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ABSTRACT

The first in a series of state publications providing suggestions to school districts for serving limited-English-proficient (LEP) students, the handbook on initial student assessment, student placement, and continuing monitoring contains recommendations for nine procedures and appropriate forms for carrying them out. The procedures are to: (1) assign a knowledgeable professional to be in charge of program implementation and monitoring for LEP students; (2) make a district guidebook available to school personnel; (3) make adequate preparation for parent/guardian orientation; (4) plan for initial assessment of the student; (5) determine placement criteria; (6) establish a method for informing parents or guardians about the student's progress; (7) plan for monitoring the student's progress; (8) establish a procedure for reclassification and mainstreaming; and (9) plan for monitoring the student in the mainstream. (MSE)

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Suggested Procedures for Meeting Needs of Limited English Proficient Students

Initial Assessment and Placement

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Suggested Procedures for Meeting Needs of Limited English Proficient Students

Initial Assessment and Placement

Pennsylvania Department of Education



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FOREWORD

This document is the result of efforts by a special committee appointed by the Secretary of Education, Dr. Margaret A. Smith, to identify successful programs for limited English proficient students. Successful programs are those in which students learn to speak English fluently, achieve in basic skills, function successfully in the mainstream and graduate from high school.

As a first year project, the Committee to Review Programs for Limited English Proficient Students is addressing four major issues: initial assessment and placement, supportive services, curriculum and instruction, and teacher training. This handbook addresses the first issue. Others will follow. These handbooks, along with revised Pennsylvania Department of Education guidelines, should assist school districts in educating their limited English proficient (LEP) students.

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I. Assign a Knowledgeable Professional to Be in Charge
of Program Implementation and
Monitoring of Programs for LEP Students

This, of course, will differ from school district to school district depending upon the number of students in your district. Ideally that individual should have a keen interest in the students, should have a background in ESL/bilingual education and should speak the language of the majority of the students.

Responsibilities should include but not be limited to assisting the parent and student through orientation procedures, providing information to teachers, monitoring students' progress, and serving as a link with the Department of Education.

Some school districts have prepared a checklist of items related to admission of LEP students. Example follows.

READING SCHOOL DISTRICT

BILINGUAL PROGRAM

Date Tested _____

Bilingual Orientation and Testing Center Checklist

Name of Student _____

Birthdate _____

School _____

Grade _____

Document/Activity

Completed

To School:

- Emergency Card.....
- Immunization Record.....
- Family History Information Sheet.....
- Language Proficiency Testing Report.....
-
-
-

To Bilingual Office:

- Testing Completion Card.....
- Language Proficiency Testing Report.....
- Transportation Arranged.....
- Medical Referrals to Caseworkers.....
-
-

To Bilingual Teachers:

- Student's Tests.....
- Language Proficiency Testing Report.....
- Family History Information Sheet.....

To Guidance Counselor:

- Language Proficiency Testing Report.....

To Parents:

- Bilingual Program Brochure.....
- Bilingual Program Placement Letter.....
- Lunch Information Application.....
- Transportation Information.....
- Dress and Discipline Code Booklet.....
- School Information Sheet.....
- Parenting Information.....
-
-

To Previous School:

- Request for Records.....

Comments:

STUDENT IDENTIFICATION AND PLACEMENT

ENTRY

EXIT

IDENTIFICATION

1. home language survey
2. parent interview/student background
3. previous schooling/academic records



PARENT/STUDENT ORIENTATION



ASSESSMENT



1. language skills tests
 - a) English
 - b) native language
2. academic skills tests
 - a) mathematics
 - b) others

PLACEMENT OPTIONS

(determined by criteria)



1. ESL/ESOL
2. bilingual education
3. mainstream with ESL/ESOL support
4. mainstream - no ESL/ESOL

MONITORING/FOLLOW-UP

1. student progress in placement/grades
2. language development
3. testing
4. adaptation to new environment



RECLASSIFICATION

(determined by criteria)

1. within bilingual/ESL/ESOL program
2. partial mainstreaming with monitoring
3. mainstreaming with no supportive services some monitoring



TOTAL MAINSTREAM



1. no ESL/ESOL
2. student functions at same level as native English speaking peers

II. Make Available to School Personnel a District Guidebook

This guidebook should include procedures for enrolling LEP students, services available through the central administration of the school district, forms that the school district uses for placement and evaluation, names of individuals who can help, both within the school district and outside the district, and other such information.

