# English Learners Guidebook

## 2016-17



# **East Allen County Schools**

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English Learners Handbook

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### Introduction

This living document is designed as a reference for district and school personnel working with English Learners (ELs). The content of the guide represents a compilation of information, examples and resources for you to use. We will be continuously updating this document to provide further clarity and information to district and school personnel working with ELs. Any questions regarding the content of this guidebook should be sent to Teresa Knoblauch, Director of Title III, at [tknoblauch@eacs.k12.in.us](mailto:tknoblauch@eacs.k12.in.us).

### East Allen County Schools

### English Language Program Overview

The East Allen County Schools (Kindergarten-Grade 12) English Language (EL) Program is designed to provide English language instruction to non-English and limited English proficient (LEP) students. Students at the elementary, middle, and high school levels receive language assistance to support their learning of content area curriculum. The goals for LEP students are to gain academic English language fluency, pass the ISTEP+ exams, and graduate from East Allen County Schools.

The district currently provides English Language Development intensive instructional services with trained EL staff (teachers, paraprofessionals, and bilingual interpreters) for students at the following school sites:

|  |  |  |
| --- | --- | --- |
| **Elementary** | **Middle School** | **High School** |
| Southwick (K-2)  Prince Chapman Academy (Grades 3-6) | Paul Harding JHS  (Grades 7-8) | Heritage HS  New Haven HS  Woodlan HS  (Grades 9-12) |

Students attending EACS schools not listed above and are limited English proficient (LEP) receive English Language development services through his/her classroom, content, or other designated teacher in the school building, along with the support of one of our two District EL teachers.

English Language Proficiency (ELP) Standards & Academic Standards

**The WIDA Standards Framework and its Theoretical Foundations**

WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school. These multiple theories and approaches form a theoretical foundation that supports the WIDA standards framework. The standards framework consists of five components. Some of these components are expressions of a particular philosophy, while others are explicit representations of knowledge. The five components are:

* Can Do Philosophy (Grade level span Can Do Descriptors)
* Guiding Principles of Language Development
* Age-appropriate Academic Language in Sociocultural Contexts
* Performance Definitions
* Strands of Model Performance Indicators (MPI’s)

WIDA Standards are available from your EL program staff or can be downloaded in whole or by grade level from the website at: <http://www.wida.us>. They are also located on our EACS website under the departments heading in the English Learner Program tab. Can Do Descriptors and MPI’s specific to K-12 Language Arts and Math are embedded into the EACS curriculum bundles for each grade level.

The WIDA ELD standards require students need to engage with peers, educators, and the curriculum in ALL classrooms. WIDA offers 5 standards, which are utilized by all educators with English learners in their classrooms:

1) Social and instructional language 2) Language of language arts 3) Language of mathematics

4) Language of science 5) Language of social studies

**WHEN A NEW LANGUAGE MINORITY STUDENT**

**ENROLLS AT YOUR SCHOOL…**

1. **ENROLLMENT**

• ALL students have the right to enroll in school

• The HOME LANGUAGE SURVEY must be administered to ALL students

2. **PLACEMENT**

• Students must be placed appropriately according to AGE and GRADE

3. **ENGLISH PROFICIENCY ASSESSMENT (Ongoing**)

• ALL LEP students must participate in the yearly WIDA ACCESS proficiency assessment. Newly-enrolling students must be assessed for identification as LEP using the WIDA APT Placement Test within thirty (30) days of enrollment at the beginning of the school year or within two (2) weeks during the school year.

4. **EQUAL EDUCATIONAL OPPORTUNITY**

• According to the Office for Civil Rights, language minority students who placed at Levels 1-4 in a language assessment and are considered Limited English Proficient (LEP) must receive equal educational opportunities with appropriate levels of daily English language development.

• Schools are responsible for implementing the following:

► Establish program commitment

► Develop specific program goals

► Provide for meaningful participation of language minority students in district’s educational program

► Evaluate program and student needs on an ongoing basis

► Maintain records and progress reports

► **INDIVIDUAL LEARNING PLANS (ILP)** for limited English proficient (LEP) students should be distributed to all staff responsible for instruction, both in the content areas and in English language development and one copy should be placed in each individual student file.

**Grade Placement Policy**

Students who enroll in East Allen County Schools are to be placed with their age/grade appropriate peers. The lack of English language proficiency is not to be considered in the placement of language minority students. Placement below grade level should only be considered if the student has no prior school experience or if the student has been out of school for more than one academic year.

**Enrollment & Home Language Survey**

All new students enrolling in EACS and enrolling in an Indiana school for the first time are required by law to fill out a Home Language Survey (HLS). The HLS is forwarded to the EL office and the registrar contacts designated EL staff to initiate administration of WIDA APT Placement testing. If the school is an EL staffed school, then the EL teacher in the building conducts the testing. If the school is a non-EL staffed school, then the District EL teacher conducts the testing. Using information obtained from the HLS and enrollment form, the registrars complete the top portion of the EACS Language Minority Identification and Placement Form. The designated EL staff member conducting testing completes the bottom portion of the EACS Language Minority Identification and Placement Form and sends the form to the registrar and the EL office. Test results conducted by the teacher or obtained from previous school should also accompany the LM Identification and Placement Form to the EL office. The registrar then enters the collected information into RDS. Samples of the Home Language Survey and Language Minority and Identification and Placement Form are found on the following pages.

Documentation of a student’s native language shall be recorded in the student’s permanent record. The HLS should be forwarded to the central EL office so that the need for English language Proficiency testing may be determined. If we receive a transfer student, the building should secure the original home language survey.



**Home Language Survey (HLS)**

### The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedures, requires school districts and charter schools to determine the language(s) spoken in each student’s home in order to identify their specific language needs. This information is essential in order for schools to provide meaningful instruction for all students as outlined Plyler v. Doe, 457 U.S. 202 (1982).

The purpose of this survey is to determine the primary or home language of the student. The HLS must be given to all students enrolled in the school district / charter school. The HLS is administered one time, upon initial enrollment, and remains in the student's cumulative file.

