

YB English Learners (EL) Policy 26-27

This English Learners (EL) policy has been adopted in accordance with the legal mandates governing the education of students who are English learners (ELs). These mandates are based on the Pennsylvania Regulations, Chapters 4 and 11; and on Federal law, including Title VI of the Civil Rights Act, the Equal Educational Opportunity Act (EEOA), the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), and regulations and case law under those statutes.

DEFINITION OF ENGLISH LANGUAGE DEVELOPMENT (ELD)

English Language Development (ELD) is a required component of all language instruction educational programs (LIEPs). ELD takes place daily throughout the day for ELs and is delivered by both ESL teachers and non-ESL teachers.

ELD delivered by ESL teachers

English language development instruction (otherwise known as English as a second language) delivered by a certified ESL teacher is its own content area. ELD in this context is driven by language, but it draws from general education content as a vehicle for instruction in order to contextualize language learning. It must be codified in a dedicated and planned curriculum specifically designed to develop the English language proficiency of ELs so that they are able to use English in social and academic settings and access challenging academic standards. ELD instruction provides systematic, explicit, and sustained language instruction designed to prepare students for the general academic program by focusing, in meaningful and contextualized circumstances, on the academic language structures that underpin social and academic constructs. It can be taught as a stand-alone class or course but may also be embedded within other courses with the direct support of a certified ESL Program Specialist as appropriate based on the program design and needs of the students.

ELD delivered by non-ESL teachers

ELD must be incorporated into all classes taught by non-ESL certified teachers in which ELs are enrolled. These teachers are responsible for deliberately planning for and incorporating language instruction as well as supports, modifications, and accommodations needed to allow ELs to access the standards to which their courses are aligned.

ELD Standards

Pennsylvania's English Language Development Standards for English Learners (ELDS for ELs) have been carefully developed to meet compliance with federal requirements by providing a framework for standards-based instructional and assessment planning for ELs so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging academic content standards that all children are expected to meet.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Communication with Parents

YouthBuild Philadelphia provides all important information to parents who are not proficient in English in a language or mode of communication that they can understand. If it is not practicable to provide a written translation because the parents' language is not a common language, then the School uses a cover page explaining in the parents' language how they may have the document translated orally.

The PDE provides access to an online translated document library through the English Learner Portal on the Standards Aligned System website. In addition, YouthBuild Philadelphia contracts with Language Line to provide on-demand telephone interpretation as needed for student, parent, and family communication. Interpretation is available in more than 240 languages. This allows YouthBuild Philadelphia to effectively meet the parent communication requirements mandated by Federal law.

To provide parents with effective communication, interpreters or translators must understand and be able to express in both languages any specialized terms or concepts used in the communication. It is also important that translators or interpreters understand the ethics of interpreting and translating and the need for confidentiality.

Relying on students, siblings, or friends is not appropriate for translations that require confidentiality (e.g., parent-teacher

conferences, discipline, participation in special services, etc.). Moreover, translators and interpreters should also be competent in interpreting or translating information or documents that require the knowledge of specialized terms or concepts in both languages.

The following list identifies essential information that must be provided to parents:

- school registration and enrollment instructions
- a description of the EL identification process and the reason that their student was identified as an EL
- their student's current English proficiency level and a description of what that means
- a description of the LIEP as outlined in this document
- information explaining their right to refuse enrollment of their student in the LIEP (see Parental Right to Refuse Specialized Programming section below)
- a description of the criteria for reclassification and an expected timeline for achieving proficiency
- notices required by special education laws and regulations
- grievance procedures and notices of non-discrimination
- student discipline policies and procedures
- report cards and progress reports
- notices of parent-teacher conferences
- information regarding gifted and talented programs
- results of the annual English proficiency assessment, ACCESS for ELLs®
- requests for parent permission for student participation in school activities
- other information provided to native English-speaking parents such as invitations to join school-related councils or groups or parent handbooks.

Annual notification requirements

Parents of currently enrolled ELs must be provided with the following information within 30 days of the start of each school year:

- A notification of their student's continued participation in the LIEP
- A description of the LIEP, including its intended benefits for their students and an explanation of its effectiveness
- A notification of their right to refuse services as outlined in this document.

Required outreach activities

YouthBuild Philadelphia implements an effective means of outreach to parents of ELs to inform the parents regarding how they can be involved in the education of their students and be active participants in assisting their students to attain English proficiency and succeed academically. This includes holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of ELs.

IDENTIFICATION AND PLACEMENT OF ELs

Screening, Identification, and Placement

YouthBuild Philadelphia identifies ELs at the time of enrollment, notifies parents of the identification and programming options, and appropriately places the ELs into a language instruction educational program (LIEP). This process must be completed within the first 30 days of school or within 14 days of enrollment if a student enrolls after the first day of school. The specific requirements for carrying out this process are outlined in the attached "English Learner Identification Procedure." All incoming students complete the Home Language Survey. Where indicated by the home language survey, family interview, and records review, the WIDA Screener is administered, and the state criteria is followed for identification if the overall composite score proficiency is below 5.0.

Parental permission to identify students as ELs, including screening for English language proficiency, is NOT required. However, YouthBuild Philadelphia notifies parents in a timely manner of the process for identifying their children as ELs, the results of that process, and the recommended program placement. The School also provides the parents with a detailed description of the LIEP, its intended benefits for their children, and an explanation of its effectiveness. YouthBuild Philadelphia's LIEP Notice is attached.

Parent right to refuse specialized programming

Parents of ELs have the right to refuse certain separate, specialized programs and services that may be part of the LIEP for their children. (Specialized services or instruction are those only provided for English Learners, for example ELD pull out classes, ESL tutoring, after school English tutoring for ELs or content classes consisting of only ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction.) Parents exercise this right of refusal by submitting a Parental Waiver Form. A copy of this form is attached. A "waiver" indicates a desire by the parent to waive the student from participation in all or some of the English Language Development programs or services offered by the school.

A parent's decision to refuse programs or services must be informed and voluntary. YouthBuild Philadelphia may NOT influence the decision in any way and may not make any program or placement decisions contingent on this decision. However, School is obligated to—

- inform parents within 30 days of the beginning of the school year or 14 calendar days within the school year of their student's EL identified status in the parents' preferred language
- describe in sufficient detail to the parents the ELD program recommended for their student and the advantages to their student in terms of English language acquisition and academic success
- inform parents of their right to decline ELD programs or services in whole or in part, and supply the parents with the State-required ELD Parental Waiver Form
- ensure that parents do not opt their students out of any ELD programs or services based on schedule conflicts with other programs (such as special education programs); insufficient space in the available ELD programs; or insufficient offerings within the ELD program
- annually test opt-out ELs with the State-required WIDA ACCESS for ELs 2.0 test until the student attains English proficiency by meeting the state exit criteria and is reclassified non-EL status
- maintain the student's EL status on all reporting even though the student's parents declined services
- provide English language development instruction within the general education content area instruction to meet the needs of the opt-out EL student
- notify parents if their student is struggling in general education classes and recommend the ELD program and services again
- present the ELD Program Inclusion Form to parents who wish to opt their student back into the school's ELD programs and services.

Placement and programming decisions may not be made without notifying parents and allowing them to exercise their right to refuse part or all of the separate, specialized LIEP.