Additionally, a school district could make available to school personnel a list of resources to assist both the teachers and the students.

III. Make Adequate Preparation for Parent/Guardian Orientation

Where possible the parent orientation and student assessment should be performed by an informed bilingual, bicultural person who may be a staff member or an informed community person working with the staff member. School districts encountering difficulties finding such individuals can contact their intermediate unit, the Pennsylvania Department of Education or community organizations.

Attempts should be made to secure all necessary information at the time of parents' initial visit to school. This includes general information about the student, his/her family, educational history, a language survey, and knowledge of specific health problems.

For the parent, you may have a booklet about the school, or perhaps a slide tape presentation. Parental and school district expectations for the student should be discussed at this time. The parent should tour the school and meet the teachers, if possible.

If your school district determines to prepare parent information in languages other than English, it is best to have both English and other languages presented.

HOUSTON INDEPENDENT SCHOOL DISTRICT
PARENT SURVEY OF HOME LANGUAGE GRADES K-8

Student's Name: _____ School: _____

Date: _____ Grade: _____

1. What language did your child learn first?

English _____ Spanish _____ Other (Please specify) _____

2. WHAT LANGUAGE IS SPOKEN IN YOUR HOME MOST OF THE TIME?

English _____ Spanish _____ Other (Please specify) _____

3. WHAT LANGUAGE DOES YOUR CHILD SPEAK MOST OF THE TIME?

English _____ Spanish _____ Other (Please specify) _____

4. Does your child hear this language spoken (please check one)

a. most of the time? _____

b. some of the time? _____

c. not very often? _____

5. When this language is spoken, does your child understand (please check one)

a. most of what is said? _____

b. some of what is said? _____

c. very little of what is said? _____

d. nothing of what is said? _____

6. Does your child frequently speak a language other than English with these groups:

Friends? _____ Yes _____ No

Brothers and Sisters? _____ Yes _____ No

Parents/Grandparents? _____ Yes _____ No

Other? _____ Please Specify: _____

Signature: _____

Parent/Guardian

**BETHLEHEM AREA SCHOOL DISTRICT
L-CORE CENTER**

STUDENT EDUCATIONAL BACKGROUND QUESTIONNAIRE

Student Last Name _____ First Name _____
 Language(s) spoken in the Home _____

Previous Educational History

_____	Grade _____	Prog. _____
_____	Grade _____	Prog. _____
_____	Grade _____	Prog. _____
_____	Grade _____	Prog. _____

What type of instructional program did the student receive within the last year? :

- _____ Regular classroom with no special support services
 - _____ Regular classroom with support services
 - _____ Bilingual Program - Native Language Instruction
 - _____ Transitional-English Instruction
 - _____ Spanish Support
 - _____ Special Education program - Specify type of program.
- _____
- _____

Has the student ever been referred for a psychological evaluation? _____

If so, explain: _____

Has he/she received any type of support services in addition to his academic program? _____

What type of service?: _____

List the subjects the student took during _____ grade level.