Please note that the answers to the survey below are student-specific. If a language other than English is recorded for ANY of the survey questions below, the LAS Links placement test will be administered to determine whether or not the student will qualify for additional English language development support.

**Please answer the following questions regarding the language spoken by the student:**

1. What is the native language of the **student**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What language(s) is spoken most often by the **student**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. What language(s) is spoken by the **student** in the home? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Name:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date of Birth:**\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade:**\_\_\_\_\_

**Parent/Guardian Name:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/Guardian Signature:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By signing here, you certify that responses to the three questions above are specific to your student. You understand that if a language other than English has been identified, your student will be tested to determine if they qualify for English language development services, to help them become fluent in English. If entered into the English language development program, your student will be entitled to services as an English learner and will be tested annually to determine their English language proficiency.

**For School Use Only:** Student STN:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School personnel who administered and explained the HLS and the placement of a student into an English language development program if a language other than English was indicated:

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Revised 3.16.15

**East Allen County Schools -** **Language Minority Identification and Placement Form**

School: \_\_\_\_\_\_\_\_\_\_\_Student Name:\_\_\_\_\_\_\_\_\_\_\_\_DOB:\_\_\_\_\_\_\_\_Grade:\_\_\_\_\_\_\_

**Registrar**, fill in this portion using information from EACS district enrollment form and original Home Language Survey. Please contact EL teacher responsible for determining student placement:

**Student’s native language** per original HLS (Language Code is reported on STN site): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date student was first identified for EL services** (typically first day enrolled in a US school – excluding pre-K)

     /     /      \*For **all** EL students – RDS entry location: ELL tab **Placement section**/Placement Date box

**How long has the student been enrolled in U.S. schools?** (excluding pre-school)

0 = First year or less than 162 days enrolled (after Nov 1, 2014, or pre-kindergarten students)

1 = One year or 162-323 days enrolled (11/02/13 – 11/01/14)

2 = Two years or 324-485 days enrolled (11/02/12 – 11/01/13)

3 = Three years or 486 days or more enrolled (prior to 11/02/12)

7 = Not applicable, student is not an immigrant student (Student was born in the U.S. or U.S. territories.)

**Date student first enrolled in a United States school** (excluding pre-school)      /     /

\***Only for students born outside the U.S.** – RDS entry location: **Birth Place section**/Date Enrolled in U.S. box

**Was student born outside the United States?** (Enter for all students) Yes  No

**If yes**, what is the country of origin? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Is the student Foreign Exchange?** (Only enter in RDS if Yes) Yes  No

**Secondary Migrant?** Yes  No  If yes, previous State/School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*[Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Drawing Tools tab to change the formatting of the pull quote text box.]*

--------------------------------------------------------------------------------------------------------------------------------------

**EL Teacher**, fill in this portion after EL test records are secured by registrar from prior school when applicable or after completing placement testing. Return form to building registrar for data entry into RDS.

**What is the student’s current proficiency level?** (Actual proficiency level should be written in blank corresponding to level range.)

\_\_\_\_\_\_ 1.0 – 1.9 = Level 1 - Entering (LEP)

\_\_\_\_\_\_ 2.0 – 2.9 = Level 2 - Emerging (LEP)

\_\_\_\_\_\_ 3.0 – 3.9 = Level 3 - Developing (LEP)

\_\_\_\_\_\_ 4.0 – 4.9 = Level 4 - Expanding (LEP)

\_\_\_\_\_\_ 5.0 – 6.0 = Level 5 & 6 – Bridging & Reaching (FEP)  FNA = (For EL Office use/LM submission)

NES = Native English Speaker (Immigrant only)

**What instrument was used in testing the student’s proficiency?**

4 = Other Nonpublic Assessment: not funded by STATE DOE or other ELP assessment completed by Nonpublic School

5 = WIDA ACCESS for ELLs (Spring 2016) Administered by: EACS\_\_\_\_\_ or Prior School\_\_\_\_\_

6 = W-APT (WIDA ACCESS Placement Test) (Fall 2016) Administered by: EACS\_\_\_\_\_ or Prior School\_\_\_\_\_

7 = N/A (For use with Proficiency Level codes 0 [for PK], 5, 6 or 8)

10 = WIDA Alternate ACCESS (Special Ed) (Spring 2016) Administered by: EACS\_\_\_\_\_ or Prior School\_\_\_\_\_

**FEP/LEP – What is student’s English proficiency status?**

1=Fluent (FEP)  2= Limited (LEP)  3=Native English Speaker

Send completed copy of this form **and corresponding test scores** to EL Office within 8 school days of enrollment.

EL Teacher’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_

In-76 (ESL) 5/2016 Form Meeting Data Collection

**Course Scheduling**

Initial scheduling of courses for LEP students should include classes designed to improve English language proficiency. Each student should receive the appropriate level of English language development as determined by the EL teacher in the ILP. Modifications should be made to lessons and assignments by teachers in the content area classrooms to the appropriate level of English language proficiency for each student per the student’s ILP (Individual Learning Plan).

**English as a New Language (ENL) Class for Secondary Students**

English as a New Language (ENL) provides limited English proficient (LEP) students with instruction in English that would improve their proficiency in listening, speaking, reading, writing, and comprehension of standard English. Emphasis is placed on helping students to function within the regular school setting and within an English speaking society.

⬩ A maximum of eight (8) credits may be earned through this course in the language arts area.

⬩ Providing the ENL course work addresses *Indiana’s Academic Standards for English/Language Arts*, four (4) credits accrued can be counted as part of the eight (8) required English/language arts credits listed in the Core 40 curriculum.

⬩ A maximum of four (4) directed elective credits can be earned in the world language area for the Core 40 diploma.

