Illinois State Board of Education

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Provisional Identification[1] and Placement Procedures[2] During Remote Learning Situations
Grades Pre-K to 12
(updated October 15, 2020)

This procedure provides a means of provisionally identifying English Learners (ELs) if face-to-face screening is not possible during remote learning situations.[3] This process may not replace the formal identification process when face-to-face screening is possible; formal screening for any student who has been given a provisional status must take place as soon as possible once school resumes, which means any in-person instruction, whether hybrid or fully in-person.[4]

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[1] Districts that are subject to intergovernmental agreements or consent decrees relating to English Learners must seek guidance from the district's legal counsel as to whether the provisional procedures would be consistent with the terms of the applicable agreement/decree.

[2] Enrollment of students should not be delayed due to any obstacles in screening for EL services, to the extent consistent with health and welfare directives from the relevant governmental entities.

[3] On March 9, 2020, Governor JB Pritzker issued a Gubernatorial Disaster Proclamation, which declared a state of emergency for all counties in the State of Illinois in response to the outbreak of COVID-19. Governor Pritzker issued three subsequent executive orders relating to public and private schools serving prekindergarten through 12th-grade students in the State of Illinois. On March 13, 2020, Governor Pritzker ordered public and private schools serving pre-K through 12th grade to close beginning on March 17, 2020, through March 30, 2020 ("Executive Order 2020-05"). On March 20, 2020, Governor Pritzker extended the mandated statewide school closure through April 7, 2020, for public and private pre-K through 12 schools ("Executive Order 2020-10"). On April 1, 2020, Governor Pritzker issued an order extending the suspension of on-site learning in K-12 schools, with schools transitioning to Remote Learning Days through April 30, 2020 ("Executive Order 2020-18"). If a subsequent Executive Order extends the suspension of on-site school learning beyond April 30, 2020, then this guidance will govern until further notice.

[4] The Illinois State Board of Education is seeking additional guidance from the U.S. Department of Education (ED). This document may be updated to include guidance from ED if it becomes available.

Step 1: Administer the Home Language Survey (HLS) to all newly enrolling students.

Step 2: Conduct an interview remotely with a parent/guardian (e.g., phone, Skype, Zoom, etc.) when the answer to any of the questions on the HLS is a language other than English. See Appendix C if student is a pre-K child.

Step 3: Conduct a review of the student's academic records from previous schooling, if available, to determine whether screening is necessary.

Step 4: If the student has an Individual Education Program or is suspected of having a disability (e.g., the parent states that the student has a disability), see Appendix A before proceeding.

Step 5: An EL/Bilingual-endorsed teacher or administrator will conduct an interview remotely with the K-12 student (e.g., phone, Skype, Zoom, etc.) when the answer to any of the questions on the HLS is a language other than English, unless the student's records indicate that screening is not necessary.

Step 6: Determine whether the student might be an EL using Student Interview results and make a provisional placement decision.

Step 7: Notify parents and/or legal guardians of screening test results and provisional placement decision.

Step 8: Code students as Els in SIS, even in the absence of the full screener as dictated by revised provisional guidance.

ATTENTION!

The Provisional Identification and Placement Procedures must NOT be used once any in-person instruction or hybrid instruction is implemented at any point during the school schedule.

See Below for Detailed Guidance on Placement

***Step 1*: Administer the Home Language Survey to all newly enrolling students.**
The primary purpose of a Home Language Survey (HLS) is to find out whether there is a language other than English spoken at home, in which case the student should be assessed for English language proficiency. The HLS also presents an opportunity to collect other useful information about the student that will help district personnel understand the student's personal and educational history to plan an appropriate educational program. **Some districts have the HLS integrated into their online registration process. Parents can also complete the HLS and mail it to the district. The HLS can also be completed during the remote learning period by district-trained enrollment personnel via phone, Skype, Zoom, etc., if it is accessible to both the district and families. Indicate on the HLS that the survey was**

completed on the phone, in what language, and send a copy to parents. When it is safe to do so, districts must have a parent or guardian sign the form.

Step 2: **Conduct an interview remotely with a parent/guardian (e.g., phone, Skype, Zoom, etc.) when the answer to any of the questions on the HLS is a language other than English. See Appendix C if student is a pre-K child.**

Must be conducted by district-trained enrollment personnel - not to be completed by the parent/guardian.