Subjects	Pass/Fail	Subjects	Pass/Fail
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Has the student ever repeated a grade? _____

Explain: _____

How would you describe his/her academic progress to date: _____

Date _____

STUDENT PLACEMENT INFORMATION

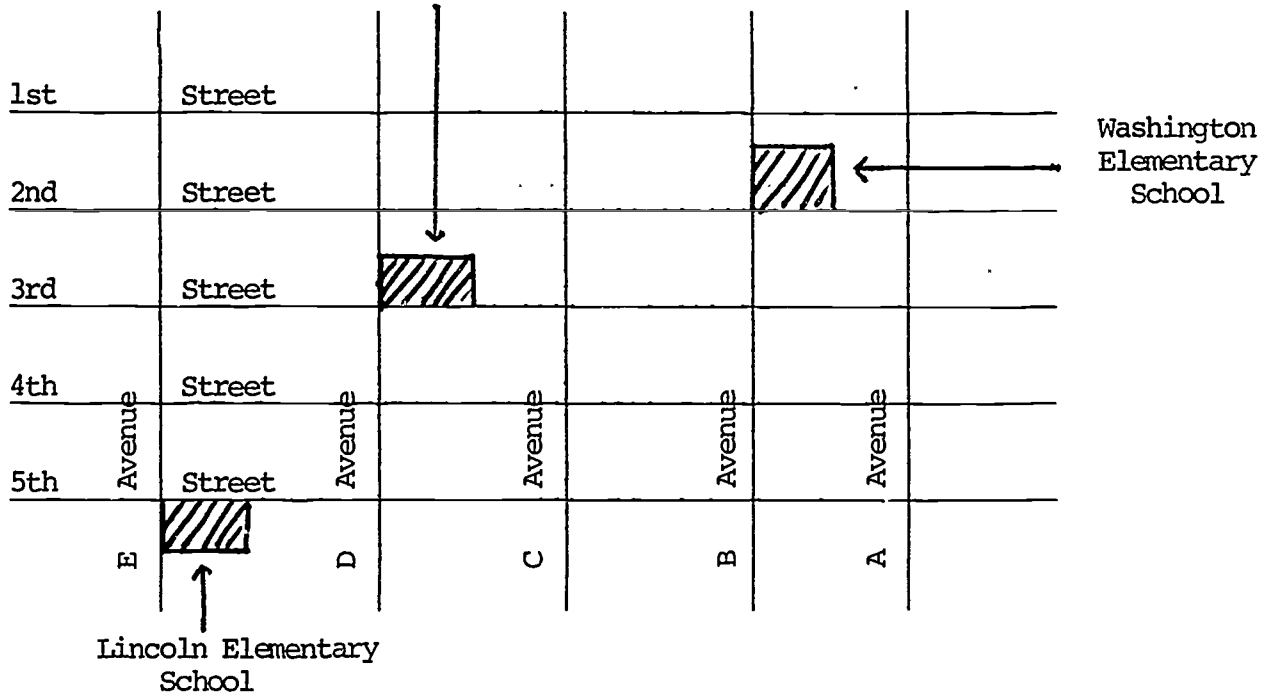
Your child's school is _____
 La escuela de su niño (niña) es _____

The principal is _____
 El principal se llama _____

The teacher is _____
 La maestra (el maestro) se llama _____

The classroom is number _____
 El salón de clase es número _____

Jefferson Middle
 School



IV. Plan for Initial Assessment of Student

If possible the student testing should be administered by a trained knowledgeable bilingual, bicultural person. You may wish to use a test developed by your school district or you may wish to use a commercial test of your choosing. Below are examples of tests frequently used.

Oral Language Skills

Bilingual Syntax Measure I and II (BSM) - (S/E*)
Basic Inventory of Natural Language (BINL) - Any
Bahia Oral Language Test (BOLT) - (S/E*)
Language Assessment Scales - (LAS)
Spanish/English Performance Screening (S/ELPS)
New York City Language Assessment Battery 1982 - (LAB) (S/E*)
Tests for Auditory Comprehension (Carrow)
Student Oral Language Observation Matrix - (SOLOM)
School District of Philadelphia ESOL Screening Test

Reading

Close procedure tests locally developed (difficult to use with some languages.