However, in the absence of a response from the parent after they have provided the parent with all of the information outlined above, YouthBuild Philadelphia proceeds with the recommended placement.

THE LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP)

YouthBuild Philadelphia has thoughtfully and deliberately planned, resourced, and evaluated their LIEP. The plan and evaluation results is made available to all staff working with ELs, as well as parents of ELs.

Program models and program design

At YouthBuild Philadelphia, ELs have equitable access to academic content for all courses in which they are enrolled. Regardless of the program model(s) employed, the LIEP must, at a minimum:

- be aligned to state academic content standards for the appropriate grade level of the ELs;
- include ELD instruction delivered by properly certified teachers who hold an ESL program specialist certificate or who are working in conjunction with ESL certified teachers;
- incorporate the use of the PA ELDS;
- provide equitable access to content for ELs at all language proficiency levels by providing research-based bilingual or sheltered instruction with fidelity; and
- not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible.

The foregoing minimum requirements must be incorporated into the entirety of the student's daily instructional time.

YouthBuild Philadelphia may design its LIEP in many ways, but it must ensure that the program design meets the needs of its EL population and is based on research and/or a sound educational theory recognized as legitimate by at least some experts in the field. Regardless of how the School chooses to organize its program, it is required that the program be identified by one of six categories:

- Mixed Class Bilingual
- EL Bilingual
- EL-Specific Transitional Instruction
- Mixed Classes with Native Language Support
- EL Specific English Only Instruction
- Mixed Classes with English Only Support

YouthBuild Philadelphia's chosen primary model is Mixed Classes with English Only Support. This is because English language

skills and content are the focus of instruction in all YouthBuild Philadelphia classes where ELs and non-ELs are placed together in the same classroom, the student's native language is not typically used in either instruction or support, and support could be provided either inside or outside of the regular classroom. However, there may be times when supports provided to ELs by the ESL Teacher are in a student's native language.

ELD Replacement for English Language Arts

In general, ELD instruction taught by a certified ESL teacher should not replace ELA instruction in a student's academic program. ELD has its own curriculum that, although may incorporate elements of ELA or other content areas, is unique and aligned to the PA ELDS. ELD may replace ELA only when the instruction is aligned to the same ELA standards as the ELA course or instructional period in which a student's non-EL peers are enrolled.

ELD may not replace any other core content in a student's academic program unless it is for a limited time, not to exceed one school year, and the School has a plan for immediately mitigating any academic gaps that result (e.g., in the case of a newcomer program).

Appropriate resourcing of the LIEP

YouthBuild Philadelphia provides adequate resources calculated to effectively implement the LIEP chosen. The School is not taking appropriate action to remedy language barriers in accordance with Federal and State laws and regulations if, despite the adoption of a promising or recognized LIEP, it fails to follow through with practices, resources and personnel necessary to implement the program or transform the theory into reality. Appropriate resourcing of the program includes, but is not limited to:

- Employing an adequate number of properly certified ESL teachers to ensure that English language development (ELD) instruction is delivered to ELs based on their needs
- Ensuring that there is a sufficient amount of time available for ESL teachers to collaborate with content teachers in order to ensure that content is made accessible to ELs and to monitor the progress of ELs in content classes
- Purchasing and maintaining specialized materials to support ELs (native language literature, translations dictionaries, reference materials, etc.).
- Ensuring that the LIEP is provided with the same resources as other academic programs in the School (comparable technology, classroom spaces, consumables, a planned ELD curriculum, etc.).
- Providing for adequate professional development to ensure that all staff working with ELs are properly trained according to their role to implement supports that overcome language barriers.

Evaluating the effectiveness of the LIEP

YouthBuild Philadelphia regularly (re-)evaluates its LIEP for effectiveness and makes any changes necessary based on the (re-)evaluation. The School is not free to persist in an LIEP which, although it may have been "appropriate" when adopted, in the sense that there were sound expectations for success and bona fide efforts to make the program work, has, in practice, proved ineffective.

Evaluations of the LIEP must be conducted at least annually. Determinations to make changes to an LIEP based on program evaluations may be made annually, although the School may allow more time for a program to produce positive results before taking action as long as that time is reasonable based on the program design and expected outcomes.

Evaluations must be based on student outcomes rather than program inputs. For example, a program evaluation should include evidence of student growth toward proficiency in English and academic achievement. A program evaluation may not be based on the number of hours that teachers collaborate each week, the amount of funds spent on resources, or the implementation of a particular intervention or support.

Implementation of the English Language Development Standards

The Pennsylvania English Language Development Standards (PA ELDS) Framework must be utilized for planning instruction and assessment by all teachers of ELs. It is highly recommended that teachers also utilize the WIDA English Language Development Standards (ELDS) and associated support documents (Can-Do Descriptors, Performance Definitions, rubrics, etc.) in conjunction with the PA ELDS Framework for these purposes.

Grading of ELs

YouthBuild Philadelphia has a section included in its grading policy that specifically addresses grading procedures for ELs. The School utilizes the same grading system for ELs in content courses as they do for all students. (For any ELD courses or instructional periods taught by a certified ESL teacher in an all-EL setting, any grading system that meaningfully conveys information about progress and/or achievement may be used.)

In addition to the information that is provided to all students, the School communicates information related to English-language proficiency and/or progress to parents at least annually.

Report Cards/Progress Reports

YouthBuild Philadelphia utilizes the report card/progress report to communicate English language development information to parents of ELs, and it ensures that the information provided is understandable and useful to engage parents in the education of their students.

High School Transcripts

The English-learner designation and/or English language development information must not appear on an EL's high school transcript.

Retention of ELs

(YouthBuild Philadelphia is a 12th-Grade-only school and does not retain students. Rather, it supports all students toward graduation.)

Annual assessment of ELs

The annual State English language proficiency (ELP) assessment, ACCESS for ELLs®, is required by Federal law. The results of the State ELP assessment are used to measure students' English-language proficiency and progress in each of the four language domains (i.e., reading, writing, speaking and listening/understanding). The School maintains these score results in the student's permanent record folder.

Parents are not allowed to opt their students out of annual ELP testing.

Testing accommodations allowable for ELs on the ACCESS for ELLs® are published annually by the WIDA Consortium. (See the WIDA Assessment webpage for information on testing and testing accommodations for the ACCESS for ELLs®.)

RECLASSIFICATION, MONITORING, AND REDESIGNATION OF ELs

YouthBuild Philadelphia includes in its LIEP uniform procedures in accordance with State requirements for—

- reclassifying ELs as former ELs (FELs) when they attain proficiency, and
- re-designating FELs as active ELs if they struggle academically as a result of persistent language barriers. This procedure must include steps to ensure that the nature of the challenge for the former EL is language-based and not academic.

An EL who has a disability must meet the State's definition of English proficient in order to be reclassified as a former EL (FEL). YouthBuild Philadelphia employs uniform procedures in accordance with state requirements for reclassifying English learners (ELs) as former ELs (FELs) when they attain proficiency. In order to be considered for reclassification, an EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, ACCESS for ELLs®, and gathered by teachers using standardized language-use inventories. Using the following system, the ACCESS for ELLs® and the language-use inventory together produce a single score. If that score exceeds the state-defined threshold of 10.5 total points, then the student is eligible to be reclassified.