Parent/Guardian Name: _____ Phone: _____

Name of Student:_____ Date: _____

Student's Date of Birth:_____ Age:_____

Student's first date of entry into U.S. school: _____

Student's previous (Check one or both) _____EL services and/or _____Individual Education Program

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1. What has been the primary language of instruction for the student during the past three years?

   _____

2. Has your child gone to school in Illinois prior to enrolling here?

   (Yes) What school district?_____ (No) What state or country?_____

3. Are there additional languages spoken at home?

   ☐ Yes   ☐ No   What languages: _____

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

   ☐ Always   ☐ Occasionally   ☐ Never

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

   ☐ Always   ☐ Occasionally   ☐ Never

6. When interacting with their parents or guardians, how often does this student hear a language other than English?

   ☐ Always   ☐ Occasionally   ☐ Never

7. When interacting with caregivers other than parents/guardians during the last 12 months, how often did this student hear a language other than English?

   ☐ Always   ☐ Occasionally   ☐ Never

8. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?

☐ Always ☐ Occasionally ☐ Never

An EL professional must analyze the answers to the Parent/Guardian Interview questions to determine if a review of the student records is applicable in **Step 3** or if the student needs to be interviewed in **Step 5** as directed in this document.

Step 3: **Conduct a review of the student's academic records from previous schooling, if available, to determine whether screening is necessary.**

The following is acceptable evidence for not provisionally screening a student:

➢ The student was classified as an EL and was then reclassified as a former EL in their previous Illinois district.

➢ The student transferred from another district within Illinois or another WIDA state and did not qualify as an EL on the English proficiency screening test administered in their former district or state.

➢ The student transferred from another district within Illinois or another WIDA state with ACCESS results from the **last school year.** If there are no ACCESS scores available from the last school year, then districts may use WIDA Screener/MODEL scores, if available, from the **last 12 months.**

➢ The student has been performing at or above grade level as evidenced by having met or exceeded the Illinois Learning Standards in reading and math on the student's most recent state assessment that was administered pursuant to Section 2-3.64a-5 of the School Code [105 ILCS 5/2-3.64a-5] or its predecessor assessment. A student for whom state assessment scores are not available but who met or exceeded standards on a nationally normed standardized test, provided that either assessment was not administered with accommodations for English Learners, would not need to be screened. This provision applies only to a student who had been enrolled in any of the grades in which the state assessment is required to be administered in accordance with Section 2-3.64a-5 of the School Code or the grades in which any predecessor assessment was administered.

Step 4: **If the student has an Individual Education Program or is suspected of having a disability (e.g., the parent states that the student has a disability), see Appendix A before proceeding.**

EL professionals should analyze the Parent/Guardian Interview responses to determine if the second language exposure/use is significant or superficial in nature to help determine the starting point for the Student Interview in Step 5. If the student does not need to be screened, please go to Step 8.

Step 5: **An EL/Bilingual-endorsed teacher or administrator will conduct an interview remotely with the K-12 student (e.g., phone, Skype, Zoom, etc.) when the answer to any of the questions on the HLS is a language other than English, unless the student's records indicate that screening is not necessary.**

Follow the procedures below and complete the speaking, listening, and interaction rubrics in Appendix B.

Step 6: **Determine whether the student might be an EL using Student Interview results and make a provisional placement decision.**

The interview should consist of questions at varying levels of difficulty that are meant to elicit interaction between the interviewer and the student that will make it possible to determine the student's ability in listening, speaking, and interaction. Interviewers must have strategies in place to ensure students who do not have experience interacting with someone through a screen are comfortable during the interview that is being conducted remotely. We recommend asking at least three questions per level, with two questions being answered satisfactorily before moving up a level.

Below are *examples* of questions at various levels of difficulty; however, interviewers must tailor the interaction as necessary based on the apparent proficiency of the student and their age.

- ● Start with questions at low levels of difficulty and progress in difficulty from there.

  - ○ Examples of low-level questions – Expected responses are single words or simple phrases: "What is your name?" "How old are you?" "What do you like to do?"

