible about the student so that you will understand him/her better. (This might come from the EL teacher, school counselor, sponsor or English speaking relatives.)

» Help the EL student learn words and phrases needed to survive in school – words for classroom objects, clothing, lunch, bathroom, other school rooms and activities.

» Develop the buddy system by recruiting capable and willing classmates to listen to or aid an EL student on a one-to-one basis. Use this type of "buddy system" for:

- Peer tutoring
- Explaining directions
- Vocabulary practice
- Learning games
- Emotional support
- Conversation practice

» Be sure the student understands normal school procedures such as: fire drills, excuses, safety habits, lunch procedures, class-changing system, etc. Anticipate changes of routine. Help prepare EL students for changes such as: assemblies, early dismissal, school holidays, snow days, field trips, holiday activities, etc.

» Encourage the student to bring something from his/her native country to talk about in class. The student or his/her parent may be very pleased to share his/her language, holidays and customs. Be aware that some EL students do not like being the focus of attention, but most enjoy the exchange.

» Seek out and use native language resources when possible – i.e., a parent volunteer familiar with student's language can be especially helpful for explaining content-area information, clearing up misunderstandings directly.

» Locate and use a dictionary with English and the child's native language (if literate).

- » Use simple language when speaking to a student learning a new language. Slow down your rate of speech and speak in a normal tone. A few words are more helpful than many. Don't talk louder; they're probably not hard of hearing.
- » Use concrete objects, pictures, pantomime, etc., with the word you are trying to teach.
- » Use many comprehension checks that call for non-verbal or limited responses. "Show me the blue crayon." "Point to the ---." "Is this a book or a pencil?"
- » Have other students spend time before school, at lunch time or during study periods teaching the EL student board games, cards, hobbies, playground games, etc., in order to encourage informal language development.
- » Try to provide as many language experiences at or as close to his/her level of English ability as possible. This could take the form of part time regrouping to a lower grade level, Title I, use of a student buddy system, or use of low-level materials.
- » Include EL students in as many classroom activities as possible. It is very important that they feel a part of the group from the first day.
- » Try to include the child in as many activities as possible that do not require written language (art, gym, etc.)
- » Do not assume the child knows "the basics". Be aware that child from a war torn country may have attended school very sporadically.
- » Be realistic in your expectations. Both you and your student will be happier if he/she can achieve modified goals.
- » Be patient. Do not expect miracles but do not ignore the student.
- » Encourage participation in competitive sports activities when appropriate, as this aids vocabulary development and self-confidence.
- » Provide alternative ways for students to do their class assignments.
- » Test or give assignments using a tape recorder for those who can understand some English but who do not read it well.

- » Seek advice from administration and EL teacher regarding the wisdom of administering any standardized test. Accommodations are available for EL students.
- » Use alternative forms of grading such as anecdotal notes for evaluating the student during his/her first year. Use of the regular grading system can be misleading and frustrating.
- » Be sensitive to and discuss with his/her cross-cultural factors which may inhibit taking part in class activities. Some cultures stress “correctness” rather than “creativity”, wearing shorts for gym can cause difficulty for a girl from Saudi Arabia, a very young child can be distressed at unexpectedly seeing Halloween costumes in school for the first time, etc.
- » Be aware of the use of and misunderstanding of gestures such as eye contact, loudness of speech, attitude toward touching, or the distance between people when speaking.
- » Be supportive and generous with praise. Give the student as much attention as possible.
- » Try to strike a balance with your expectations. Keep them to a minimum at first, but do not underestimate our student’s ability. Do anticipate unpredictable changes in what he is able to do over the course of the year.
- » Adjustment problems or behavior problems are often a sign of frustration. Try a gentle, understanding approach.
- » Remember a smile is a gesture that is easy to understand. Use this generously!

## ***How to Help Secondary EL Students: Tips for Teachers***

The following suggestions are provided to teachers of EL students. The suggestions are for all EL students, but some are appropriate only when the student is beyond the beginning EL level.

### **THE FIRST DAY IN CLASS**

- » Introduce yourself to the student, ask his/her name. Have him/her “teach” you how to say his/her name correctly. Introduce him/her to some classmates. Encourage them to exchange names in writing to allow the EL student a chance to practice unfamiliar names in private.
- » Seat the student where you can easily monitor his/her comprehension, his/her work, etc., without drawing too much attention. Reassign a few seats, as needed.
- » Seat him/her next to reliable students who can offer help during class. Encourage quiet communication between them when uncertainties arise. Take a minute to point out several students who are likely to be helpful.
- » The English fluent students can offer help by:
  - explaining classroom procedures
  - being sure he’s on the right page, using the right text
  - demonstrating format for assignments
  - helping him/her read his/her new schedule and find his/her next class
  - helping with unexpected changes of routine – fire drills, announcements
- » Encourage the newcomer to observe and seek assistance from his/her classmates to:
  - locate pages
  - verify and clarify his/her understanding of classroom procedures
  - visually check that he is completing the assignment as expected
- » Whenever feasible, substitute speaking one-to-one for speaking in front of a large group (Any language learner is much more self-conscious speaking in front of a group than one-to-one.)