Two language-use inventories must be completed. An ESL teacher must complete one of the inventories when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete an inventory (e.g. students whose parents have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL teacher regularly), both inventories may be completed by content teachers or teams of teachers. If only one teacher can accurately complete the inventory, one inventory may be completed and the single score is multiplied by two. The two inventories do not need to agree.

The language-use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

YouthBuild Philadelphia has developed a plan for how to:

- select content teachers who will complete the inventories
- manage the decision-making/reporting process using this procedure and these criteria
- train staff to use the rubrics and evaluate the students' language use

- hold teachers accountable for completing the inventories
- select students for whom inventories will be completed in anticipation of qualifying ACCESS scores

Each language-use inventory produces a single score and the sum of the two inventory scores is added to the ACCESS for ELLs® points assigned to determine if the student meets the minimum threshold for reclassification.

(Because the School is a 12th-Grade-only program that runs 12 to 15 months for all students who remain actively enrolled, YouthBuild Philadelphia does not actively monitor the progress of FELs for a period of two years after reclassification nor reports students to the State in a monitor status for an additional two years.)

ELs with disabilities

An EL with a disability who has not met the criteria outlined above may be considered for reclassification if:

1. The student has an IEP, AND
2. The student has been continuously enrolled in an LIEP for at least four years, AND
3. The student's overall composite proficiency level score* on the ACCESS for ELLs® has not increased by more than 10% between any two years or total over the three most recent testing cycles, AND
4. The school has documented evidence that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP, AND
5. A school-based team recommends reclassification.

EDUCATORS OF ELs

Qualifications

A teacher who provides specialized English language development instruction (also known as English as a second language) and who provides a grade for the ELD instruction either in a content class setting or a separate setting must hold a PA Instructional I or II certificate AND the ESL Program Specialist Certificate. (Any teacher who provides instruction and a grade for any non-ELD course or class must be appropriately certified in accordance with Department requirements.)

Professional Development

YouthBuild Philadelphia offers annual professional development related to ELD/ESL for School personnel as part of its Professional Development/Act 48 Plan.

ELs SUSPECTED OF OR HAVING A DISABILITY

Some ELs may have a disability and qualify for special education services. This could be determined either at the time of enrollment if a student arrives with a valid individualized education program (IEP) or at some point during the school year. All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction are in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 711 Regulations. (This section only describes those aspects of policy for ELs with disabilities that are not contained in special education regulations, policies, and guidance.)

Right to dual services

LIEP and special education programming are not mutually exclusive. Special education services do not replace English-language-development services or vice versa. ELs must be afforded all supports, resources, and programming for which they are eligible. In other words, ELs are eligible for special education services if they meet IEP eligibility criteria and, conversely, students with a disability are eligible for English language development programming if they are identified as an ELs.

Identification

There is no waiting period for making a disability determination for an EL. However, a student must not be determined to be a student with a disability if the determinant factor for that finding is lack of English proficiency.

Programming considerations

English language development instruction or English as a second language is part of an EL's general academic program and must be included in an academic program for ELs with disabilities. This content must be delivered by a properly trained and certified ESL teacher either directly or by a special education teacher who is working in collaboration with an ESL teacher.

The IEP team, which must include an ESL professional, must take into account the language needs of an EL with a disability when considering program design and placement.

TITLE III SUPPLEMENTAL SERVICES

(YouthBuild Philadelphia EL students are not eligible for Title III supplemental services because they are 18 years of age or older.)

Appendices and Resources

HOME LANGUAGE SURVEY

ALL newly registering students regardless of race, nationality, or language origin MUST complete this form. Federal law requires that all Local Education Agencies (LEAs) utilize a non-biased procedure for identifying which students are potential English Learners (ELs) in order to provide appropriate language instruction educational programs and services. Given this responsibility, LEAs have the right to ask for the information contained on this and other forms associated with the identification process.

Student Information (Parents/Guardians should complete this section):

Child's first name: _____

Child's family name: _____

Child's Date of Birth: _____
(Month/Day/Year)

Questions for Parents or Guardians

1. Is a language other than English spoken in the child's home? ____ No ____ Yes (language)

2. Does your child communicate in a language other than English? ____ No ____ Yes (language)

3. What is the language that your child first learned to speak? _____

Parent/Guardian Signature: _____ **Date:** _____

Interpreter Provided ____ No ____ Yes



English Learner Identification Procedure Grades K-12

(See Pre-K identification guidance for Pre-K students)

- ☐ **STEP 1:** Review the Home Language Survey.
- If the HLS indicates a language other than English for **any** question, **proceed to STEP 2.**

NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia or Cameroon) constitute a language other than English for identification purposes.

- ☐ **STEP 2:** Conduct family interview to determine if the student is potentially an EL. Use an interpreter if necessary.

Family Interview

Conducted by district-trained enrollment personnel - not to be completed by the parent/guardian

Interviewed:

Date:

Phone:

Name of Student:

PASID:

Students Date of Birth:

Age:

Student's Date of Entry to U.S. (if born in the U.S., then same as DOB):

Parent Country of Origin (optional):

Student Country of Origin:

Parents' Primary Country of Education (optional):

Complete the following table for the student. Indicate if the student moved schools, states, or countries during a school year.

Grade	State (City & School if PA)	Country	Primary Language of Instruction
Pre K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

- Is this student a Native Alaskan, Native American, or Native Hawaiian?
☐ YES ☐ NO
- Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
☐ YES ☐ NO
- When at home, how often does this student hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
- When at home, how often does this student speak a language other than English?
☐ Always ☐ Occasionally ☐ Never
- When interacting with their parents or guardians, how often does this student hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
- Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear or use a language other than English?
☐ Always ☐ Occasionally ☐ Never

7. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?
- ☐ Always ☐ Occasionally ☐ Never

Review of the family interview must be conducted by an ESL professional.

Based on the answers to the interview questions, determine if the second language exposure/use is significant and tied to the national origin of the student/parent(s)/guardian(s) or is superficial in nature (e.g., the parent is learning a language and uses it on occasion within the home). Ensure that the parent/guardian understands the HLS and has completed it accurately during the parent interview. The HLS should not be completed again at a later date. If the student's development of English may have been impacted by exposure to another language in any way, and that language is tied to their or their parents' national origin, then **proceed to STEP 3**.

Comments:

- ☐ **STEP 3:** If the student has an IEP or is suspected of having a disability (e.g. the parent states that the student has a disability), then see [Appendix A](#) before proceeding.
- ☐ **STEP 4:** Conduct a review of the student's academic records from previous schooling if available. Look for compelling evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. If the academic records are not available, or they do not contain compelling evidence of English proficiency, then **proceed to STEP 5**.

