# 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)<br>• MODEL™ (Measure of Developing English Language) |

Listening

Speaking
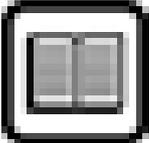
Reading

Writing

WIDA
English Language
Proficiency Levels

6.0
Reaching

5.0
Bridging

4.0
Expanding

3.0
Developing

2.0
Beginning

1.0
Entering

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

https://www.wida.us/standards/PerfDefs.pdf

# Determining ELP using screeners

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



https://www.wida.us/assessment/ACCESS/

# ACCESS for ELLs Parent Report

## WiDA® CONSORTIUM

### 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<br>A – Oral Language – 50% Listening + 50% Speaking – will be blank if student was absent for one or both of the Sections<br>B – Literacy – 50% Reading + 50% Writing – will be blank if student was absent for one or both of the Sections<br>C – Comprehension Score – 70% Reading + 30% Listening - will be blank if student was absent for one or both of the Sections<br>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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