*ESL/ENL credit follows the below commensuration:*

|  |  |  |
| --- | --- | --- |
| **Elective Credits** | | **English Language Arts: Core 40** |
| **Credit Type** | 4 credits elective  4 credits Core 40 | 4 credits Core 40 |
| **Course Content** | EL/ENL courses to LEP students focusing on the listening, speaking, reading and writing domains of English language learning may earn elective or Core 40 credit in foreign language | EL/ENL courses to LEP students focusing on Indiana’s English Language Proficiency Standards earn Core 40 credit. |
| **Academic Honors Diploma** | EL/ENL course credit qualifies toward the Academic Honors Diploma | EL/ENL course credit aligned with the English Language Proficiency Standards qualifies toward the Academic Honors Diploma |

For more information, visit: <http://www.doe.state.in.us/lmmp/enl.html>

\*Junior High and High School Counselors should reference the scheduling maps for English courses and Lab classes in the schools where those are offered. These scheduling reference sheets are located in the District Shares folder – EL (English Learner) folder – Counselor Information folder.

**Individual Learning Plan (ILP)**

EL teachers will create an Individual Learning Plan (ILP) for each student based on the student’s English Language Proficiency level on an annual basis or placement test results upon enrollment. EL staff will utilize the ELLevation platform to create the ILP. Input should be gathered from the classroom or content teacher. The ILP will indicate the recommended instructional method for English language development (EL push-in, Sheltered Content, ENL course, Co-Teaching, etc.) as well as appropriate accommodations and modifications that teachers should incorporate into their classrooms.

Copies of the ILP shall be distributed to the student’s classroom and/or content area teachers and building EL staff, and shall be retained in the student’s permanent EL Cumulative file in the school office.

**Note:** *If accommodations are to be used for ISTEP+ testing, they must be documented on the student’s ILP.*

**EL GRADING POLICY**

**Expectations:**

Students need to know what is expected of them and teachers need to know what to look for in student performance at each of the levels of English proficiency. WIDA’s Can Do Descriptors and MPI’s are used in determining appropriate student work and performance expectations. The ILP (Individual Learning Plan) is used as a guide to inform instruction and design appropriate assessments.

* Teachers will make appropriate modifications to instruction and assessment based on WIDA Can Do Descriptors and MPI’s.
* Teachers will make appropriate modifications to instruction and assessment in the areas of non-proficiency.
* Elementary LEP students will receive grades for performance based on performance that correlates to the WIDA Can Do Descriptors and MPI’s.
* Use the Altered Work Button for RDS Grade Book to note modifications.

**Use of the Altered Work Button for RDS Grade Book:**

An altered work button has been added to the RDS Grade book system. This option will provide parents with the information that their child may not be completing the same assignment/work as his/her grade level peers. The altered work button does not allow the option of altering a final grade for a course, but allows for altering of assignments within the course.

The altered work button may be used in the following situations:

**LEP (Limited English Proficient student)**

One example might be: student may show reading comprehension via oral questioning/answering.

The student may draw a picture to show reading comprehension or listening comprehension.

In keyboarding, the student may reproduce the symbol rather than writing to explain how to produce the symbol.  (& instead of writing Shift and Number 7 key).

In history, the student may focus on 3-4 vocabulary concepts rather than the 10-15 in a particular part of the chapter.

In science, the student is graded on conducting a lab procedure, rather than recalling a lecture.  Notes may be used.  Teacher may provide notes.

The student draws a summary of the story read in class instead writing the paragraph summary you assigned to the rest of the class.

The student takes a vocabulary test with only 6 words instead of 10, and you included a word bank for the student to choose from.

**\*If you have questions, please consult your building administrator when considering the alteration of student work.**

**Title III - Annual Measurable Achievement Objectives (AMAO) Determinations**

Title III, section 3122, requires each State to develop annual measurable achievement objectives (AMAOs) for LEP students served under Title III that relate to such children’s development and attainment of English proficiency while meeting challenging State academic contents and student academic achievement standards as required by Title I, section IIII(b)(I).

Title III AMAOs shall include:

* annual increases in the # and % of LEP students making progress in learning English;
* annual increases in the # and % of LEP students attaining English proficiency; and
* making adequate yearly progress (AYP) for LEP students under Title I.

**EACS English Learner Testing Guidelines**

Limited English Proficient (LEP) students are those students who score below proficient level on state English language proficiency assessment. They are classified as those students who are proficiency levels 1 through 4 on the WIDA APT Placement or WIDA ACCESS Annual Assessment test. The following testing procedures are established concerning English Learners (ELs). Testing accommodations are included in the Individual Learning Plans (ILP) for Limited English Proficient (LEP) students. It is important to test students accurately and according to accommodations as LEP students are calculated in determining our AYP status. This guidance is also intended to assist in the understanding as how to include LEP students with disabilities in the state ELP assessments and Title III annual measurable achievement objectives (AMAOs).

**WIDA APT Placement and WIDA ACCESS Annual Assessment Test Guidelines:**

1. Two types of assessments are given to EL students: a placement test given to new students upon arrival at the school and an annual assessment.

2. The results from the placement test must be communicated to parents within 30 days at the start of the school year and within two weeks of arrival later in the school year. Placement tests are scored locally. Training for administration and scoring of the placement tests is offered in August of each school year.

\*The District EL office mails out the Annual Notification letters to parents required by the IDOE. This letter informs all parents of LEP students of the students’ placement in a language instruction program

3. The annual WIDA ACCESS assessment is administered in January/February each school year, preceding the Applied Skills ISTEP+ assessment window. This assessment is given to students classified as Levels 1-4. Students who receive an initial score of 5, exit program services for the following school year. The annual assessment is given to students electronically. Training is offered in November/December each year for the administration and scoring of the annual assessment.

4. Both placement tests and annual assessments are offered by grade spans.

5. Both assessments are designed to evaluate students on listening, speaking, reading, and writing.

6. The annual WIDA ACCESS assessment may be substituted for the English/Language Arts portion of the ISTEP+ assessment utilizing Federal Flexibility. The names of students must be submitted to the Indiana Department of Education in May. For further information, see Flexibility for LEP Students in their First Year of Enrollment in U.S. Schools.

7. LEP students who are also students with disabilities must participate in the WIDA APT Placement and WIDA ACCESS Annual Assessment through one of the following means:

a. Participation without accommodations, or

b. Participation through the use of one or more state-approved accommodations appropriate for the child’s disability, or

c. Participation in the WIDA Alternate ACCESS Assessment – adapted for special needs students

**Participation of LEP Students in Academic Assessment**

All limited English proficient (LEP) students (Proficiency Levels 1-4) who have been enrolled in U.S. schools for one year or more must **participate fully** in the ISTEP+ assessment program. This includes all students whose primary language is not English: Limited English Proficient (LEP) students, migrant students, foreign exchange students, and foreign students not participating in a foreign exchange program.

