



Illinois State Board of Education

Identification and Screening of English learners

Division of English Language Learning



Webinar Module Sequence

- Module 1: Federal Rules and Regulations
- **Module 2: Identification and Screening of English learners**
- Module 3: Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI) Requirements
- Module 4: Educator Licensure Requirements
- Module 5: Grants and Funding
- Module 6: Accountability and Compliance Monitoring



Overview

- Home Language Survey
- English Language Proficiency Screening
- Screening Instruments and Procedures
- Eligibility Scores
- Notification of Placement
- Program Duration and Annual Assessment
- English Proficient Students



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?
2. Does your child speak a language other than English?

Yes

No

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)



Home Language Survey Example

Home Language Survey

The state requires the district to collect a Home Language Survey for every new student. This information is used to count the students whose families speak a language other than English at home. It also helps to identify the students who need to be assessed for English language proficiency.

Please answer the questions below and return this survey to your child's school.

Student's Name: _____

1. Is a language other than English spoken in your home?

Yes _____ No _____

What language? _____

2. Does your child speak a language other than English?

Yes _____ No _____

What language? _____

If the answer to either question is yes, the law requires the school to assess your child's English language proficiency.

Parent/Legal Guardian Signature

Date



Exceptions for ELP Screening (228.15)

- If ACCESS results from the last school year are available
- If MODEL or W-APT screener results from the last 12 months are available
- If student was previously screened with MODEL or W-APT 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 Instruments

Kindergarten-
1st semester
of 1st grade

- MODEL™ (Measure of Developing English Language)

2nd semester
of 1st grade-
12th grade

- W-APT™ (WIDA ACCESS Placement Test)
- MODEL™ (Measure of Developing English Language)



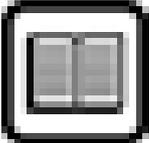
Listening



Speaking



Reading



Writing



WIDA
English Language
Proficiency Levels

1.0
Entering

2.0
Beginning

3.0
Developing

4.0
Expanding

5.0
Bridging

6.0
Reaching

Oral: Listening/Speaking
Literacy : Reading and Writing
Comprehension: Reading and Listening
Overall: Listening, Speaking, Reading, Writing



Determining ELP using screeners

Screener		Domains				Cut score
		L	S	R	W	
MODEL	K (1 st semester)	✓	✓			Oral composite 5.0
MODEL	K (2 nd semester)-1 st grade (1 st semester)	✓	✓	✓	✓	Overall Composite 5.0 Literacy (R+W) 4.2
W-APT	1 st grade (2 nd semester)-12 th grade	✓	✓	✓	✓	Overall Composite 5.0 Literacy (R+W) 4.2



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[®] information available at:
<http://www.wida.us/assessment/ACCESS/>
- ACCESS for ELLs[®] 2.0 information available at:
<https://www.wida.us/assessment/ACCESS20.aspx>

ACCESS for ELLs Teacher Report



ACCESS for ELLs[®] English Language Proficiency Test

Teacher Report

District:			Student:		
School:			State ID:		District ID:
Grade:	Tier:	Grade Level Cluster:	Birth Date:		

Report Purpose: This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs[®] Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete Interpretive Guide for Score Reports at www.wida.us for more detailed information.

Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band See Interpretive Summary for definitions						Proficiency Level (Possible 1.0 - 6.0)
		100	200	300	400	500	600	
Listening								
Speaking								
Reading								
Writing								
Oral Language ^A								
Literacy ^B								
Comprehension ^C								
Overall Score ^D (Composite)								

A - Oral Language - 50% Listening + 50% Speaking

B - Literacy - 50% Reading + 50% Writing

NA - Not Attempted - Student Booklet is marked with a Non-Scoring Code of Absent, Invaliate, Declined or Deferred Special Education/504

C - Comprehension - 70% Reading + 30% Listening

D - Overall Score - 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed

Student's performance by WIDA English Language Development Standards

Due to varying numbers of items and their levels of difficulty, raw scores should be used with caution. See the Interpretive Guide for Score Reports for details.

COMPREHENSION (Listening and Reading)

English Language Development Standards	# of Items Correct	Total # of Items
Social & Instructional Language		
Language of Language Arts		
Language of Mathematics		
Language of Science		
Language of Social Studies		

SPEAKING TASKS

English Language Development Standards Score based on # of tasks student met or exceeded	Raw Score	Total # of Items
Social & Instructional		
Language Arts/Social Studies		
Mathematics/Science		

WRITING TASKS

English Language Development Standards Scores based on writing rubric	Linguistic Complexity		Vocabulary Usage		Language Control	
	Raw Score	Total Possible Points	Raw Score	Total Possible Points	Raw Score	Total Possible Points
Social & Instructional						
Language Arts						
Mathematics & Science						
Language Arts & Social Studies						

Description of Proficiency Levels

- 1 Entering - Knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Emerging - Knows and uses some social English and general academic language with visual and graphic support
- 3 Developing - Knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding - Knows and uses social English and some technical academic language
- 5 Bridging - Knows and uses social English and academic language working with grade level material
- 6 Reaching - Knows and uses social and academic language at the highest level measured by this test

ACCESS for ELLs Parent Report



ACCESS for ELLs® English Language Proficiency Test Parent/Guardian Report

District:	Student:	
School:	State ID:	District ID:
Grade:	Birth Date:	

Report Purpose: This report gives information about your child's level of social and academic English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

Student's English Language Proficiency Level

Test Section	1 – Entering	2 – Emerging	3 – Developing	4 – Expanding	5 – Bridging	6 – Reaching
Listening 						
Speaking 						
Reading 						
Writing 						
Oral Language ^A (Listening and Speaking)						
Literacy ^B (Reading and Writing)						
Comprehension ^C (Listening and Reading)						
Overall Score ^D (Listening, Speaking, Reading, and Writing)						

Proficiency Level	Description of English Language Proficiency Levels
1 – Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Emerging	Knows and uses some social English and general academic language with visual support
3 – Developing	Knows and uses social English and some specific academic language with visual support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test
Other Information	Test Section is Blank – If the student was absent for this Section of the test A – Oral Language – 50% Listening + 50% Speaking – will be blank if student was absent for one or both of the Sections B – Literacy – 50% Reading + 50% Writing – will be blank if student was absent for one or both of the Sections C – Comprehension Score – 70% Reading + 30% Listening – will be blank if student was absent for one or both of the Sections D – Overall Score – 35% Reading + 35% Writing + 15% Listening + 15% Speaking – will be blank if student was absent for one or more of the Sections



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 5.0 and
 - 4.2 Reading, and
 - 4.2 Writing



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

<http://www.isbe.net/bilingual/default.htm>

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