» Do not assume your student will initiate these coping strategies on his/her own. The EL student doesn't know what is acceptable, and English fluent classmates are likely to feel quite awkward about their own first contacts with foreign students.

## **ON-GOING CLASS ROUTINE/INSTRUCTION**

» Be sure to read the student's initial EL evaluation and subsequent EL Progress Reports to better understand his/her current functioning in English.

» Develop a buddy system by recruiting capable and willing classmates to aid the newcomer on a one-to-one basis. (A bilingual classmate can help considerably but can quickly feel overwhelmed by the responsibility.) Expand the buddy system quickly to include several classmates.

» Use the buddy system for...

- Peer tutoring
- Touring the building and learning the layout
- Helping to explain the schedule
- Introducing peers
- Interpreting loudspeaker announcements
- Offering friendship and emotional support

» Write or print class assignments on the board since the student can often understand reading more reliably than speaking.

» List key vocabulary so the student has the correct spelling, and the structure provided by focusing on key elements.

» Have a student take notes to share with the EL student, using simple language simple verb tenses, list, outline form and diagrams. Carbon or Xerox. (Rotate this responsibility and make notes available to anyone who was absent to draw less attention to the EL student.)

» When students are going over written work, try to check and assure him/her of the accuracy of his/her answer before calling on him/her to speak in front of the others.

» Encourage the newcomer to ask questions and seek help. Try to arrange for relative privacy – a minute before or after class, before or after school – at a time when translation is available. The EL student may have to learn to save questions or concerns for this time.

» Provide as much structure as possible by way of vocabulary lists, study guides and previewing reading assignments. Such structure helps the student know where to concentrate his/her time and energy as he faces overwhelming language demands.

» Use demonstration, visual material and very concrete examples to add contextual support for verbal instruction. (As the student watches a demonstration, complex speech can interfere with his/her thoughts and concentration; periods of silence will feel more awkward to you than to the language learner.)

» Remember that a few simple words, spoken slowly, with pauses between phrases are more helpful than wordy explanations. Pick “generic” words since they are often introduced earliest in EL instruction – i.e., *book* for *text*. Idiomatic expressions cause difficulty – i.e., *How’s it going?* Avoid telegraphic English, speaking louder, using formal word choice – i.e., *automobile* for *car*.

» Allow and encourage use of an English or bilingual dictionary for any academic work. (Consider that the student is willing to put forth the effort to use the dictionary, he deserves any “advantage” it might give him/her; he is certainly faced with many “disadvantages”.)

» Whenever the class writes assignments, fills out study guides, defines key terms, etc., give the EL student a copy of the most clearly written work. Even if he/she was unable to do the original assignment, reading the results of another student’s work can be helpful. (A student’s language is likely to be less complex and use higher frequency vocabulary than that of the text or the teacher!)

» On fill-in questions, provide a “word-bank” (limited to 5-10 words per list) for the student to refer to. (Recall and spelling of specialized terms is difficult.)

» Enlist the help and creativity of classmates. Preparing summaries, taking notes, preparing fill-in study guides, simplifying definitions, creating visual materials, tutoring, etc., often require higher thinking skills, making such activities worthwhile for any student. Consider giving extra-credit for such projects.

» When working with consumable materials, encourage the student to highlight unfamiliar words and troubleshooting sections to provide feedback about what is causing him/her difficulty. (Indirectly, this technique also gives the student “permission” to move on to easier sections he can do and offers “proof” to the teacher that he/she has tried.)



- » Consider having the EL student dictate some information to another student who can edit, clarify, and help with working in the process of writing his/her thoughts.
- » Tape record lessons and review sessions so the EL student can listen again – and again, if necessary. Encourage him/her to tape assignments if his/her writing skills are relatively weaker than his/her speaking skills.
- » Encourage use of sentences in written work, but allow listing, telegraphic phrases, outlining, charts, diagramming, times lines, etc., in lieu of full sentences.
- » Ask the student for feedback. Some EL students can be surprisingly perceptive and specific in describing what causes them difficulty. Examples of student replies include:
  - can't read teacher's writing (or can't read cursive writing)
  - special vocabulary related to the subject is difficult
  - teacher talks too fast
  - can understand the teacher, but not the other students
  - didn't know what was expected on tests (i.e., different from tests in native country)
  - "tricky" or "strange" wording of test questions (especially true/false)
  - needs more time to do in-class assignments as fast as other students
  - can't read or complete assignments as fast as other students
- » As you become aware of accommodations you are making for the EL student, try to verbalize your expectations to him/her. Doing so may alleviate undue worry on his/her part.
- » Encourage use of volunteer tutors-peers or interested adults. When a student is receiving tutorial help outside class, teacher prepared study guides provide helpful structure for the tutor and indicate where to spend time and effort.
- » Use cooperative learning situations (grouping with one or a small group of other students to work on an assignment or project together.) Doing so provides "sheltered" social contact, a small group situation more conducive to speaking and asking for help than a whole class situation.
- » Alternate or lower-level materials can sometime be substituted for class texts. Watching a video based on a novel, reading a short summary and discussing vocabulary before attempting (or in lieu of attempting) longer original material, can allow a student to participate and comprehend more fully.
- » Check with the student's EL teacher for more individualized insights and suggestions.