NOTE:

*A newly enrolling student who has an ACCESS overall composite proficiency level score from the previous school year (even from another state) that does not meet or exceed 4.5 may not be re-screened for the purpose of identification. In this case, **skip to STEP 6**. If a student has an ACCESS overall composite proficiency level score from the previous school year that meets or exceeds 4.5, then the student may be reclassified if the additional criteria from the state-defined reclassification guidance are met (i.e. language use evaluations can be conducted prior to October 1).*

*If a newly enrolling student has an ACCESS overall composite proficiency level score from a previous district that is more than one year old (i.e. two or more years prior to the current year), then **proceed to step 5** (screening) regardless of the previous score to determine the EL status. If the student exceeds the screener cut score for identification as an EL, then the student may be coded as never-EL and the identification process is complete.*

- ☐ **STEP 5:** Screen the student for English language proficiency using the K Screener, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener. Record the

screening scores below. See Appendix D for information about the appropriate test form to administer.

Listening PL	Speaking PL	Reading PL	Writing PL	Literacy CPL	Oral CPL	Overall CPL

If the student's scores meet the criteria for identification as an EL on the following table, then **proceed to STEP 6**. If not, then the student is not an EL and this process is complete.

Grade Level	Screener	Criteria for identification as an EL
Kindergarten	K MODEL	<i>1st semester K: Assess oral language</i> Oral language composite below 5.0 <i>2nd semester K: Assess all 4 domains</i> Oral language proficiency level below 5.0 OR Literacy Composite below 4.0
Kindergarten	K Screener	<i>1st semester K: Assess Oral Language</i> Oral language composite below 5.0 <i>2nd semester K: Assess all 4 domains</i> Oral language proficiency level below 5.0 OR Literacy Composite below 4.0
1 st semester 1 st grade	K MODEL	Assess all 4 domains Overall composite proficiency level below 5.0
1 st semester 1 st grade	K Screener	Assess all 4 domains Overall composite proficiency level below 5.0
1-12	WIDA Screener	Overall composite proficiency level below 5.0
1-12	MODEL Screener	Overall composite proficiency level below 5.0
K-12	WIDA Alternate Screener*	Overall composite proficiency level below 4.0

* See the Alternate Screener guidance on the [Identification of ELs webpage](#) for eligibility and use information.

NOTE: If a student is unable to complete the screener (e.g. because of a disability or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the HLS, parent interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources, then the student should be identified as an EL.

If the student cannot participate in particular domains of the screener due to a disability, then the student must meet the minimum cutoff in each of the individual domains independently. For example, if a 3rd grade student can only participate in the reading and writing domains because of a disability affecting their oral language, then the student must meet a 5.0 in both the reading and writing domains to be considered proficient. A composite score cannot be calculated from fewer than all four domains for the screener instruments.

- ☐ **STEP 6: OPTIONAL** - Screen the student for native language proficiency *if a screening instrument is available locally*. Record the score(s). If no screening instrument is available, then **proceed to STEP 7**. PDE does not endorse or provide specific native language screening instruments.

Name of screener	Score(s)	Score descriptor

- ☐ **STEP 7:** Determine if this is a **student with limited or interrupted formal education (SLIFE)** using the criteria below:

- Is enrolling after grade two, **AND**
- Has a Literacy score of less than 3.5 on the MODEL Screener or WIDA Screener, **AND**
- Has at least two fewer years of age-appropriate schooling* than peers – **OR** – has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, **AND**
- Has limited encoding/decoding skills in their native language (as indicated by the family interview and/or native language measures and/or review of academic records and/or local measures)

* **NOTE:** For the purposes of SLIFE identification, “age-appropriate schooling” means continuous, curriculum-based instruction in core academic subjects prior to district enrollment (e.g., Was instruction intermittent or unstandardized? Was curriculum/instruction narrow in scope? Did the curriculum include core subjects and skills roughly equivalent to those included in U.S. schools prior to enrollment?). The intent of this determination is to identify whether limited or interrupted schooling could have contributed to substantial gaps in literacy and numeracy compared with grade-level peers. This should be established through review of records and/or interviews with parents and students about the nature and continuity of prior schooling.

Does this student have limited or interrupted formal education?

- ☐ YES (the student should be coded as 06 in PIMS)

☐ NO

Proceed to STEP 8.

- ☐ **STEP 8:** Determine the most appropriate language instruction educational program (LIEP) based on the student's English language proficiency and native language proficiency if available.

NOTE: If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement.

Program Placement:

Proceed to STEP 9.

- ☐ **STEP 9:** Provide the parent with a detailed program description and explain the identification and placement decision. The parent has the right to refuse placement in specialized, separate LIEP components. See [PDE guidance concerning parental right to refuse services](#). **Proceed to STEP 10.**
- ☐ **STEP 10:** The parent accepts or refuses placement in part or in whole in the LIEP. If, after the district notifies the parent of their option to refuse specialized LIEP services, the parent does not respond in a timely manner, then the district may proceed with the recommended program placement. **Proceed to STEP 11.**
- ☐ **STEP 11:** If your district participates in Title III, explain the services offered and their right to opt out of all of some of those services. If, after the district notifies the parent/guardian of their option to opt out of Title III services, the parent does not respond in a timely manner, then the district may proceed with enrolling the student in the Title III services. **Proceed to STEP 12.**

NOTE: This applies to discrete services/programs (e.g. after-school tutoring, summer school programs, the use of technology purchased with Title III funds, etc.). If, for example, Title III is being used for professional development for staff working with ELs, then there is no discrete service of which parents may opt out.
- ☐ **STEP 12:** Notify the receiving school of student's identification and placement. **Proceed to STEP 13.**
- ☐ **STEP 13:** Initiate an active service record in the district SIS. If the student has limited or interrupted formal education, then ensure that LIFE is identified. If the student will participate in Title III funded services, then ensure that the student is identified as participating in Title III.
NOTE: Not all ELs in a district that receives Title III funds are participating in Title III.
Proceed to STEP 14.

- ☐ **STEP 14:** Schedule the student based on program placement and English language proficiency.

NOTE: The school is responsible for ensuring that all teachers with whom ELs are scheduled have English language proficiency information for their ELs. This includes general education teachers.

The procedure is complete. Attach the HLS form and parent refusal acknowledgement form (if completed) to this form and file them in student's record. Copies of this form should be given to ESL and general education teachers who will be working with this student. This information can be documented and/or shared electronically.

Appendix A

Students who have or are suspected of having a disability

If a student arrives with an IEP or is suspected of having a disability (i.e. parent informs enrollment personnel that the student has a disability), then enrollment personnel must coordinate with Special Education staff to complete this procedure. *NOTE: The identification process must be completed within the timelines prescribed in this procedure.*

If the student arrives with an IEP:

Screening, if required, must be completed with appropriate accommodations and the test results must be interpreted in consultation with Special Education personnel.

If the student is suspected of having a disability but a formal determination cannot be made prior to completing this procedure:

Screening, if required, must be completed with any administrative considerations, universal tools, or accommodations that the ESL/SPED educators deem necessary. This procedure must be completed in accordance with these guidelines and the student must be placed in the appropriate language instruction educational program (LIEP) based on all available information at the time of the identification procedure.

If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening (e.g. requires a testing accommodation that was not offered), then the student may be re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the district must contact PDE to remove the EL identifier and the student should be removed from the LIEP.