**Flexibility for LEP Students in their First Year of Enrollment in U.S. Schools (ISTEP+ and GQE)**

LEP students (Proficiency Levels 1-4) in their first year of enrollment in U.S. schools as of March 1st 2012, are required to participate in the math, science, and social studies assessments, but have the option—one time only- either of participating in the English/language arts portion of ISTEP+, or the WIDA ACCESS Annual Assessment utilizing federal flexibility.

The corporation submits to the IDOE Office of Student Assessment an electronic list of all students (by STN and corresponding student name) falling into this category and must identify the student‘s date of U.S. enrollment. It should also be noted that under Federal Flexibility, the students’ ISTEP+ scores will not be used as part of the AYP calculation for schools, and schools will be credited for participation.

The test results of first-year LEP students who take the ISTEP+ English/language arts assessment are not included in AYP determinations. If these students take the LAS Links English Language Proficiency Assessment, or the ISTEP+ English/Language Arts Assessment, then they can be counted as participants toward meeting the 95 percent assessment participation requirement for English/language arts AYP determinations.

All students are required to participate in the ISTEP+ assessment program, and no student can receive an Indiana high school diploma unless that student demonstrates mastery of the Indiana Academic Standards tested on the GQE. This includes all students whose primary language is not English: Limited English Proficient (LEP) students, migrant students, foreign exchange students, and foreign students not participating in a foreign exchange program. Since English is mandated as the official language of instruction in Indiana, ISTEP+ and the GQE assess a student’s achievement using the English language. Schools **may not** exempt students from ISTEP+ and GQE testing based on their level of English language proficiency.

Test Coordinators should review carefully the changes in test administration procedures noted in the *Examiner’s Manual*. Test administrators are required by law to be familiar with the testing accommodations approved for students with disabilities and for students with Limited English Proficiency. Any deviations from standardized conditions during testing (e.g., sudden illness, school emergencies) must be documented and reported to the Test Coordinator and building principal.

**In no event is it appropriate to:**

• Coach students by indicating in any way (e.g., facial expressions, gestures, or the use of body language) that an answer choice is correct or incorrect, should be reconsidered, or should be checked.

• Allow students to use any type of mechanical or technical devices (calculators, computers) unless the test directions allow such use, or the device is documented as a necessary and allowable testing accommodation (see *Appendix C*).

• Answer students’ factual questions regarding test items or vocabulary.

• Read any parts of the test to students (**except** as indicated in the test directions, or as

documented as an acceptable IEP, 504 Plan, LEP Individual Learning Plan accommodation, or nonpublic school Service Plan). **In no case** may reading comprehension questions be read to the student.

• Alter students’ answers—other than to check and erase stray marks, or to darken answer bubbles after testing.

**Which students will require accommodations?**

Students receiving special education services, students with documented acute or chronic disabilities, and students who are Limited English Proficient (LEP) may be entitled to assessment accommodations. These accommodations are determined by the team of educational professionals who best know the student and are documented in the student’s educational record (e.g., an IEP, ILP, Section 504 Plan or nonpublic school Service Plan). However, the required state and local assessments draw upon different criteria when determining for which accommodations a student may be eligible. In accordance with state and federal laws, there are some accommodations that may only be used by students with a disability or with limited English proficiency. The examples which follow provide acceptable accommodations and strategies a student may use during the required state and local assessments. Determining which are to be used is the role of the team of professionals who know the student. ***Each accommodation or strategy should be one with which the student is familiar and uses on a regular basis in his or her educational program.***

**LEP Students: State Testing Accommodations**

Testing accommodations are permitted for LEP students. Decisions about testing accommodations are made on an individual basis and are a documented subset of the instructional accommodations received in the classroom. Assessment accommodations should be a subset of classroom accommodations in that they should be individualized and appropriate for each student. For a list of what accommodations must be reported on the *Student Information Questionnaire* and must be documented in each LEP student’s Individual Learning Plan, please refer to ***Appendix C*** for additional guidance. The translation or interpretation of test directions or test content into a language other than English is not permissible.

**Accommodations Prohibited At All Times on ISTEP**

The accommodations listed below are **not** permitted during the required state assessment sessions, **even if they are used on a routine basis in a student’s educational program (including local and classroom testing situations).** Case conference committee members are not permitted to override this requirement.

|  |  |  |  |
| --- | --- | --- | --- |
| **Timing and Scheduling** | **Response Format** | **Setting and Environment** | **Presentation Format** |
| * Unlimited time given for each test section * Sessions extended beyond an instructional day * Return to a prior test session after conclusion of that session | * Response in language other than English * Electronic translation devices, oral interpretation, or translation of test content by instructional staff are **not approved** in place of a word-to word dictionary. |  | * The translation or interpretation of test directions or test content into a language other than English is **not** permissible. * The reading comprehension questions may not be presented orally, nor may any question where oral presentation is noted as being prohibited. * Reduce the complexity of the language in the directions or test items. * Use of visual cues or color-coded prompts * Assessment administered in a language other than English |