## **A FEW MORE REMINDERS:**

» Unstructured times in the day's routine when no familiar teacher or peer is available are especially difficult for the newcomer – class changes, lunch period, the time before school, activity periods.

Encourage other students to accompany the student to the next class, be with him/her in the cafeteria, take him/her to his/her first basketball, game, explain the intramural program, team tryouts, etc.

» Any changes in the normal routine can be troublesome – snow days, school delays, early dismissal assemblies, activities schedule, fire drill, school pictures, field trips, ordering special items (class rings, school spirit items) etc. – but they are all an integral part of school life. Try to explain in advance and encourage participation.

## ***English Learner (EL) Monitoring Form***

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Reg. Ed. Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Semester:      ☐ First              ☐ Second              ☐ Other: \_\_\_\_\_

Instructions to teacher: Please fill out this monitoring form and return to: \_\_\_\_\_

(EL teacher) no later than \_\_\_\_\_. Thank you.

1. Grades (report card may be attached).
2. Class concerns. Which classes pose difficulty for student. What are specific concerns (i.e. reading, speaking, listening, writing)?
3. Student Progress/How have they improved? (P=progressing N=not progressing R=regressing)

Reading \_\_\_\_\_ Writing \_\_\_\_\_ Speaking \_\_\_\_\_ Listening \_\_\_\_\_

4. Professional judgment about current and future programming for this student.

Current: Appropriate/Inappropriate

What do you think would be appropriate programming for next semester/year?

Amount of time per day, specific needs.

**EL Language Proficiency Standards can be found at the following link: [bit.ly/2nbslsp](https://bit.ly/2nbslsp)**

## ***Notification To Parents – EL Program Exit***

Dear Parent/Guardian:

This correspondence is to inform you that your child has progressed to a level of English language and academic proficiency which will mean that he/she will no longer receive EL services.

This decision is based on the exit criteria developed by the Titusville Area School District Department of English Learner. Your child has demonstrated a high level of English in the following ways:

- Attains scores on District-wide assessments that are comparable to the Basic performance on the math PSSA or Algebra I Keystone AND English language Arts PSSA or Literature Keystone assessments.
- Scores a 5.0 on a Tier C of the WIDA Access English Language Proficiency test.
- Final grades of C or better in core subject areas (Mathematics, Language Arts, Science, and Social Studies).

To ensure academic success, your child's academic performance will be monitored over the course of two consecutive school years. Your child will be provided with additional assistance if needed, including returning to EL services if the determination is made that it is necessary.

Please feel free to contact me if you have any questions about this decision at your convenience.

Sincerely,

---

EL Teacher

---

Student's Name

---

School Phone Number

---

Grade

## ***Titusville Area School District LIEP Policy***

**Book:** Policy Manual

**Section:** 100 Programs

**Title:** English as a Second Language/Bilingual Education Program

**Code:** 138

**Status:** Active

**Adopted:** December 2, 2002

**Last Revised:** December 3, 2018

### **Purpose**

In accordance with the Board's philosophy to provide quality educational programs to all students and to increase the English language proficiency of students who are English Learners (EL), the Titusville Area School District shall provide an effective Language Instruction Education Program (LIEP) that meets the needs of English Learners. The goal of the LIEP shall be to demonstrate success in increasing English language proficiency and student academic achievement so that EL students can attain the academic standards adopted by the Board and achieve academic success. EL students shall be identified, assessed and provided appropriate instruction in accordance with the LIEP, and shall be provided an equitable opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.[\[1\]\[2\]\[6\]\[7\]\[27\]](#)

### **Authority**

The Board shall approve a LIEP to provide English Language Development instruction (ELD) to EL students as part of the approved curriculum, in order to develop the English language proficiency of EL students. The district shall provide EL students with both planned ELD instruction and modifications in content instruction and assessments for all curricular areas, based on the provisions of the LIEP. The LIEP shall be thoughtfully and deliberately planned and evaluated in accordance with state and federal laws and regulations, and shall meet the needs of the district's EL students. The LIEP shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and shall meet the following requirements:[\[1\]\[2\]\[6\]\[7\]\[27\]\[29\]](#)

1. Aligned to state academic content standards for the appropriate grade levels of EL students.
2. Include ELD instruction delivered by properly certified English Learner (EL) teachers, and other certified content area teachers working in conjunction with EL certified teachers.
3. Incorporate the use of state assessments and ELD criteria.
4. Provide equitable access to content for EL students at all proficiency levels.

The Board directs the LIEP to be evaluated for effectiveness based on student outcomes at least annually,

and the results documented in accordance with state and federal laws and regulations, and state guidelines.[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[29\]](#)

The district's LIEP and evaluation results of the LIEP shall be made available to district staff working with EL students and parents/guardians of EL students.

The Board may address EL students and programs in the district's comprehensive planning.[\[9\]](#)

The Board may contract with Riverview Intermediate Unit No. 6 for ELD services and programs.

### **Delegation of Responsibility**

The Superintendent or designee shall implement and supervise a LIEP that ensures appropriate instruction in each school and complies with federal and state laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the LIEP and provision of services to EL students.