If a student cannot complete all domains of the screener due to a disability:

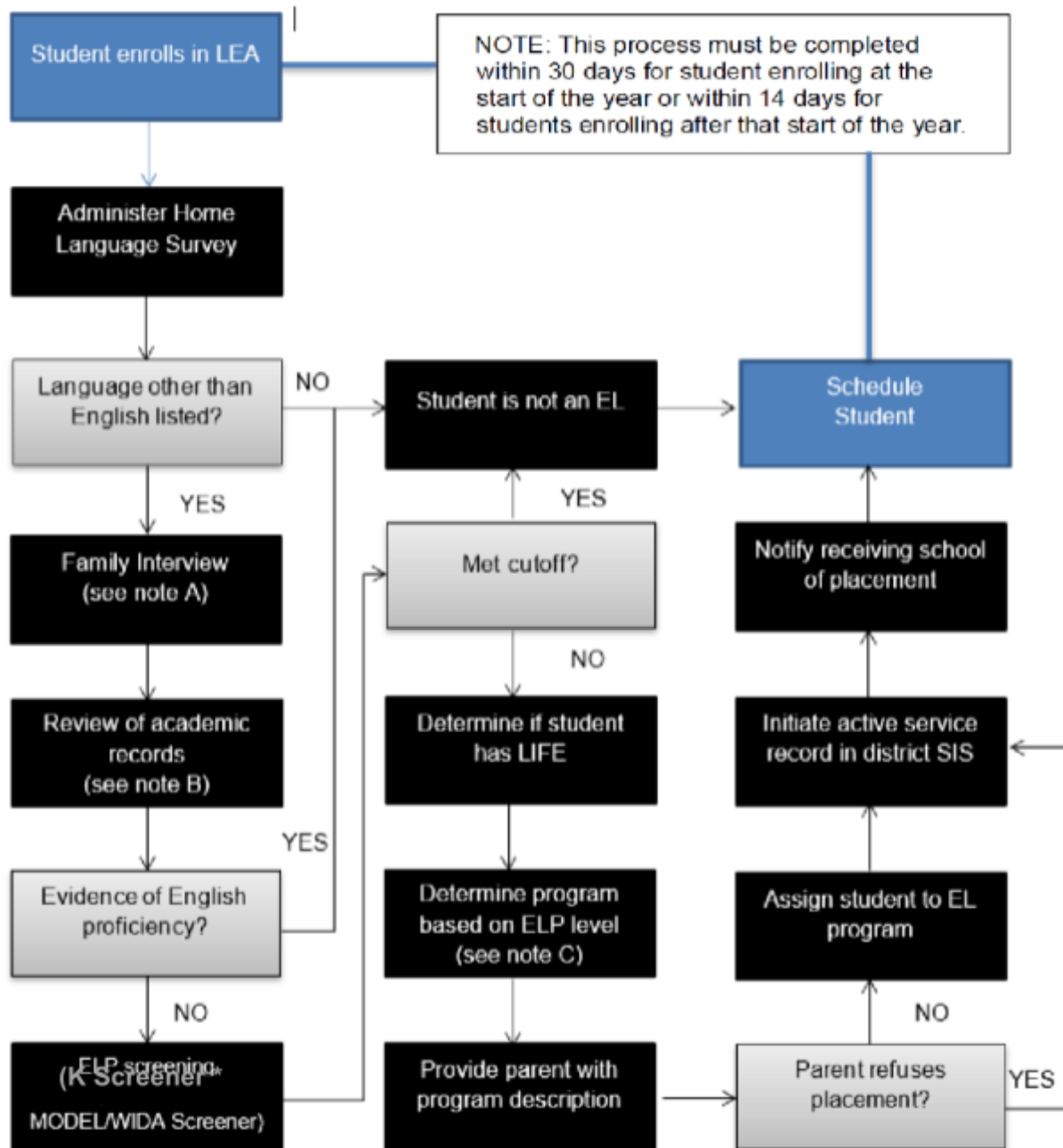
The determination must be based on the domains that can be completed by applying the appropriate cutoff score to all completed domains individually. For example, if a 4th grade student can only complete the reading and writing domains, then he/she must achieve a proficiency level of 5.0 or above in both reading and writing to exclude them from identification as an EL.

If a student cannot complete any domains of the screener due to a disability:

The identification decision must be based on the available evidence gathered from the home language survey, the family interview, and the records review. If the HLS indicates a language other than English, the family interview confirms that it is tied to national origin, and academic records or other available information do not supply compelling evidence of English proficiency, then the student should be identified as an EL.

Appendix B

English Learner (EL) Identification Procedure Flowchart



* For second semester kindergarten students and first grade students who take the kindergarten screener, BOTH oral language domains must meet or exceed 5.0 AND literacy domains must meet or exceed 4.0.

Note A:

A student who comes from an environment where English is not the dominant language or who has been exposed to another language (HLS indicates other languages) is not necessarily an EL and does not necessarily need to be screened for English language proficiency if there is compelling evidence suggesting that the student is proficient in

English. Parent permission to screen for language proficiency is **NOT** required; however, a parent interview must be conducted prior to screening. The parent interview should be standardized to some degree (see parent interview on pages 1 and 2) and the information gathered should be filed with the student's other enrollment documentation. The parent interview can serve to determine whether or not to screen a potential EL. If the evidence gathered during the parent interview is indeterminate, then an academic records review may be used to indicate English proficiency and preclude screening. LEAs are free to add any additional questions to the parent interview that may be necessary to effectively determine the nature of the exposure to another language and/or to help establish English proficiency.

Note B:

If, after the parent interview, it is unclear whether or not a student should be screened for English proficiency, then a thorough review of any available academic records should be conducted to find evidence of English language proficiency. Some examples of this type of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records
- Work samples indicating a level of proficiency equal to the WIDA Performance Level Descriptors for level 5 or higher.

