Identification and Screening of English Learners

Division of English Language Learning
Webinar Module Sequence

- Module 1: Rules and Regulations
- **Module 2: Identification and Screening**
- Module 3: Program Requirements
- Module 4: Staffing
- Module 5: Grants and Funding
Overview

• Review the identification process for ELs
• Overview of screening instruments
• Information about ACCESS for ELLs 2.0 (annual ELP assessment)
• State determined English Language proficiency (ELP) criteria on the screeners and ACCESS for ELLs 2.0
• Notification of program enrollment and program exit
How does the school know who is an EL?

Home Language Survey (HLS) must be available in English and in the home language to all students entering the district for the first time:

1. Is a language other than English spoken in your home?
   - Yes: District must screen the student’s English language proficiency within 30 days. (All K students have to be screened regardless of their screening results in preK)
   - No

2. Does your child speak a language other than English?
Exceptions for ELP Screening (228.15)

• If ACCESS results from the last school year are available
• If WIDA screener results from the last 12 months are available
• If student was previously screened with WIDA screener and was English proficient; or met state exit requirements on ACCESS
• If the student, in a previous district:
  – Has not been identified as an EL and was enrolled in the general program of instruction; AND
  – Met/exceeded state standards in reading & math on the most recent state assessment or a nationally normed assessment if Illinois assessment not available
Preschool Screening Procedures

Preschool procedures should:

- Be age and developmentally appropriate
- Be culturally and linguistically appropriate for the children being screened
- Include one or more observations
- Use multiple measures and methods
- Involve family by seeking information and insight to help guide the screening process
- Involve staff who are knowledgeable about preschool education, child development, and first and second language acquisition
- Pre-IPT frequently used
Screening Instrument/Procedures

Kindergarten-1st semester of 1st grade
• WIDA MODEL™ (Measure of Developing English Language)

2nd semester of 1st grade-12th grade
• WIDA screener
WIDA English Language Proficiency Levels

1.0 Entering

2.0 Beginning

3.0 Developing

4.0 Expanding

5.0 Bridging

6.0 Reaching

Oral:
Literacy: 
Comprehension: 
Overall: 

Listening/Speaking
Reading and Writing
Reading and Listening
Listening, Speaking, Reading, Writing

https://www.wida.us/standards/PerfDefs.pdf
## Determining ELP using screeners

<table>
<thead>
<tr>
<th>Screener</th>
<th>Domains</th>
<th>Cut score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L</td>
<td>S</td>
</tr>
<tr>
<td>MODEL K (1st semester)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>MODEL K (2nd semester)-1st grade (1st semester)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>WIDA screener</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Notification of Placement

Notice of enrollment sent to parents within 30 days after beginning of school year (14 days after enrollment during the school year)

- In English and home language
- Examples available on the DELL website (include both “parent letter” and “Program Description”)

http://www.isbe.net/bilingual/TPETPILetters/parent_notification.htm

- Parents have a right to withdraw student from the program or choose different EL services if offered by the district (Students still have to take the annual ELP assessment)
Duration of the Program

• Students should remain in the program until they reach English Language Proficiency defined by the state

• State rules require at least three years of service
  – Pre-K and K do not count when calculating total years in the program
  – Districts may not exit students who achieve English Language Proficiency prior to three years without parental permission (letter in the file)
  – Students continue in the program beyond three years until they reach proficiency with parental permission (letter in the file)
  – Section 228.27: district has to create a plan for how they will comply with federal requirements for serving ELs if a district decides to not provide TBE/TPI services to ELs who have not reached proficiency within three years
Annual Assessment for English language proficiency

• All ELs, including those not in the TBE/TPI program, must be annually assessed until they demonstrate English language proficiency on the annual assessment

• ACCESS for ELLs® 2.0 information available at:

**ACCESS for ELLs 2.0 Parent Report**

**Sample Student**
- Birth Date: mm/dd/yyyy
- Grades: sample grade
- Tier: sample tier
- District: XXXXXXXXXXXXX
- School: sample school
- District: sample district
- State: sample state

**Individual Student Report 2017**

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported in Language Proficiency Levels and as Scale Scores.

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Proficiency Level</th>
<th>Scale Score (mean +1 SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>508</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>2.2</td>
<td>210</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>3.4</td>
<td>216</td>
</tr>
<tr>
<td></td>
<td>3.5</td>
<td>215</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Oral Language</strong></td>
<td>3.2</td>
<td>211</td>
</tr>
<tr>
<td>50% Listening + 50% Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
<td>3.5</td>
<td>210</td>
</tr>
<tr>
<td>50% Reading + 50% Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>3.7</td>
<td>216</td>
</tr>
<tr>
<td>70% Reading + 30% Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>3.6</td>
<td>302</td>
</tr>
</tbody>
</table>

*Overall score is calculated only when all four domains have been assessed. 303 Not available*

**Domain**

**Proficiency Level**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Students at this level generally can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Understand oral language in English related to specific topics in school, and can participate in class discussions, for example:</td>
</tr>
<tr>
<td></td>
<td>- Exchange information and ideas with others</td>
</tr>
<tr>
<td></td>
<td>- Connect people and events based on oral information</td>
</tr>
<tr>
<td></td>
<td>- Apply key information about processes or concepts presented orally</td>
</tr>
<tr>
<td></td>
<td>- Identify positions or points of view on issues in oral discussions</td>
</tr>
<tr>
<td>Speaking</td>
<td>Communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:</td>
</tr>
<tr>
<td></td>
<td>- Share about what, when, where, or what happened</td>
</tr>
<tr>
<td></td>
<td>- Compare objects, people, places, events, and ideas in written information</td>
</tr>
<tr>
<td>Reading</td>
<td>Understand written language related to common topics in school and can participate in class discussions, for example:</td>
</tr>
<tr>
<td></td>
<td>- Classify main ideas and examples in written information</td>
</tr>
<tr>
<td></td>
<td>- Identify main information that tells who, what, when, where or where something happened</td>
</tr>
<tr>
<td>Writing</td>
<td>Communicate in written English using language related to common topics in school, for example:</td>
</tr>
<tr>
<td></td>
<td>- Describe familiar ideas and events</td>
</tr>
<tr>
<td></td>
<td>- Create stories or short narratives</td>
</tr>
<tr>
<td></td>
<td>- Give opinions with reasons in a few short sentences</td>
</tr>
</tbody>
</table>

*For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at www.wida.us/directreport*
When will the student be considered English language proficient?

• In Illinois, students are “English Language Proficient” if they meet or exceed the cut off score on the annual ACCESS assessment:
  – Overall 4.8
English Language Proficient Students

• Parents receive ACCESS results
• “Exit” letter
  – If the student received fewer than 3 years of TBE/TPI services (not counting preK and K), the parents have to give a written permission to “exit”
• Monitoring student progress for two years after the “exit”
Division of English Language Learning

https://www.isbe.net/Pages/English-Learners.aspx

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