**For further information please access the ISTEP+ program manual:**

**http://www.doe.in.gov/assessment/docs/ProgramManual.pdf**

**EACS EL District Testing and Accommodations**

|  |  |  |
| --- | --- | --- |
| **District Assessment** | **Proficiency Levels** | **Accommodations** |
| DIBELS and TRC K-2 | 1-4 Participate | * Extended time is not valid for reporting purposes * Setting and Assessor – may be tested in alternate setting, with a familiar person if noted on ILP * LEP students may be provided with instructions in primary language in benchmark test. * ISF – if words are unfamiliar vocabulary for the student, the student can be asked to repeat the word associated with each picture. Vocabulary can be pre-taught prior to administration * Students are not penalized for imperfect pronunciation due to dialect or second language inference |
| mClass Math K-2 | 1-4 Participate | * Directions read aloud * Read aloud concepts problems to students * K-1 concepts test-oral answers permitted |
| Bundle Assessments | 1-4 Participate | * Follow ILP Accommodations |
| District Writing Prompts K-8 | Level 1 exempt from initial test (if newcomer)  Levels 2-4 Participate | * Follow ILP Accommodations * Extended time up to 2 times if marked on ILP as long as they are using the time * Use of bilingual dictionaries (if marked) * Prompts read aloud (if marked) |
| Compass Odyssey K-12 | 1-4 Participate | * No accommodations – assigned work should be at their RIT level or pre-assessment score * Science and Social Studies (if using should be using work at RIT level) |
| Math Facts 1-6 | 1-4 Participate | * Follow ILP * Instructions read-aloud and story problems (if marked on ILP) |
| Treasures Assessment K-6 | 1-4 Participate | * Follow ILP * Extended time up to 2 times if marked on ILP as long as they are using time * Raise hand to have non-reading comprehension questions read (if needed and marked on ILP). * Limit number of questions (if needed) * Use of bilingual dictionary (if marked) * Oral answers permitted (if marked) * Word bank provided (if marked) |
| ISTEP+ 3-8 | 1-4 Participate | * Follow ILP if marked for ISTEP+ approved accommodations * Student provided additional breaks as necessary. * Test administered in several sessions. * Additional breaks between tests, if necessary. * Student is tested in a small group setting. * Student is tested individually. * Student has directions read to him or her. * Student has test administered by a familiar test administrator. * Student provided extended testing time for each test session (up to 2 times if needed). Do not let the student go on indefinitely if not making progress. * Student uses an approved bilingual word-to-word dictionary. * All test questions are read to the student (except those that measure Reading Comprehension). * Math and Science test items and answer options are read verbatim (in English) to student. |
| ECA 9-12 | 1-4 Participate | * Follow ILP if marked for ECA approved accommodations * Student provided additional breaks as necessary. * Test administered in several sessions. * Additional breaks between tests, if necessary. * Student is tested in a small group setting. * Student is tested individually. * Student has directions read to him or her. * Student has test administered by a familiar test administrator. * Student provided extended testing time for each test session (up to 2 times if needed). Do not let the student go on indefinitely if not making progress. * Student uses an approved bilingual word-to-word dictionary. * All test questions are read to the student (except those that measure Reading Comprehension). * Math and Science test items and answer options are read verbatim (in English) to student. |

**Promotion/Retention for an EL Student**

A school corporation shall not retain language minority students solely on the basis of English language proficiency.

Students must be reviewed on an individual basis. If the language proficiency assessment indicates that the student is below level 5 (native-like proficiency) in English, grading and assessment procedures must be adapted to their proficiency level. If adaptations are **NOT** made accordingly, the child **must not be failed or retained.**

Any questions and/or concerns of classroom teachers regarding the promotion/retention of ESL program students shall be directed to the EL teacher or to the EL director. **All decisions regarding EL program students shall be made in consultation with a committee consisting of the building EL teacher, principal, classroom teacher, and according to the retention guidelines for Limited English Proficient (LEP) Students established by the Indiana Department of Education.**

The aforementioned committee shall meet to review the information regarding the student’s performance, and before contacting parents in reference to retaining their child. The following information must be provided at the meeting:

* Samples of class work
* Scores of various assessment methods
* RtI (Response to Instruction and Intervention) Plan
* Past history (information from permanent file or cum file
* Outcomes from the Building Based Team
* Background information regarding family literacy skills
* ACCESS Assessment scores

East Allen County Schools English Learners Retention Process Steps:

* General education teacher consults with EL teacher and completes the EL Retention and Guidelines and Checklist.
* Classroom modifications according to the Individual Learning Plan (ILP) should be reviewed. Consult EL folder for modifications.
* Progress monitoring data should be documented as part of the considerations for retention.

If retention recommendation is yes,

* Schedule a conference with the parent to share data and reasons for retention. An interpreter should attend to explain the process in the family’s native language.
* File checklist in EL cumulative file, send a letter to parents, and notify EACS Director of Title III.

**Please refer to the Indiana Department of Education’s Retention Guidelines for Limited English Proficient (LEP) Students** on the following pages or at: <http://www.doe.state.in.us/lmmp/pdf/retentionpolicy.pdf>



**Retention Guidelines for**

**Limited English Proficient (LEP) Students**

The landmark court case Lau v. Nichols upheld Title VI policy stating: “There is not equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” School corporations are required to take affirmative steps to rectify the language deficiency in order to open up their programs to LEP students (*OCR, “Identification of Discrimination and Denial of Services on the Basis of National Origin”, July 1970*). Therefore, retention of an LEP student **should not** be based solely upon their level of English language proficiency.

Prior to considering retention of an LEP student, the following points should be addressed in an Individual Learning Plan (ILP) meeting comprised of the student’s teacher(s), ESL staff member(s), administrator(s), and the student’s parents/guardians. Documentation and results of the ILP meeting must be kept in the student’s cumulative folder.

**1. Has the student’s level of English language proficiency been assessed?**

Newly-enrolled students must be assessed for identification as LEP using the WIDA APT Placement assessment within thirty (30) days of enrollment at the beginning of the school year or within two (2) weeks during the school year. Each spring, all LEP students must participate in the WIDA ACCESS Annual English proficiency assessment.

**2. How long has the student been enrolled in the school corporation?**

The ILP committee should consider the length of time a student has been enrolled in the school corporation in order to determine whether retention is an appropriate choice**.**

**3. Has the student’s parent(s)/guardian(s) been contacted if the student is not performing at grade level?**

The student’s parent(s)/guardian(s) should be contacted when a student is not performing at grade level. All communication should be documented and in the parent(s)/guardian(s) native language. Documentation may include phone calls, progress reports, report cards, sample work, etc.

**4. Has the Individual Learning Plan (ILP) or another source to document classroom modifications and adaptations been implemented?**

Every LEP student is required to have an Individual Learning Plan (ILP) or localized form for documenting modifications and adaptations. Teachers are required to have copies of ILP’s for any student that they have and all modifications and adaptations must be followed. It is important to ensure that the ILP has been fully implemented and documentation has been provided for any changes or updates made to the ILP. The ILP is a fluid document that should be re-visited and updated as new data becomes available but not less than once per school year.