### **Guidelines**

#### **Identification and Placement of EL Students**

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. In order to identify which students are potential English Learners, the Home Language Survey shall be completed for each student upon enrollment in the district, and shall be maintained as part of the student's education records.[\[2\]](#)[\[10\]](#)[\[11\]](#)

EL students shall be appropriately placed in accordance with the LIEP within the first thirty (30) days of the school year, or within fourteen (14) days of enrollment.[\[30\]](#)

English Learners cannot be retained in a grade based solely on their lack of English proficiency.

#### **Program Access**

EL students shall have equitable access to and be encouraged to participate in all academic and extracurricular activities available to district students.[\[5\]](#)[\[24\]](#)[\[25\]](#)[\[26\]](#)

## Assessment

The district shall annually administer required assessments to EL students to measure students' English language proficiency and progress in reading, writing, speaking and listening/understanding. Assessment results shall be maintained in the student's education records. Parents/Guardians may not opt students out of English language proficiency assessments.[\[14\]](#)

EL students shall participate in all annual state or locally required assessments, with accommodations where applicable, and meet established academic standards and graduation requirements, in accordance with law, regulations and Board policy.[\[6\]](#)[\[12\]](#)[\[13\]](#)[\[14\]](#)[\[17\]](#)[\[18\]](#)[\[19\]](#)[\[20\]](#)[\[21\]](#)[\[22\]](#)[\[23\]](#)

## Program Exit

The district shall include uniform provisions in the LIEP, in accordance with state required criteria, for:[\[13\]](#)[\[14\]](#)

1. Reclassifying EL students as former EL students when they attain English language proficiency.
2. Actively monitoring and reporting the progress of former EL students for a period of two (2) years following reclassification and program exit, and reporting students to the state in a monitor status for an additional two (2) years, to ensure students are meeting academic standards.
3. Redesignating former EL students as active EL students if they struggle academically based on persistent language barriers.

## Staff Qualifications for Professional Development

Certified employees and appropriate support staff, when necessary, shall provide the LIEP EL/Bilingual Education program. The district shall ensure that all teachers providing ELD instruction hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom.[\[4\]](#)[\[13\]](#)

Non-EL staff shall incorporate ELD into all classes for EL students, as well as provide supports, modifications and accommodations for curricular content to enable EL students to achieve academic standards.

The district shall provide appropriate training in ELD for all professional staff as part of the Professional Development Plan.[\[3\]](#)[\[12\]](#)

## Special Education and Gifted Education Services

EL students may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language.[8][15]

EL students may be eligible for gifted education services, when identified in accordance with law, regulations and Board policy. The district shall ensure that assessment of a student for gifted education services screens for intervening factors, such as English Language proficiency, that may be masking gifted abilities.[16]

Students participating in ELD programs who are eligible for special education services shall continue receiving ELD instruction, in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP), at the appropriate proficiency and developmental level.[8][15][16]

## Parent/Family Engagement and Communication

Communication with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians.[\[27\]](#)[\[31\]](#)

Within thirty (30) days of the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the district shall notify parents/guardians of students identified as EL about the process for identifying their children as EL, the results of that process, and the recommended program placement. The district shall also provide parents/guardians with detailed information regarding the LIEP, the benefits of ELD instruction for their children, and an explanation of the program's effectiveness.[\[29\]](#)

Parents/Guardians shall be regularly apprised of their student's progress, including achievement of academic standards and assessment results.[22][28]

The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.[\[12\]](#)[\[13\]](#)[\[29\]](#)[\[31\]](#)



Parents/Guardians of EL students have the right to refuse specialized programs and services that may be part of the LIEP for their child. A parent's/guardian's decision to refuse programs or services must be informed and voluntary; the district shall not influence a parent's/guardian's decision in any way, or make any program or placement determinations without parental notification and an opportunity to opt the student out of programs and services.[\[27\]\[29\]](#)

The district shall make a parental waiver form available for parents/guardians to opt their EL child out of ELD programs and services.

The district shall document all notifications made to parents/guardians regarding assessment and recommended placements and programs for EL students, and whether or not a parental waiver form is received. When a waiver form is not received from the parent/guardian, the district shall proceed with the recommended placement.

EL students who have a parental waiver for ELD programs and services shall be assessed on English language proficiency annually, and shall be provided with supports and accommodations to participate in general curricular and extracurricular programs, in order to meet academic standards and graduation requirements.[\[6\]\[7\]\[22\]](#)

Parents/Guardians of EL students who have been opted out of ELD programs and services shall be notified of their child's progress, including achievement of academic standards and assessment results, and shall be provided with opportunity and a form to opt their child back into ELD programs and services.[\[22\]\[28\]](#)

## **Legal**

[1. 22 PA Code 4.26](#)  
[2. 20 U.S.C. 6801 et seq](#)  
3. Pol. 333  
4. Pol. 304  
[5. 20 U.S.C. 1703](#)  
6. Pol. 102  
7. Pol. 103  
8. Pol. 103.1  
9. Pol. 100  
[10. 22 PA Code 11.11](#)  
11. Pol. 200  
[12. 20 U.S.C. 6812](#)  
[13. 20 U.S.C. 6826](#)