  - ○ Examples of moderate-level questions - Expected responses are simple sentences: "What do you like at school?" "What kind of food do you like?" "Tell me about your favorite (sports team, video game, toy, or hobby)." "What would you like to do when you graduate from high school/grow up?"

  - ○ Examples of high-level prompts - Expected response can include complex sentences and extended details: "What is your favorite subject in school and why?" "Pretend you are trying to convince me why I should like your favorite (sports team, video game, toy, or hobby)." "Describe your favorite teacher/friend/family member for me." "Describe a job that you think is useful for society and why."

- ● Stop at the level where a student has difficulty responding.

- ● If the student has difficulty responding at a particular level, then ask a question or two from the previous level to end on a positive note.

- ● Complete the speaking, listening, and interaction domains rubrics in [Appendix B](#).

NOTE: If a student is unable to complete the interview process (e.g., because of a disability or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the HLS, Parent/Guardian Interview, and review of academic records. If reasonable evidence of English proficiency cannot be established based on those sources and there are incomplete screener results (if any), then the student should be provisionally identified as an EL until screening can be completed.

Generally, a student who easily communicates at a "high level'' is NOT likely to qualify for EL status. However, all educators providing remote learning experiences for newly enrolled ELs should note that reading and writing language levels were not assessed in this process. Therefore, until official screening can be completed, educators may need to adjust plans or provide supports to assist all students in completing grade-level tasks (e.g., varied levels of text, sentence or paragraph frames, highlighted keywords, etc.).

Districts must make a **provisional** determination about the most appropriate academic placement and supports based on the student's English proficiency information and the district's chosen method of instructional delivery to address a student's limited English proficiency and to give them the opportunity to participate meaningfully and equally in the district's educational program (105 ILCS 5/14C). School districts must continue to provide services to English Learners, consistent with the need to protect the health and safety of students and staff and comply with federal and state civil rights laws.

How to add a Provisional Screener to a student in SIS:

1. Log into SIS via IWAS.
2. Click Search Student Identifier (SID).
3. Enter a SID or Last Name, First Name, and Date of Birth.
4. Click Search.
5. Click View Details for the correct student.
6. Select the EL Screener Tab.
7. Edit the EL Screener Record.
8. Select the Type of Screener as "98 - Provisional Screener," Semester, and Date Screener was taken.
9. Leave all score fields blank.
10. Select if the student was determined EL -- Yes or No.
11. Submit the record for the student.

To determine if your district is missing Student EL Screener data, log into SIS and run the EL Screener Detail Report. This report is in SIS; under Reports, choose the Bilingual Section and run the **EL Screener Detail Report**. You can also run the EL Screener Detail Report from the SIS District Status Panel in the Data Completion Status box.

A. If you have any questions regarding submission of EL student data, please call the ISBE Help Desk at (217) 558-3600 Option 3.

Step 7: **Notify parents and/or legal guardians of screening test results and provisional placement decision.**

Districts must provide the parents with a description of the **provisional** placement and EL services that will be made available for their children, as well as their rights to refuse services. Notification of provisional placement can be done by mail, email, or over the phone. If parents are notified by phone, districts should follow up with mail or email notification in order to document that notification occurred.

Provisional placement that occurred after the 30 days from enrollment deadline due to unforeseen circumstances, such as shelter in place or mandatory remote learning, must be documented in the student's file.

Once schools have reopened for in-person or hybrid instruction, districts will send the information that needs to be communicated to all EL parents after a student is identified as an EL based on the results of a face-to-face administration of a full English Language Proficiency Screener. Detailed information regarding the nature of this communication is provided in the Guidance on the Initial Identification of English Learners.

Step 8: Code students as ELs in SIS, even in the absence of the full screener as dictated by revised provisional guidance.

How to add the student to the EL Record if temporary/provisional status for EL is "yes":

1. Follow steps 1 to 5 above regarding adding the Provision Screener.
2. Select the EL Information Tab. This is the EL Record page.
3. Complete the information that is requested on the page concerning EL status and programming.
4. Select the Program Indicators tab and complete. Note that the EL Indicator button will be activated and not immediately editable.
5. Ensure changes match in district's local student management system with the information in SIS.

As noted earlier, students **must NOT be coded as ELs in SIS** before they are screened according to the full procedure described in Part 228.15 (23 Ill. Adm. Code Part 228).