**5. How much individual English language development instruction is the student receiving throughout the school day?**

An LEP student should be receiving English language development throughout the school day via a push-in, pull-out or an ENL course specifically designed to support language development.

**6. Is their sufficient screening and progress monitoring data to show that the student is below grade level?**

There must be a collection of multiple data points showing that an LEP student is consistently failing to meet grade level expectations on screening and progress monitoring instruments. Retention decisions for LEP students should not be based on one specific piece of data.

If the above points have not occurred in a sufficient manner and have not been documented, retention is not appropriate. The decision to retain a student should be based on several pieces of criterion to determine if retention is appropriate. For any questions, please contact the Office of English Learning and Migrant Education at 317-232-0555.

EAST ALLEN COUNTY SCHOOLS

**ENGLISH LEARNERS**

RETENTION PROCESS

1. GENERAL EDUCATION TEACHER CONSULTS WITH ESL TEACHER AND COMPLETES THE

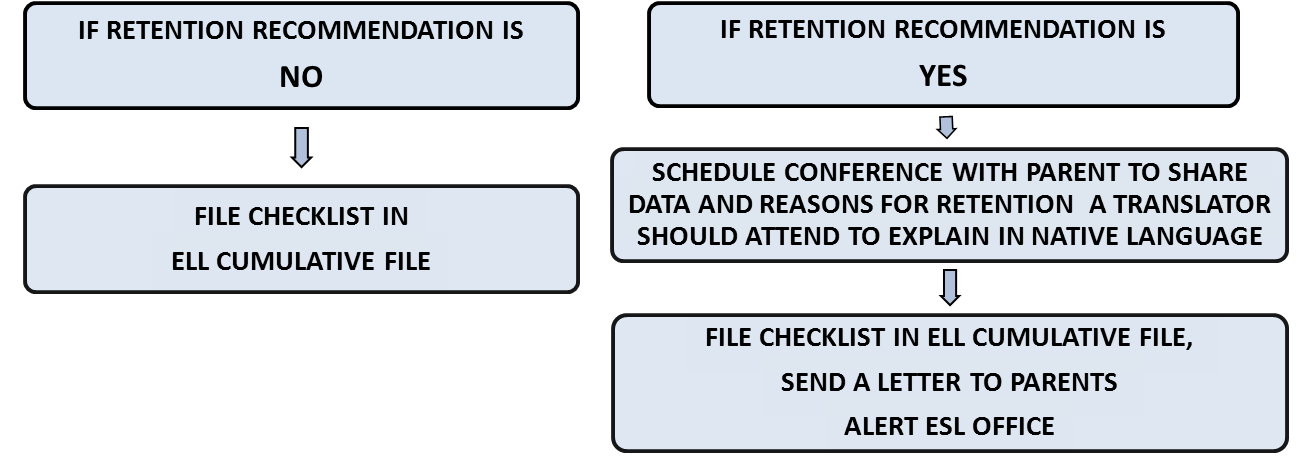
ESL RETENTION GUIDELINES AND CHECKLIST.

1. CLASSROOM MODIFICATIONS ACCORDING TO THE INDIVIDUAL LEARNING PLAN (ILP)

SHOULD BE REVIEWED. CONSULT ESL FOLDER FOR MODIFICATIONS.

1. PROCESS MONITORING DATA SHOULD BE DOCUMENTED AS PART OF THE CONSIDERATIONS

FOR RETENTION.



**EL Retention Guidelines and Checklist**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade: \_\_\_\_\_\_\_ ESL level: \_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional Services: Speech\_\_\_\_\_\_\_ Spec. Ed\_\_\_\_\_\_\_ RTI\_\_\_\_\_\_\_\_\_

Requested by: \_\_\_\_\_ Grade level teacher \_\_\_\_\_ Parent

Considerations for Retention: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­

**Retention Guidelines Chart**

|  |  |  |
| --- | --- | --- |
| **Have the following points been addressed?** | **YES** | **NO** |
| 1.) Has the student’s level of English proficiency been assessed? |  |  |
| 2.) How long has the student been enrolled in the school corporation?  Enter date: |  |  |
| 3.) Has the student’s parent(s)/guardian(s) been contacted if the student is not performing at grade level? Provide date: |  |  |
| 4.) Has the Individual Learning Plan (ILP) been implemented?  To ensure meaningful participation, are classroom modifications being made in the areas of:   * Teacher lesson delivery * Assignments * Homework; and * Formal assessments (quizzes and tests)? |  |  |
| 5.) How much individual English language development instruction is the student receiving throughout the school day? \_\_\_\_\_\_\_\_\_\_\_\_\_\_ minutes daily |  |  |
| 6.) Is there sufficient screening and progress monitoring data to show that the student is below grade level? Provide a summary in the above Considerations for Retention section. |  |  |

Based upon the information presented, the student

\_\_\_ **should** be retained in the \_\_\_\_\_\_\_\_\_\_ grade.

\_\_\_ **should not** be retained.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

**EL Referrals to Special Education**

The following are guidelines regarding the referral of EL students for Special Education.

♦ A referral to special education should only happen after all other avenues have been explored, and you can conclude that the child’s needs cannot be met by the regular education program and that student needs are **not related** to second or other language learning.

♦ It is recommended that the child be in the school system for more than a full academic year before a referral to special education is justified except when prior knowledge of handicaps is available or handicaps are obviously apparent.

♦ Often times, special education identification has already happened in another state and the student will customarily have to be retested in order to be identified for services in Indiana.

♦ All referrals of LEP students to special education should include the results of tests in the child’s native language and in English to provide evidence that the difficulties are present in both languages.

♦ In searching for a bilingual evaluator or interpreter for assessment purposes, the candidate must be a non-biased party who is fluent in the native language of the student. Ideally, the interpreter/translator should be from the same language, country, and cultural background of the student to avoid linguistic and cultural miscues.