[14. 20 U.S.C. 6841](#)  
15. Pol. 113  
16. Pol. 114  
[17. 22 PA Code 4.51](#)  
[18. 22 PA Code 4.51a](#)  
[19. 22 PA Code 4.51b](#)  
[20. 22 PA Code 4.51c](#)  
[21. 22 PA Code 4.52](#)  
22. Pol. 127  
23. Pol. 217  
24. Pol. 115  
25. Pol. 122  
26. Pol. 123  
[27. 42 U.S.C. 2000d et seq](#)

28. Pol. 212  
[29. 20 U.S.C. 6312](#)  
[30. 20 U.S.C. 6823](#)  
[31. 20 U.S.C. 6318](#)  
[20 U.S.C. 7011](#)  
[20 U.S.C. 7801](#)  
[34 CFR Part 200](#)  
[Basic Education Circular, July 1, 2017:](#)  
[Educating English Learners \(ELs\)](#)  
Pol. 105.1

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

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

### ***State required reclassification criteria***

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

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

Using the following system, the ACCESS for ELLs<sup>®</sup> and the language use inventory together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified.

See Appendix D for a sample reclassification cover sheet. Districts are free to develop their own form of documenting the reclassification decision for ELs, but it must, at a minimum, include the information contained on the sample form.

Two language use inventories must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory (e.g. elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed and the single score is multiplied by two. **The two inventories do not need to agree.**

The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

NOTE: In some cases, students who were not identified as likely to reach the ACCESS score threshold and for whom no language use inventories were completed will unexpectedly achieve a score exceeding the threshold. Language use inventories may be completed after ACCESS scores are released in these limited cases, but they must be completed prior to October 1 of the following school year.

The reclassification window begins when ACCESS scores are published and ends on October 1 of the following school year. Although language use inventories must be completed as part of the reclassification decision-making and evidence-gathering process prior to the opening of the window, no changes to a student's status can be made in local data systems or in PIMS between October 1 and the date on which the district receives ACCESS scores each year.

Districts must develop local plans for how to:

- select content teachers who will complete the inventories
- manage the decision-making/reporting process using this procedure and these criteria
- train staff to use the rubrics and evaluate the students' language use
- hold teachers accountable for completing the inventories
- select students for whom inventories will be completed in anticipation of qualifying ACCESS scores

Each language use inventory produces a single score and the sum of the two inventory scores is added to the ACCESS for ELLs® *points assigned* to determine if the student meets the minimum threshold for reclassification.

The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Language Use Inventories		ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
Rubric 2	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Report & Essays	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

Total possible points from both inventories 7.6

Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a student *should* be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

## ELs with Disabilities - taking the ACCESS for ELLs®

An EL with a disability who has not met the criteria outlined above may be considered for reclassification if:

1. The student has an IEP, **AND**
2. The student has been continuously enrolled in an LIEP for at least four years, **AND**
3. The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% between any two years or total over the three most recent testing cycles, **AND**
4. The school has documented evidence\* that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP, **AND**
5. A school-based team recommends reclassification. *See below for team composition and recommendation protocol.*

\* for students who cannot complete all four domains of the test as a direct documented result of their disability, an overall composite proficiency level can be calculated with fewer than all four domains by using the tool provided on the Reclassification, Monitoring, and Redesignation of ELs [webpage](#).

\* \* Documented evidence can include schedules indicating ELD instructional times, specific language supports used, ELD curriculum indicating areas of language instruction covered, language use evaluations based on WIDA rubrics or PA reclassification rubrics, modifications made to assessments, IEP addressing ELD instruction or language needs, etc.

To calculate the percent difference between scores, use the following formula:

$$\Delta \text{ OCPL} / \text{ OCPL1 (100)} = \% \text{ change}$$

*Δ OCPL: Difference between the overall composite proficiency level from year one and year two, year two and year three, or year one and year three*

*OCPL1: overall composite proficiency level from the first of the two years being compared*

For example, the percent difference between a score of 4.3 and 4.5 is  $(.2/4.3)*100$ , which is 4.65%.

School-based team composition and recommendation protocol:

The following individuals must be included on the team that considers the body of evidence and determines whether to reclassify an EL with a disability:

- At least one expert on the student's English language acquisition
- At least one expert on the student's special education goals and services
- At least one expert on the student's general education content achievement
- At least one family member (and any requisite interpreters/cultural liaisons)
- Any related service providers who work with the student

A single team member may fill more than one of the roles identified above.

High Priority Evidence to consider:

- Standardized or curriculum-based assessments special education teachers and related service providers use to monitor students' progress towards IEP goals that are relevant to developing English language proficiency
- Classroom observations of students' language use
- Language samples demonstrating listening, speaking, reading, and writing skills
- Student work samples or portfolios
- Teacher input on students' English language development progress

- Family input on students' language development and use at home
- Data related to how the student was initially identified as an EL
- Review of English learner services across the most recent four years to ensure the student has received adequate English language development instruction and language support for content learning during that time

Evidence to consider if available:

- Assessments that evaluate students' proficiency in their home/primary language
- Language use inventories
- Comparable data from similar EL peer group (other ELs with similar profiles)

Questions that must be addressed by the team:

1. Has the student received adequate ELD instruction and language supports commensurate with his/her ELP level for the most recent four years?
2. Is this student able to effectively communicate in English?
3. Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles?
4. Are any ACCESS for ELLs domain scores that affect the student's ability to reach an overall composite proficiency level of 4.5 directly related to the student's disability?