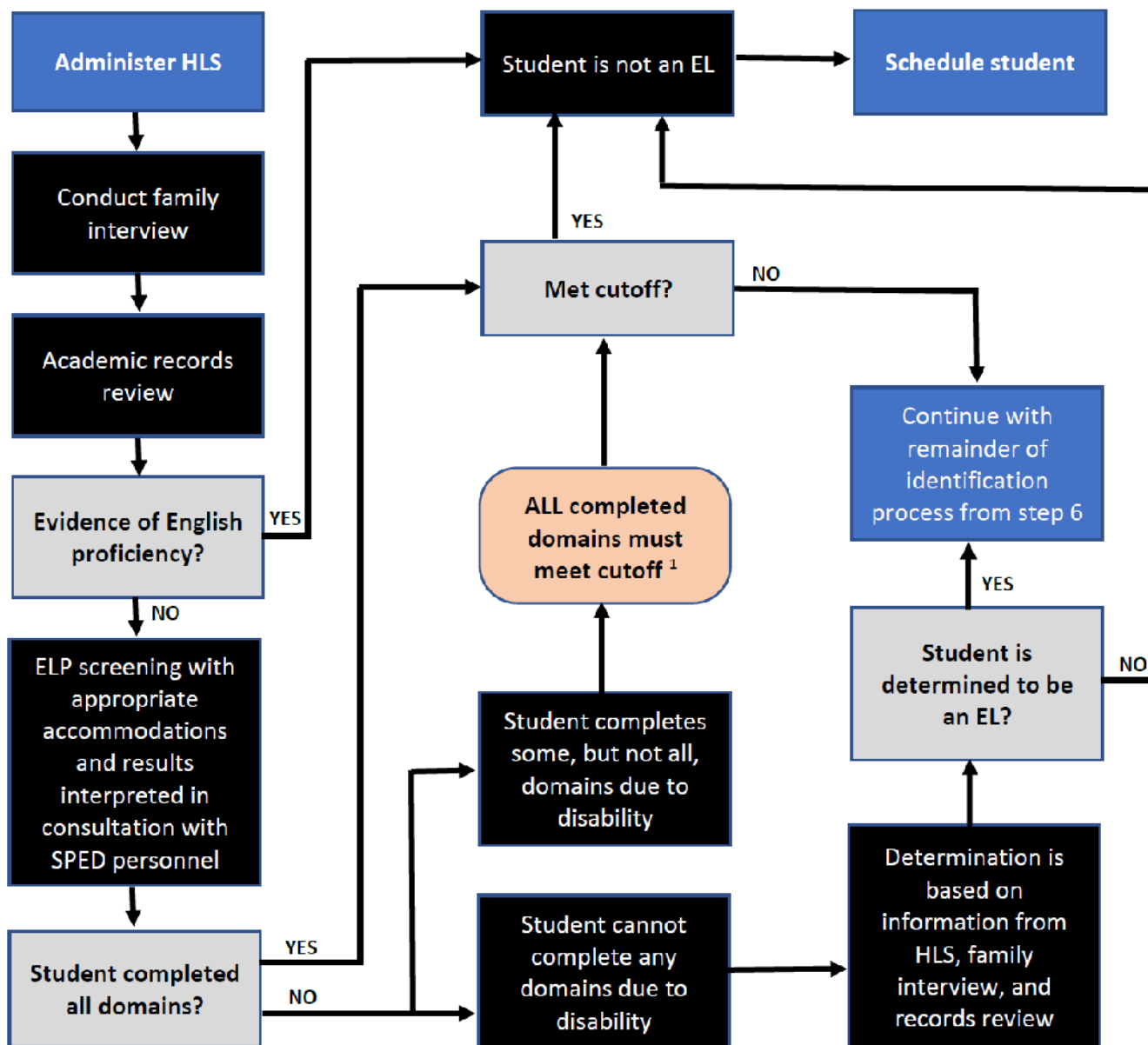
NOTE: A determination of English proficiency for the purpose of precluding screening **MUST** be based on compelling and robust evidence and must include all four domains of language (reading, writing, speaking, and listening).

Note C:

If the student has an IEP, then EL and Special Education personnel **MUST** collaborate to determine program and academic placement. The process must be completed within 30 calendar days for students enrolling at the start of the school year or within 14 calendar days for students who enroll after the start of school.

Appendix C

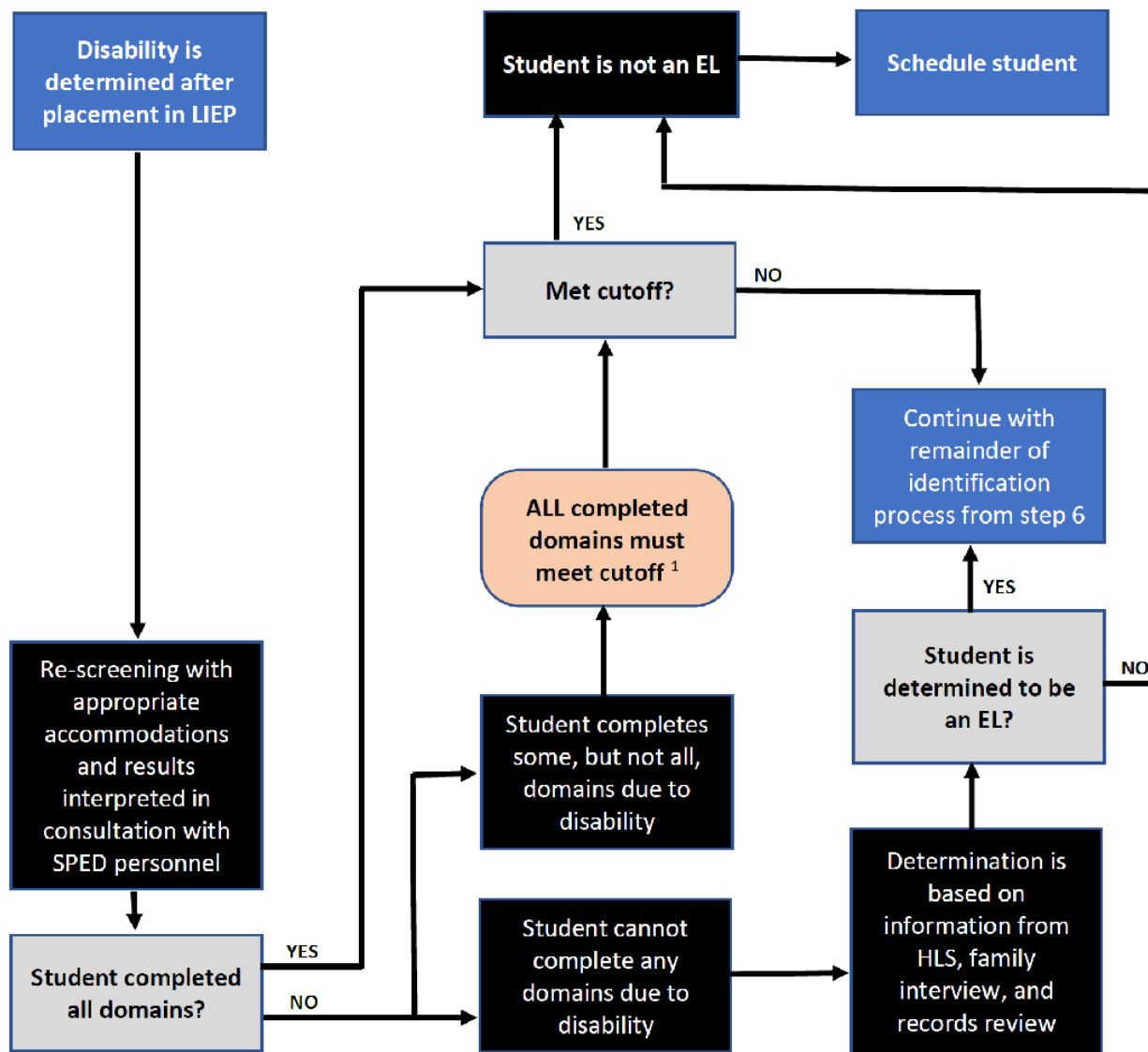
EL Identification for students who have or are suspected of having a disability at the time of enrollment



¹ ALL completed domains for students in grades 1-12 must meet the 5.0 cutoff. For second semester kindergarten students and first grade students who take the kindergarten screener, oral language domains must meet or exceed 5.0 and literacy domains must meet or exceed 4.0.

Appendix C (cont.)

EL Identification for students who are determined to have a disability after being placed in the LIEP



¹ All completed domains for students in grades 1-12 must meet the 5.0 cutoff. For second semester kindergarten students and first grade students who take the kindergarten screener, oral language domains must meet or exceed 5.0 and literacy domains must meet or exceed 4.0.