ATTENTION:

1. **Regardless of whether a student is provisionally identified as an EL or not, <u>the formal identification process (including face-to-face screening) must be completed once school resumes, which means in-person or hybrid instruction.</u> This includes students who were not provisionally identified.**
2. **The district must ensure that students who are given a provisional status assignment (identified as EL or non-EL) are tracked by some means (e.g., a special code in the local student management system) so that once school resumes, they are screened according to the full procedure.**
3. **<u>Students are coded as ELs in SIS, even in the absence of the full screener as dictated by revised provisional guidance.</u>**

Appendix A

Students who have or are suspected of having a disability:

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

If the student arrives with an IEP:

This procedure must be completed with appropriate accommodations listed in the student's IEP, and the results must be interpreted in consultation with Special Education personnel.

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

This procedure must be completed with any administrative considerations or accommodations that the English as a Second Language/Special Education educators deem necessary. This procedure must be completed in accordance with the outlined guidelines, and the student must be placed in the appropriate academic program based on the information available at the end of the procedure.

If, after the student is placed in the academic program, the student is determined to have a disability that may have affected the identification procedure (e.g., requires an accommodation that was not offered), then the student must be re-screened in accordance with this procedure using the appropriate accommodations listed in the student's IEP. If the student does not meet the criteria for provisional identification as an EL based on this subsequent testing, then the student's placement must be adjusted, as appropriate, and aligned with placement decisions made by the student's IEP team.

Appendix B

Grade: Kindergarten

Rubric - Interaction, Listening, and Speaking Language Use Inventory

Student:

Evaluator's Name:

Interview Date:

	LOW	MODERATE	HIGH
Interaction	☐ 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 teacher-provided language frames or structures.	☐Can function socially based on the interactive interview. 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	☐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.	☐Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.
Speaking	☐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 or academic topics.	☐Can present clear, expanded discourse about a familiar and academic topic using some content-specific vocabulary.

Grade: 1

Rubric - Interaction, Listening, and Speaking Language Use Inventory

Student:

Evaluator's Name:

Interview Date:

	LOW	MODERATE	HIGH
Interaction	☐ 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 teacher-provided language frames or structures.	☐ Can function socially based on the interactive interview. 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	☐ 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.	☐ Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.
Speaking	☐ 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 or academic topics.	☐ Can present clear, expanded discourse about a familiar and academic topic using some content-specific vocabulary.

Grades 2-3

Rubric - Interaction, Listening, and Speaking Language Use Inventory

Student:

Evaluator's Name:

Interview Date:

	LOW	MODERATE	HIGH
Interaction	☐ 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 teacher-provided language frames or structures.	☐ Can function socially based on the interactive interview. 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	☐ 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.	☐ Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.
Speaking	☐ 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 or academic topics.	☐ Can present clear, expanded discourse about a familiar and academic topic using content-specific vocabulary.

Grades: 4-12

Rubric - Interaction, Listening, and Speaking Language Use Inventory

Student:

Evaluator's Name:

Interview Date:

	LOW	MODERATE	HIGH
Interaction	☐ 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 teacher-provided language frames or structures.	☐ Can function socially based on the interactive interview. 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	☐ Can understand the main point in simple messages in slow and clear speech. Can understand phrases and high-frequency vocabulary related to familiar topics.	☐ Can understand the main points in slow and clear speech on familiar topics in discussions.	☐ Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.
Speaking	☐ 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.

Appendix C

Guidance for Prekindergarten EL Identification

ATTENTION!
The Provisional Identification and Placement Procedures must NOT be used if any in-person instruction or hybrid instruction is implemented at any point during the school schedule.

Step 1. **Confirm the child's primary home language. Do this by verifying that the interpretation of the completed Home Language Survey is correct.**

Step 2. **Screening of pre-K child whose HLS response is "yes" to HLS by Parent/Guardian Interview.**

In the case of a newly enrolled prekindergarten-age student whose parents have indicated "yes" on one or both questions on the HLS, a virtual interview directly with the young child is an inappropriate temporary method to screen their need for provisional EL services. However, a Prekindergarten Parent/Guardian Interview will reveal much about the background of the child and the need for provisional EL services until the proper face-to-face screening is administered when school has resumed in-person or hybrid instruction.