If the answer to any of these questions is 'no', then the team must carefully consider the student's continued participation in the LIEP until such time that the student will no longer benefit from continued specialized English language development instruction and supports.

See Appendix E for a sample reclassification cover sheet. Districts are free to develop their own form of documenting the reclassification decision for ELs with disabilities, but it must at a minimum include the names of the team members involved, the evidence that was analyzed, the student's current ACCESS scores, and answers to the four questions above. The form should be filed with the student's permanent record.

### **ELs with Disabilities (taking the Alternate ACCESS for ELLs®)**

ELs who are eligible for and take the Alternate ACCESS for ELLs® may be considered for reclassification when:

1. they achieve a score of at least P2 on two consecutive administrations of the test **OR** achieve the same score for three consecutive administrations of the test, **AND**
2. the IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

\* for students who cannot complete all four domains of the test as a direct documented result of their disability, a proficiency level can be calculated with fewer than all four domains by using the tool provided on the Reclassification, Monitoring, and Redesignation of ELs [webpage](#).

Although language use inventories are not required for ELs with disabilities as part of the reclassification process, teachers should consider completing them in cases where it is appropriate as a way to document language proficiency at the time of reclassification and for future reference if needed.

For more detailed guidance related to ELs with disabilities, please see the guidance contained on the Bureau of Special Education website at [www.pattan.net](http://www.pattan.net).

## **Monitoring of former ELs**

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

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

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

Districts are free to create their own process, but it must, at a minimum, include tracking student progress in all core academic classes and soliciting feedback from core academic teachers periodically throughout the school year with sufficient frequency to preclude a student falling significantly behind.

### ***Additional monitoring period – third and fourth years after reclassification***

Districts are required to continue reporting FELs to the state in PIMS for an additional two years after the active monitoring period. Districts are not required to actively monitor the progress and academic achievement of ELs in the general education program during these years. At the end of the fourth year after reclassification, ELs are coded as *Former ELs – no longer monitored* for the remainder of their time in school.

## **Re-designating former ELs**

If it is determined during the active monitoring phase that an EL is struggling academically as a result of persistent language barriers, then the district must have plans in place to re-designate that former EL as an active EL and re-enroll him/her in the LIEP. The district must demonstrate that the FEL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions.

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



# Appendix A

## Grade Kindergarten Rubric 1

### Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

#### Interaction:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

#### Listening:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

#### Speaking:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

#### Reading:

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support.	Can apply grade-level phonics and word analysis skills in decoding.	

Total Points:

## Grade: Kindergarten

### Rubric 2 - Written Expression Language Use Inventory

#### Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use drawings and/or labels to link some or most details in a story.	Can use drawings OR words to link details in a story.	Can use drawings, words AND simple phrases to link details in a story.	

#### Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can sequence some letters needed to produce frequently used sight words, but with significant errors that hinders readability. Not able to be to produce phrases or sentences.	Can sequence most letters needed to produce recognizable frequently used/sight words. May include inventive spelling. Can produce phrases and some simple sentences.	Can sequence most letters needed to produce recognizable words. May include inventive spelling following recognizable conventions. Can produce simple sentences.	

#### Accuracy: Grammar/

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Consistent errors that may hinder the meaning of the writing regarding grammar.	Regularly contains some grammatical inaccuracy in either capitalization of "I" and beginning of sentence, people names, ending punctuation.	Maintains some grammatical accuracy in capitalization of "I" and beginning of sentence, people names, ending punctuation.	

#### Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe the picture or story.	Draw a picture and write labels or simple phrases to describe the picture or story.	Draw a picture and write several connected sentences to describe the picture or story.	

#### Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw a picture with some labels to describe a single familiar topic with minimal detail or elaboration.	Draw a picture and write labels or simple phrases about a single familiar or academic topic with limited detail or elaboration.	Draw a picture and write several connected sentences about a single familiar or academic topic with detail or elaboration such as form and function.	

#### Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Draw and label to explain likes or dislikes about a familiar topic.	Can express an opinion about a familiar topic or a book. May draw and uses labels or a simple sentence to explain reasons. May use conjunction words such as "because" to support their opinion.	Can express an opinion about a familiar topic or a book. May draw and use 1 or more written sentences to explain reasons. Uses conjunction words such as "because" to support their opinion.	

#### Total Points:

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

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

### Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

### Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

### Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	

### Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support. Read grade level text with support for purpose and understanding.	Can apply grade-level phonics and word analysis skills in decoding. Read grade-level text with purpose and understanding.	

**Total Points:**

# Grade 1 Rubric 2 - Written Expression Language Use Inventory

## Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce sentences with limited structure. Shows limited use of organizational patterns, and simple connectors like “and” and “because”.	Can produce clear, structured sentences, showing some use of a range of organizational patterns, and connectors.	

## Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

## Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or “I ...”).	Maintains a high degree of grammatical accuracy (capitalization of “I”, beginning of sentence, people names/places, ending punctuation, simple tenses. May use a variety of sentence structures.	

## Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited descriptions and limited sequential words. Uses some language to delineate either beginning, middle or end.	Can produce linearly structured narrative story with details explaining the experience with elaborations and some sequential words. Uses language to delineate beginning, middle, and end. May use pictures to illustrate their familiar story.	

## Accuracy: Genre Information

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no factual details. Writes minimal description or elaboration.	Can present with limited connection some factual information with an introduction using details on a familiar topic, but not an academic topic.	Can present connected factual information with an introduction using details from a source on an academic topic.	

## Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in words or simple phrases without use of a conjunction word and no supporting reasons.	Can express a single-stance on a familiar topic in a single sentence stating a reason with a conjunction word such as “because”.	Can express a single-stance on a familiar topic in multiple sentences with a supporting reason. May use conjunction words such as “because” to support their opinion.	

**Total Points:**

## Grades 2-3 Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

### Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

### Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

### Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

### Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics with little to no content-specific vocabulary.	Can use a series of connected phrases and short, simple sentences to talk in simple terms and some content-specific vocabulary about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using content-specific vocabulary.	

### Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information with illustrations. Limited understanding of words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics with some support. Use grade-level phonics and word analysis skills in decoding. Begins to understand words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics. Use grade-level phonics and word analysis skills in decoding. Begins to understand idiomatic expressions and words/phrases with multiple meanings.	

### Total Points:

## Grade: 2-3

### Rubric 2 - Written Expression Language Use Inventory

#### Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce linear sequence of sentences in writing with limited structure. Shows some use of organizational patterns, and simple connectors like "and", "but", and "because".	Can produce clear, structured language, showing some use of a range of organizational patterns, connectors, and cohesive devices (such as causal, sequential or comparative).	

#### Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.	

#### Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or "I ...").	Maintains a high degree of grammatical accuracy (capitalization, punctuation, simple tenses, and simple subject-verb agreement). May use a variety of sentence structures.	

#### Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on familiar topics with limited to no sequential flow. Writes minimal description or elaboration.	Can produce linearly structured narrative story with limited elaborations and some sequential words. Uses some language to delineate beginning, middle and end.	Can produce linearly structured narrative story giving robust descriptions of experiences with elaborations and sequential words. Uses language to delineate beginning, middle and end.	

#### Accuracy: Genre Informative

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can produce a series of simple phrases and sentences on a research topic. Uses linked sentences to provide very short descriptions of details with little to no use of organizational structure.	Can present information using limited grouping with vague connections. Either the introduction or conclusion is omitted. Uses minimal facts with evidence of phrases or text taken directly from other sources.	Can present information grouped and connected logically with an introduction and conclusion using facts from text or other sources in their own words.	

#### Accuracy: Genre Opinion/Argument

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences which may present supporting details. Uses no conjunction words.	Can express a single-stance on a familiar subject in a text with a delineated introduction or conclusion with 2 or fewer supporting reasons. Uses some conjunction words to link supporting details.	Can express a single-stance on a familiar or academic subject in a clear, well-structured text with delineated introduction and conclusion with 3 or more supporting reasons. Uses conjunction words to link supporting details.	

#### Total Points:

## Grades: 4-12 Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

### Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

### Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

### Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion.	

### Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/phrases with multiple meanings.	Can understand long and complex fiction and non-fiction texts on unfamiliar topics, appreciating distinctions of style.	

### Total Points:

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

## Grades: 4-12 Rubric 2 - Written Expression Language Use Inventory

### Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH	Value
Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	

### Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions on familiar topics.	Can strategically select language to express him/ herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	

### Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	

### Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader	

### Accuracy: Genre Reports & Essays

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics and following a standardized format.	Can present information on complex subjects in clear, well structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

### Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can present arguments on complex subjects in clear, well-structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

### Total Points:

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



## Appendix B

Grades: 4-12

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

### Interaction

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the learner is trying to say. Can ask and answer simple questions in areas of immediate need or on very familiar topics.	Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can interact with a degree of fluency and spontaneity (without relying on provided language frames or structures) that makes regular interaction with others possible. Can take an active part in academic discussions in familiar contexts and on familiar topics, accounting for and sustaining his/her views.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.

### Listening

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can recognize familiar words and basic phrases on familiar topics when people speak slowly and clearly.	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech and lectures, presentations, and videos and follow even complex lines of argument provided the topic is reasonably familiar.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast speed.