To ensure that a Special Education Referral for an EL student is handled appropriately, please utilize the checklists on the following two pages as part of the Referral/Evaluation process.

You may also visit: <http://www.doe.state.in.us/lmmp/specialeducationreferrals.html>

**EL Referral and Evaluation**

**Guidelines and Checklist**

(For Special Education Services)

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade: \_\_\_\_ ESL level: \_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional Services: \_\_\_\_\_\_\_ RTI\_\_\_\_\_\_\_\_\_ Title I \_\_\_\_\_\_\_\_

**Phase One**: To be completed by ***EL Teacher*** and attached to the referral

|  |  |  |
| --- | --- | --- |
|  | **YES** | **NO** |
| 1.) Has the Language Survey (LS) been administered to the student? |  |  |
| 2.) Has background information been obtained on the student?  (length of stay in U.S., reason for re-location, years in American school system) |  |  |
| 3.) If the LS indicates a language other than English, has an assessment of the student’s English proficiency been administered for reading, writing, speaking, and listening? (attach copies) |  |  |
| 4.) Has the student been identified as limited English proficient (LEP); level 1, 2, 3, or 4? |  |  |
| 5.) Has an Individual Learning Plan (ILP) been developed based upon the language proficiency level and have appropriate instructional adaptations been identified? (attach copies if available) |  |  |
| 6.) Has instruction been adapted to accommodate the needs of the LEP student within the classroom? |  |  |
| 7.) Has the student been in the American school system for a minimum of 1 year before the referral process begins unless prior knowledge of handicaps is available or handicaps are obviously apparent? |  |  |
| 8.) Have the student’s needs been brought to the building based team? |  |  |

**Signature**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Parental Notification**

Notification of a student’s English language proficiency level must be sent to the responsible parent or guardian within thirty (30) days of testing (or within 30 days of receiving the scores in the case of the annual assessment). The letter will state that the student will be receiving EL services appropriate to the student’s English language proficiency, and must provide an opportunity for the parent to decline these services for their child. A sample of our Title III notification letter is on the following page.

**Decline Services**

A parent or legal guardian of an LEP student may decline the participation of their child in the EL Program. This request must be submitted in writing and will be retained in the student’s permanent EL Cumulative file.

Declining EL Services does not change the student’s status as LEP. The student must be included on all state and federal reporting of Limited English Proficient students and is required to participate in the annual English proficiency assessment. **Testing is not optional, and cannot be refused.** This is explained in our Title III Notification letter and parents are directed to contact EACS Director of Title III with any questions. If any parents have questions or make this request at the school, please notify the EACS Director of Title III.

**Monitoring and Exiting Former LEP Students**

The transition from Limited English Proficient (LEP) to Fluent English Proficient (FEP) is marked by the first score of Level 5.0-6.0 on the WIDA ACCESS Annual assessment. At this time the student is no longer required to participate in daily English language development services and is reclassified to Fluent English proficient (FEP) status for reporting.

After demonstrating Fluent English Proficiency (FEP) by attaining a score of Level 5.0-6.0 on the WIDA ACCESS Annual assessment, former LEP students begin a two-year period of formal monitoring. This formal monitoring must ensure that former LEP students who have been reclassified to FEP are able to participate meaningfully in the regular educational program, which means:

1) students are able to perform on-par with their native English speaking peers in the regular educational program;

2) students are able to have full access to all aspects of the school's mainstream curriculum and participate successfully without the use of simplified English materials; and

3) students have access to language instruction services if needed.

During the two-year period of formal monitoring, the EL staff shall collect data on the academic performance of FEP students after each grading period. This data will be collected twice during the school year using the ELLevation software platform.

If monitoring shows that the student is falling behind in academic performance and/or English language skills, the situation must be assessed, analyzed, and arrangements should be made by the school RtI team to provide the student with appropriate assistance. EL staff, classroom teachers, administrators, and building teams should collaborate throughout this process.

**Migrant Education Program**

Many individuals in the United States are classified as migrant farm workers. Many of these migrant farm workers travel as a family from one job to another to improve their financial situation. The temporary nature of their work creates residency problems, language barriers, and lack of contact with community services. Social, economic, or health benefits are seldom available to migrant families.

Since most migrant children move frequently, their school attendance is often interrupted and they tend to lack skills in language, reading and mathematics. In addition to their mobility issues, these students are usually coping with limited English proficiency, poverty, and the fact that they often have to help sustain the family by working or looking after younger siblings instead of going to school.

The Indiana Migrant Education Program serves children of migratory farm workers who qualify under several eligibility criteria. Children must not have graduated from high school or have a GED and be between the ages of three through twenty one. The child must have moved within the past three years across state or school district lines with a migrant parent or guardian to enable the child, the child’s guardian, or a member of the immediate family to obtain employment in an agricultural, fishing, or food processing activity.

Students are classified as eligible to receive Migrant Education program services by recruiters from the Division of Language Minority and Migrant Education Programs, Indiana Department of Education. The recruiters visit areas which employ large numbers of seasonal workers and other referred sites to interview families for the purpose of determining Migrant eligibility status. Students/families which qualify and receive migrant status are issued a Certificate of Eligibility (COE) which entitles them to a variety of academic and social services.

The EL Program assists the DOE in identifying students that may be eligible for the Migrant Education Program by administering the Migrant Work Survey (see sample on the following page) to families that have moved within the last three years to work in agricultural activities. Their responses are submitted to the DOE recruiters who then visit the families for an interview to determine their eligibility.

**EL Cumulative Folder**

It is required that a cumulative folder specific to LEP student’s records must be kept and maintained. All information must be updated at the end of each school year or when a student transfers to another school or school district. The EL Cumulative Folder is maintained within the permanent record.