Appendix D

Selection of appropriate grade-level cluster test forms

See the tables below for selection of the appropriate screener to use for each grade.

WIDA Screener Selection

Grade	1*		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	Grade 1 Test		Grades 2–3 Test				Grades 4–5 Test				Grades 6–8 Test				Grades 9–12 Test									

* Districts have the option of using the grade 1 WIDA Screener, the Kindergarten MODEL, or K Screener for first semester 1st graders.

WIDA MODEL Selection

GRADE	K		1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	K Screener				Grades 1-2 Screener				Grades 3-5 Screener						Grades 6-8 Screener						Grades 9-12 Screener					

WIDA K Screener

GRADE	K		1	
Semester	1	2	1	
Grade - Cluster Form	K Screener			

WIDA Alternate Screener

GRADE	K		1		2		3		4		5		6		7		8		9		10		11		12	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	K-2						3-5						6-12													

English Learner Program Placement Initial Placement

Name of Student: _____

Date: _____

School Location: _____

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English and the services that the school will provide to help your child become proficient in English and succeed academically. This letter provides information about how we determined that your child is an English learner and other important information.

Education law requires that we provide you with this information and that you understand it. If you need assistance understanding this letter, please contact:

Name: _____

Title: _____

Email: _____

Phone: _____

If you need an interpreter, please tell us and we will make one available to you.

Your child will receive instruction in our school district's language instruction educational program (LIEP), which is designed to overcome language barriers, making content comprehensible, and to help him/her develop their English language proficiency.

When you completed the home language survey at the time of enrollment, you indicated that your child speaks or is/was exposed to a language other than English. We also verified this during the parent interview. Because of this, we gave your child an English proficiency test. Based on the results of this test, your child is eligible to participate in the LIEP. The specific supports and services that your child will receive in the LIEP will be based on the results from this test (initially), how well your child is doing in school, and other educational information about your child that teachers will compile throughout the course of the year.

The LIEP is designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and eventually graduate from high school. If your child has a disability and an Individualized Education Program (IEP), personnel in the LIEP will work closely with the special education staff to ensure that all supports and services are provided and that they complement each other.

The name of the English proficiency test your child took is:

_____ WIDA Screener for Kindergarten

_____ WIDA Screener

_____ WIDA Kindergarten MODEL Screener

_____ WIDA MODEL Screener

Your student's overall level of English Proficiency is: _____

The highest score possible is 6.0. The level needed to be eligible to exit the LIEP is 4.5 overall composite, along with qualifying scores from teacher observations at the time of exit.

The overall approach to instruction used in your child's LIEP is:

_____ **Bilingual education**

This includes Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs: Instruction in all or most content areas is provided in both English and your child's home language.

_____ **English instruction with native language support**

This includes Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English: Instruction is provided in English with some support in your child's native language and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time learning other academic content such as math, science, English language arts, and social studies. English language development instruction may be provided within content classes or separately by an ESL teacher as part of the program.

If direct and separate ELD classes are part of this program, your child will be scheduled for ELD instruction for _____ hours per day _____ days per week.

_____ **English-only instruction**

This includes Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English: Instruction is provided in English and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time learning other academic content such as math, science, English language arts, and social studies. English language development instruction may be provided within content classes or separately by an ESL teacher as part of the program.

If direct and separate ELD classes are part of this program, your child will be scheduled for ELD instruction for _____ hours per day _____ days per week.

_____ **Other:** _____

All program categories listed above include supports to make content comprehensible for your child in all classes while helping him/her to develop their English skills.

You have a right to refuse your child's participation in certain specialized and separate components of the LIEP. This right is explained on another form that will be provided to you by the district at the time of enrollment.

Title III Participation (complete only if the district receives Title III funding) Our district receives funding from the United States Department of Education under a program called Title III. This program provides funding for supplemental services that enhance the existing LIEP in the district. The district uses Title III funds for the following activities:

You may elect to opt your child out of any Title III activities that are not integrated into the academic program at the school. For example, you may opt out of after school programs, summer programs, field

trips, or tutoring. However, you may not, for example, opt your child out of receiving the benefits of professional development in which all staff participate.

If you wish to opt out of any of the Title III-funded activities listed above that you may opt out of, you may request to do so, and you will be required to complete an opt out form.

Please contact the person below if you would like to request more information about the LIEP or the Title III supplemental programs available.

Name: _____

Title: _____

Email: _____

Phone: _____

ENGLISH LANGUAGE DEVELOPMENT PROGRAM

Parental Waiver Form

Student Name: _____

School: _____

Opt-out Date: _____

Grade: _____

Student ID#: _____

As required by federal law, your child has taken an English language proficiency test to determine if s/he qualifies for English Language Development (ELD) instruction in order to comprehend daily lessons and participate socially in school. Your child has been tested in English reading, writing, speaking and listening. The test scores indicate that s/he is eligible to receive ELD instruction in a program designed to help students acquire English language proficiency and access grade level content instruction.

Parental Right to Refuse ELD Services: The school has described in detail the ELD program they recommend for my child. I have considered the program(s) offered by the school and have chosen to decline separate, specialized ELD instruction for my child. Specialized services or classes are those provided only for English Learners (ELs), for example ELD pull-out classes, ESL tutoring, after-school English tutoring for ELs or content classes consisting of only ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction. By checking each item below, I acknowledge that I have read and understand each statement.

- ☐ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why s/he was recommended for additional English language instruction.
- ☐ My decision to decline or opt-out of specialized ELD instruction is voluntary.
- ☐ The school district will report my child to the Pennsylvania Department of Education as an English Learner (EL) until my child attains English proficiency.
- ☐ Federal law requires that my child will be tested annually with the WIDA ACCESS for ELs 2.0 until s/he attains English proficiency and is no longer considered EL status.
- ☐ The school district will monitor my child's academic progress without benefit of receiving specialized ELD instruction until my child attains English proficiency, and four years after exit from EL status.
- ☐ The school district will continue to inform me of my child's progress in attaining English proficiency.
- ☐ I can change my preference at any time by notifying the school district in writing, and allow my child to enroll in the ELD program(s) offered by the school.

I, _____ (parent/guardian name)
with a full understanding of the above information, wish to

- ☐ Decline all of the specialized ELD programs and services offered to my child.
- ☐ Decline some of the ELD programs and/or particular ELD services offered to my child.

Parent/Guardian Signature: _____

Date: _____

ENGLISH LANGUAGE DEVELOPMENT PROGRAM

Parental Reinstatement Request Form

Student Name: _____ PaSecure ID: _____

School Name: _____ Date of Inclusion: _____

I, _____ (insert parent name)
reviewed my child's academic progress and English language proficiency level to date and
wish to:

- ☐ Have my child participate in **all** of the English Language Development programs and services offered to my child.
- ☐ Have my child participate in **some** of the English Language Development programs and/or particular English Language Development services offered to my child.