Prekindergarten Parent/Guardian Interview

Student:

Parent/Guardian Interviewed:

Interview Date:

a. Are there additional languages spoken at home?

     ☐ Yes   ☐ No   What languages? _____

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

     ☐ Always   ☐ Occasionally   ☐ Never

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

     ☐ Always   ☐ Occasionally   ☐ Never

d. When interacting with their parents or guardians, how often does this student hear a language other than English?

     ☐ Always   ☐ Occasionally   ☐ Never

e. When interacting with caregivers other than parents/guardians during the last 12 months, how often did this student hear a language other than English?

☐ Always   ☐ Occasionally   ☐ Never

f. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?

☐ Always   ☐ Occasionally   ☐ Never

Step 3. Discuss with family if temporary EL programming is in the child's best interest.

If the student uses a language other than English at home, discuss with the family the potential benefits of EL programming and supports for their child. After this discussion, determine with the family if it is in the student's best interest to enroll in temporary English language programming (English language development instruction and supports) for their child during the remote learning period.

Step 4. If the student has an IEP or is suspected of having a disability (e.g., the parent states that the student has a disability), then see Appendix A.

Step 5. Make sure the family understands that the child will take an English language proficiency screener when regular schooling resumes to determine official EL status.

Step 6. Let family members know that they have the right to opt out of EL programming at any time and the right to re-enroll their child in the program at any time.

Step 7. Determine the student's provisional EL designation and placement using the Prekindergarten Parent Interview and family discussion results.

Districts must make a provisional determination about the most appropriate academic placement and supports based on the student's English language proficiency information and the district's chosen method of instructional delivery to address a student's limited English proficiency. The district must give the family the opportunity to participate meaningfully and equally in the district's educational program (105 ILCS 5/14C). School districts must continue to provide services to English Learners, consistent with the need to protect the health and safety of students and staff and comply with federal and state civil rights laws.

How to add a Provisional Screener to a student in SIS:

1. Log into SIS via IWAS.
2. Click Search SID.
3. Enter a SID or Last Name, First Name, and Date of Birth.
4. Click Search.
5. Click View Details for the correct student.
6. Select the EL Screener Tab.
7. Edit the EL Screener Record.

8. Select the Type of Screener as "98 - Provisional Screener," Semester, and Date Screener was taken.
9. Leave all score fields blank,
10. Select if the student was determined EL -- Yes or No.
11. Submit the record for the student.

To determine if your district is missing Student EL Screener data, log into SIS and run the (EL) Screener Detail Report. This report is located in SIS; under Reports, choose the Bilingual Section and run the **EL Screener Detail Report**. You can also run the EL Screener Detail Report from the SIS District Status Panel in the Data Completion Status box.

If you have any questions regarding submission of EL student data, please call the ISBE Help Desk at (217) 558-3600 Option 3.

Step 8. **Notify parents and/or legal guardians of screening test results and provisional placement decision.**

> Districts must provide the parents with a description of the **provisional** placement and EL services that will be made available for their children, as well as their rights to refuse services.

> Once schools have reopened for normal operations, districts will send the information that needs to be communicated to all EL parents after a student is identified as an EL based on the results of a face-to-face administration of an English Language Proficiency Screener. Detailed information regarding the nature of this communication is provided in the **Guidance on the Initial Identification of English Learners.**

Step 9. **Students are coded as ELs in SIS, even in the absence of the full screener as dictated by revised provisional guidance.**

How to add the student to the EL Record if temporary/provisional status for EL is "yes":

1. Follow steps 1 to 5 above regarding adding the Provision Screener.
2. Select the EL Information Tab. This is the EL Record page.
3. Complete the information that is requested on the page concerning EL status and programming.
4. Select the Program Indicators tab and complete. Note that the EL Indicator button will be activated and not immediately editable.
5. Ensure changes match in district's local student management system with the information in SIS.

As noted earlier, students **must NOT be coded as ELs in SIS** before they are screened according to the full procedure described in Part 228.15 (23 Ill. Adm. Code Part 228).

ATTENTION!

The Provisional Identification and Placement Procedures must NOT be used if any in-person instruction or hybrid instruction is implemented at any point during the school schedule.