Registrars and ESL staff must keep all records up to date following the EL Cumulative Folder contents. Contents of the EL Cumulative folder should contain:

* + Home Language Survey (EACS Enrollment Form)
  + Documentation of English proficiency level (WIDA APT Placement Test)
  + Language Minority Identification and Placement Form
  + Parent Notification Letter(Title III)
  + Current Individual Learning Plan (ILP)
  + Annual WIDA ACCESS Score Report(s)
  + Exiting and Monitoring Documentation (2 Year Monitoring Period)
  + Participation/Waiver Form
  + EL information from another school district

**Glossary of Terms and Definitions**

|  |  |  |
| --- | --- | --- |
| **AMO** | | “Annual Measurable Objective” The annual target for the percentage of students whose test scores must be proficient or above in English/language arts and mathematics. Meeting the AMO is the first step toward demonstrating adequate progress under the Elementary and Secondary Education Act (ESEA). Information regarding Indiana’s ESEA flexibility extension request can be found at http://www.doe.in.gov/esea |
| **AMAO** | | “Annual Measurable Achievement Objective” Required by Sec 3122 of Elementary and Secondary Education Act (ESEA) for Title III-served programs for 1) annual increases in the percentage of children making progress in learning English 2) annual increases in the percentage of children attaining English proficiency and 3) making adequate yearly progress for limited English proficiency children in English/language arts and mathematics |
| **Bilingual/Bicultural Program** | | A program which utilizes the student’s native language and cultural factors in instructing, maintaining, and further developing all the necessary skills in the student’s native language and culture while introducing, maintaining, and developing all the necessary skills in the second language and culture. |
| **Can Do Descriptors** | | The WIDA Can Do Descriptors are commonly used by ESL teachers in coaching general education teachers about differentiated instruction for English learners (ELs). They can also be used to plan lessons or observe students' progress. |
| **EL or ELL** | | “English Learner” or “English Language Learner” – This refers to any student who may or may not be in the ENL program, but those who are continuing to acquire the English language. |
| **English As A Second Language/English to Speakers of Other Languages Program** | | A structured language acquisition program designed to teach English to students whose native language is not English. |
| **English Language Proficiency (ELP) Assessment** | | Two versions: placement and annual; refers to the placement assessment used upon enrollment to determine if a language minority student is limited English proficient or fluent AND used annually for students who are limited English proficiency. |
| **ENL** | | “English as a New Language” – This term is used by the Indiana Professional Standards Board for purposes of license description and teacher dispositions. Also an ENL course for credit at middle school and high school. |
| **ESEA Waiver** | | Guidelines announced from the US Department of Education for state educational agencies to apply for flexibility that would allow relief from existing sanctions under NCLB. Information regarding Indiana’s ESEA flexibility extension request can be found at http://www.doe.in.gov/esea |
|  | | | |
|  | | | |
| **ESL** | “English as a Second Language” – This is the most commonly used term to describe language programming. | | |
| **ESOL** | “English to Speakers of Other Languages” | | |
| **FEP** | “Fluent English Proficiency” – A student is considered Fluent English Proficient (FEP) if he/she is able to demonstrate “near native” or “native like” English abilities as determined by a state adopted English language proficiency instrument, which measures competence in speaking, listening, reading, and writing. | | |
| **GT** | “Gifted and Talented”; High Ability | | |
| **HLS** | “Home Language Survey” – Home Language Surveys are filled out by all families as part of the enrollment process once in the child’s educational career in Indiana to document the language history of the enrolling child. | | |
| **ILP** | “Individual Learning Plan” – Every year, or when a new EL arrives, the EL teacher will develop and share the ILP with the mainstream teachers. It includes the most recent English language proficiency assessment scores and the appropriate accommodations, etc. | | |
| **INTESOL** | “Indiana Teachers of English to Speakers of Other Languages” – The local/state affiliate of the International Teachers of English to Speakers of Other Languages professional organization. www.intesol.org | | |
| **ISTEP+** | “Indiana Statewide Test for Educational Progress Plus” – Statewide standardized test. | | |
| **LEP** | “Limited English Proficient” – A student is considered Limited English Proficient (LEP) if he/she meets the following criteria: 1. The student’s English abilities are limited (or non-existent), as determined by an English language proficiency assessment instrument in the areas of listening, speaking, reading, and writing; 2. The student’s academic performance is typically not at grade level. | | |
| **LMS** | “Language Minority Student” – A Language Minority Student (LMS) is a student for whom at least one of the following statements is true: 1. The student’s first acquired (learned) language is other than English; regardless of which is dominant; 2. The language most often spoken by the student is other than English; or 3. The language most often spoken by the student in the home is other than English. | | |
| **LTELL** | “Long-term English Language Learner” – A student that has attended US schools for more than 6 years and has not reached fluent English proficient status. | | |

|  |  |
| --- | --- |
| **Migrant Student** | A student who moves across school district lines for the purpose of obtaining agricultural work and whose family’s source of income is generated from short term seasonal or temporary jobs related to food processing, crop harvesting, or fish catching. A migrant student may or might not also be an English learner. For more information on migrant services, including the Work Survey that must be annually administered to all Indiana students, please visit http://www.doe.in.gov/elme/title-i-part-c-education-migratory-children |
| **MPI** | “Model Performance Indicator” - Examples of how language is processed or produced within a particular context. MPIs are meant to be examples and not fixed guidelines of the language with which students may engage during instruction and assessment. |
| **Sheltered Instruction** | Content area instruction that has been adapted for English learners’ meaningful participation at their level of English proficiency. |
| **SIOP** | “Sheltered Instruction Observation Protocol” – A lesson planner and framework for the specifically adapted and designed content area in order to make basic vocabulary and concepts comprehensible. |
| **TESOL** | “Teachers of English to Speakers of Other Languages” – An international organization designed to promote English language learning throughout the world. |
| **TPR** | “Total Physical Response” – A teaching method in which teachers interact by delivering commands and students demonstrate comprehension through total physical response. Students are not expected to respond orally until they feel ready, thus involving little to no pressure to speak. |
| **WAPT** | “WIDA ACCESS Placement Test” - It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELs. The W-APT is one component of WIDA's comprehensive assessment system. |
| **WIDA ACCESS** | “Assessing Comprehension and Communication in English State-to-State for English Language Learners” - Is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English learners (ELs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. |
| **WIDA Standards Framework** | WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school. These  multiple theories and approaches form a theoretical foundation that supports the WIDA standards framework. |

Insert IDOE Legal Obligations Document (5 pages)