Parent/Guardian Signature: _____

Date: _____

Sample reclassification cover sheet

Reclassification Cover Sheet

Student Name: _____

PASID: _____

Date: _____

Grade: _____

School District: _____

School: _____

ACCESS	
Proficiency Level Score	Minimum combined language use inventory score
4.5 – 4.8	At least 7.0 points
4.9 – 5.2	At least 6.0 points
>5.2	At least 5.0 points

ACCESS Proficiency Level: _____

Points from language use inventory #1: _____

Points from language use inventory #2: _____

Combined points from language use inventories: _____

Do the combined points meet or exceed the minimum combined language use inventory score for the student's ACCESS proficiency score? _____

Based on the student's ACCESS overall proficiency level score and use of language as observed by his/her teachers, this student **is recommended** / **is not recommended** for reclassification as a former EL.

If the student's score meets the threshold, but the student is not recommended for reclassification, then provide an explanation below.

Notes:

ESL Teacher/Coordinator Signature: _____

ESL Teacher/Coordinator Printed Name: _____

The ACCESS score report and rubric scoring sheets should be attached to this form. All information should be provided to the parent(s)/guardians(s) and saved in the student's permanent academic record either electronically or in paper form.

Grades: 4-12

Rubric 1 - Interaction, Listening, Speaking, and Reading Language Use Inventory

Student:

PASID:

Date:

Evaluator's name:

Content Area:

Observation Date(s) (range of dates during which the observation information was gathered):

This rubric should be used to evaluate a student's use of language as part of the reclassification process. The evaluation must consist of multiple observations, although it is not necessary to complete multiple inventories. It is recommended that the teacher who will complete this inventory be well-trained in the use of the rubric and begin to make notes of the students' language use in enough time to develop a firm evaluation before completing this inventory.

Interaction

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	

Listening

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	

Speaking

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion.	

Reading

LOW (0)	MODERATE (.3)	HIGH (.5)	Value
Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/phrases with multiple meanings.	Can understand long and complex fiction and non-fiction texts on unfamiliar topics, appreciating distinctions of style.	

Total Points:

In the event that a teacher finds it challenging to distinguish between two levels in the Interaction, Listening, Speaking, and Reading Inventory rubric, the extension rubric that follows can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Grades: 4-12

Rubric 2 - Written Expression Language Use Inventory

Expansion of Repertoires: Cohesion

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	

Accuracy: Word/ Phrase

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions on familiar topics.	Can strategically select language to express him/ herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	

Accuracy: Grammar/ Sentence

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	

Accuracy: Genre Narratives

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader	

Accuracy: Genre Reports & Essays

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics and following a standardized format.	Can present information on complex subjects in clear, well structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

Accuracy: Genre Arguments

LOW (0)	MODERATE (.2)	HIGH (.3)	Value
Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can present arguments on complex subjects in clear, well-structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	

Total Points:

In the event that a teacher finds it challenging to distinguish between two levels in the Written Expression Inventory rubric, the extension rubric that follows can be used to assist in deciding. It offers a finer level of detail. That rubric is only for reference. It is not completed as part of the inventory.

Grades: 4-12 Extension Rubric for Interaction, Listening, Speaking, and Reading

The student's command of language indicates to most audiences that he/she:

Interaction

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the learner is trying to say. Can ask and answer simple questions in areas of immediate need or on very familiar topics.	Can engage in very short social exchanges, and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can interact with a degree of fluency and spontaneity (without relying on provided language frames or structures) that makes regular interaction with others possible. Can take an active part in academic discussions in familiar contexts and on familiar topics, accounting for and sustaining his/her views.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.

Listening

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can recognize familiar words and basic phrases on familiar topics when people speak slowly and clearly.	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech and lectures, presentations, and videos and follow even complex lines of argument provided the topic is reasonably familiar.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast speed.

Speaking

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can use simple phrases and sentences to describe familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions on a wide range of familiar subjects. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points, and finishing with an appropriate conclusion.	Can present clear, smoothly flowing description or argument in a style appropriate to the context and with an effective structure, which helps the recipient notice significant points.

Reading

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can understand familiar names, words, and very simple sentences, for example on visual representations with little text (such as in posters and ads).	Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/ phrases with multiple meanings.	Can understand non-fiction texts on unfamiliar topics in which the writer adopts a particular attitude or viewpoint. Can identify relevant details in contemporary fiction.	Can understand long and complex fiction and nonfiction texts on unfamiliar topics, appreciating distinctions of style.	Can read with ease virtually all forms of written language, including structurally or linguistically complex texts.

Grades: 4-12 – Extension Rubric for Writing

Expansion of Repertoires: Cohesion

Low	Low+	Moderate	Moderate+	High	High+
Can link words or groups of words with very basic linear connectors like “and” or “then.”	Can link groups of words with simple connectors like “and,” “but,” and “because.”	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can use a growing number of cohesive devices to link his/her statements into clear, coherent discourse, though there may be some “jumpiness” in a longer text.	Can produce clear, smoothly flowing, well- structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and wide range of connectors and other cohesive devices.

Accuracy: Word/Phrase

Low	Low+	Moderate	Moderate+	High	High+
Can use high frequency words and simple phrases related to personal details and particular concrete situations.	Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicated limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/herself with some hesitation and circumlocutions on familiar topics.	Has sufficient range of language to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words.	Can strategically select language to express him/herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.	Shows great flexibility in reformulating ideas to effectively convey finer shades of meaning, emphasize, differentiate, and clarify. Uses appropriately many idiomatic expressions.

Accuracy: Grammar/Sentence

Low	Low+	Moderate	Moderate+	High	High+
Has some control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Shows relatively high degree of grammatical control. Does not make errors that cause misunderstanding and can correct most of his/her mistakes. Uses simple and some complex sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.	Maintains grammatical accuracy when using complex language, even when attention is otherwise engaged (e.g., in forward planning or monitoring others' reactions). Uses a range of grammar and sentence structures strategically.

Accuracy: Genre Narrative

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of events and experiences.	Can produce straightforward, detailed descriptions on a range of familiar subjects. Can narrate experiences and events, describing feelings and reactions in simple connected text.	Can produce clear, detailed descriptions of experiences and events. Can follow established genre conventions in marking relationships between ideas and organizing the text.	Can put forth clear, smoothly flowing stories and descriptions of experiences in a style appropriate to the genre adopted. Uses language effectively to draw in the reader.	

Accuracy: Genre Reports & Essays

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases and sentences about familiar topics.	Can use a series of simple phrases and sentences on familiar topics. Can use linked sentences to provide very short, basic descriptions of known opinions and phenomena.	Can summarize, report, and give his/her opinion about accumulated factual information on familiar topics, following a standardized format.	Can develop an idea with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem and synthesize information from a number of sources.	Can present information on complex subjects in clear, well- structured text, underlining relevant salient issues. Can expand and support interpretations at some length with subsidiary points, reasons, and relevant examples.	

Accuracy: Genre Arguments

Low	Low+	Moderate	Moderate+	High	High+
Can use simple phrases to express an opinion on a familiar topic.	Can express a point of view on a familiar topic in a series of simple sentences. Can exchange basic factual information and discuss solutions to familiar problems using simple linked sentences.	Can pass on routine factual information and state reasons for actions in brief text following a standardized format.	Can develop an argument, giving reasons in support of or against a particular point of view and explain the advantages and disadvantages of various options. Can synthesize arguments from a number of sources.	Can present arguments on complex subjects in clear, well- structured text that may include counter argumentation. Can support arguments at some length with subsidiary points, reasons, and relevant examples.	