

APPENDIX B: PART-TIME TRANSITIONAL BILINGUAL EDUCATION PLACEMENT CRITERIA

Districts may assign English learner students to part-time TBE placements in accordance with the requirements contained in 23 IL Adm. Code Section 228.30 (c)(3). These criteria are to be used to make decisions about students who enroll in the district for the first time or who are being transitioned out of a full-time TBE placement because they would benefit from a part-time placement. Students previously assigned to full- or part-time TBE placements in the district should not be reassigned for the sole purpose of meeting the criteria below.

1. <u>Minimum English Language Proficiency Score:</u> The student's English language proficiency (ELP) level on either the screener or the ACCESS for ELLs® falls within the following range:	
Kindergarten - First semester	4.0 and above oral language composite proficiency level on the MODEL™, but not English proficient*
Kindergarten - Second semester through 1 st Grade – First semester	3.5 and above literacy composite proficiency level on the MODEL™ or the ACCESS for ELLs®, but not English proficient*
First Grade – Second semester through 12 th Grade	3.5 and above literacy composite proficiency level on the W-APT™ or the ACCESS for ELLs®, but not English proficient*
*A student who has not met the state English proficiency definition (available at www.isbe.net/bilingual) is an English learner (EL).	
2. <u>Other Student Characteristics:</u> If the student's score either on the screener or on the ACCESS for ELLs® is below the minimum identified above, a part-time placement for the student is allowed only if at least one of the following conditions is met:	
Native Language Proficiency	A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent provides written confirmation that English is the primary language spoken in the home.

Academic Performance in Subjects Taught in English	Any student whose student grades, teacher recommendations, and state or local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English.
Academic Performance	Any student in a departmentalized setting whose student grades, teacher recommendations, and state or local assessment results in the previous school year indicate that the student has performed at or above grade level in at least two core subject areas that were taught in a U.S. school in the student's native language or via sheltered instruction in English.
Students with Disabilities	Any student with a disability whose Individualized Education Program developed in accordance with 23 Ill. Adm. Code 226.Subpart C identifies a part-time transitional bilingual education program as the least restrictive environment for the student.
Limited Native Language Instruction	The limited use of native language instruction is permissible for a student whose native language has no written component or one for which written instructional materials are not available. Oral native language instruction or support should be provided based on the student's needs.