### Speaking

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

## Reading

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

## Appendix C

### Grades: 4-12

#### Expansion of Repertoires: Cohesion

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

#### Accuracy: Word/Phrase

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

#### Accuracy: Grammar/Sentence

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

### Accuracy: Genre Narrative

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

### Accuracy: Genre Reports & Essays

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics, following a standardized format.	Can develop an idea with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem and synthesize information from a number of sources.	Can present information on complex subjects in clear, well- structured text, underlining relevant salient issues.  Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

### Accuracy: Genre Arguments

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases to express an opinion on a familiar topic.	Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can develop an argument, giving reasons in support of or against a particular point of view and explain the advantages and disadvantages of various options. Can synthesize arguments from a number of sources.	Can present arguments on complex subjects in clear, well- structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

## Appendix D

### Reclassification Cover Sheet

Student Name:

PASID:

DATE:

Grade:

School District:

School:

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

ACCESS for ELLs® Proficiency Level:

ACCESS for ELLs® Reclassification Points:

Points from language use inventory #1:

Points from language use inventory #2:

TOTAL Points for Reclassification:

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

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

If the student's score is equal to or exceeds the threshold of 10.5, but the student is not recommended for reclassification, then provide an explanation below:

Notes:

ESL Teacher/Coordinator Signature:

ESL Teacher/Coordinator Printed Name:

## *Appendix E*

### **Reclassification Cover Sheet (for ELs with an IEP only)**

Student Name:

PASID:

DATE:

Grade:

School District:

School:

Overall composite proficiency level:

Listening proficiency level:

Speaking proficiency level:

Reading proficiency level:

Writing proficiency level:

Team members present for recommendation discussion:

#### **Required criteria**

The student is only eligible for reclassification if all the answers to the following questions are YES.

1. Does the student have an IEP? **YES / NO**
2. Has the student been continuously enrolled in an ESL/bilingual education program for at least four years? **YES / NO**
3. Has the student's overall composite proficiency level score on the ACCESS for ELLs® **NOT** increased by more than 10% at any point or total over the three most recent testing cycles? **YES / NO**  
List the three most recent ACCESS overall composite proficiency level scores:
  - 1.
  - 2.
  - 3.
4. Is there documented evidence that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP? **YES / NO**

Evidence that was evaluated by the team in making the recommendation for reclassification:

1. Has the student received adequate ELD instruction commensurate with his/her ELP level for the most recent four years? **YES / NO**
2. Is this student able to effectively communicate in English? **YES / NO**
3. Is the EL making progress toward meeting PA Core Standards in listening, speaking, reading, and writing on par with ELs who have similar profiles? **YES / NO**
4. Are any ACCESS for ELLs domain scores that affect the student's ability to reach an overall composite proficiency level of 4.5 directly related to the student's disability? **YES / NO**

If yes, explain:

If the answer to any of the above questions is "no", then the notes must contain a description of compelling evidence that the student should be reclassified as a former EL in spite of the fact that there is an indication that he/she may benefit from continued participation in the LIEP.

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

Notes:

ESL Teacher/Coordinator Signature:

ESL Teacher/Coordinator Printed

Name:

## English Learner Individual Language Learning Plan (EL-ILLP)

AEDY Program: \_\_\_\_\_ EL-ILLP Date: \_\_\_\_\_

### Student Information

Student Name:	Date of Birth:	Student ID:
Grade:	Parent Home Language:	Parent or Guardian:
Date identified as EL:	SLIFE Student (Yes or No)	Parent needs interpreting or translation: __Yes __No
Date Language Services began:	IEP (Yes or No)	ESL Teacher:

Has been enrolled in U.S. schools less than 1 year (consecutive or cumulative):

Yes ☐ No ☐

WIDA Screener Date: \_\_\_\_\_

Overall Proficiency Level: \_\_\_\_\_

Current ACCESS Overall Composite Proficiency Level: \_\_\_\_\_

### Most Recent ACCESS for ELLs Test

Tier	Cluster (grades)	Individual Domain Scores				Composite Scores			
		Listening	Speaking	Reading	Writing	Oral Language	Literacy	Comprehension	Overall

Program Category: (see '[Classifying Language Instruction Educational Programs \(LIEPs\)](#)' guidance from PDE)

☐ EL Bilingual ☐ Mixed Bilingual ☐ EL-specific Transitional Instruction ☐ Mixed classes with native language support ☐ EL-specific English-only instruction ☐ Mixed classes with English-only support

How is ELD delivered? ☐ Pull-out ☐ Push-in ☐ content-integrated (co-teaching/co-planning) ☐ other (describe below:



How often is ELD delivered directly by an ESL teacher (e.g. one period per day, 45 minutes twice per week, etc.)

**Assessments to identify Academic Needs**

**EL-ILLP Considerations (student background and school history)**

**Academic Strengths**

**Areas of Concern**

Write annual language objectives (SMART goals) for the four language domains. You may write a growth goal as measured by ACCESS utilizing scale scores.

Provide examples of specific strategies that are routinely used to make content comprehensible for the EL (provide at least 10).

List accommodations, adaptations, and modifications used to assess the EL in content areas valid.

List accommodations for state required assessments (e.g. ACCESS, PSSA, etc...)

List all professional development related to the education of ELs that all teachers working with the EL has or will attend? (Scheduled and structures collaboration with ESL teachers can be considered professional development for content staff)

Language Support Team

ESL Specialist \_\_\_\_\_

Administrator \_\_\_\_\_

Parent or Guardian \_\_\_\_\_

Content Teacher \_\_\_\_\_

Special Education \_\_\_\_\_

Other Professionals \_\_\_\_\_