Prueba de preparacion para lectura (S*)
System for Objectives Based Evaluation of Reading - (SOBER) (S*)

Achievement

California Achievement Tests (CAT)
Metropolitan Achievement Tests (MAT) (S/E*)
California Test of Basic Skills (CTBS) forms (S/E*)

Other

Maculaitis Assessment Program - ESL
Woodcock Language Proficiency Battery - Spanish Form
Cartoon Conservative Scales I & II
Kramer Pre School Math Inventory
Prueba Boehm de Conceptos Basicos - (S/E*)

*S = Spanish

*E = English

Also available for Indo-Chinese adults are BEST and MELT available from the U.S. Department of Human Services.

SCHOOL DISTRICT OF LANCASTER, PA
 BPMIS CENTER - TITLE VII
 REIGART SCHOOL, 291-6265

STUDENT EVALUATION RESULTS

Name: _____

Birth date: _____

Address: _____

Age: _____

I. TEST DATA

Test Date	Name of Test	Score	Comments																				
	Developmental Screening Test Grade: Kindergarten English Spanish	Spatial Manipulative = /14 Visual-Motor-Perceptual = /14 Language = /14 Total Score = Developmental Age = mos.																					
	Oral Language Interview (English) Grades: 1-12	/30 points																					
	Writing Sample Grades: 4-12 English Spanish Vietnamese Other	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Poor</th> <th style="width: 25%;">Fair</th> <th style="width: 25%;">Good</th> <th style="width: 25%;">Excellent</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Poor	Fair	Good	Excellent																	
Poor	Fair	Good	Excellent																				
	CLOZE Test English Spanish Other																						
	Woodcock Reading Mastery Test (A B)	Reading Grade Level = Percentile Rank =																					
	Key Math	Total Raw = Grade Equivalent =																					

<p>Survey of Basic Competencies (Information Processing Subtest) Grades: 4-12</p>	<p>Raw - Developmental Age- mos. Grade level- mos. Operational level- grades</p>																						
<p>WRAT - Reading Grades: 1-12 Level: I II</p>	<p>Raw - Grade Equivalent- Standard Score- Percentile-</p>																						
<p>WRAT - Mathematics Grades: 1-12 Level: I II</p>	<p>Raw - Grade Equivalent- Standard Score- Percentile-</p>																						
<p>Language Assessment Battery (LAB) Grades: K-12 Level Grades I K-2 II 3-6 III 7-12</p>	<table border="1"> <thead> <tr> <th></th> <th><u>English</u></th> <th><u>Spanish</u></th> </tr> </thead> <tbody> <tr> <td>Listening</td> <td></td> <td></td> </tr> <tr> <td>Speaking</td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> </tr> <tr> <td>Percentile</td> <td></td> <td></td> </tr> </tbody> </table>		<u>English</u>	<u>Spanish</u>	Listening			Speaking			Reading			Writing			Total			Percentile			
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Listening																							
Speaking																							
Reading																							
Writing																							
Total																							
Percentile																							
<p>Additional Tests</p>																							

II. OBSERVATIONS OF BEHAVIOR

III. COMMENTS

IV. RECOMMENDATIONS

School: _____

Grade: _____

Program: _____

Examiner _____

V. Determine Criteria for Placement

School districts across the Commonwealth will vary considerably in the placement options available to their LEP students. Some may have tutoring only while others will have a wide range of ESL/ESOL and/or bilingual programs available.

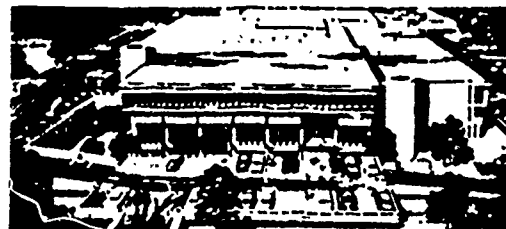
Regardless of these options, certain criteria should be considered for all placements. Included should be the oral interview with the parent and the student, previous academic achievement, test results and observation by the classroom teacher and other professional staff.

You will want to discuss the reasons for the placement with the parent and, if appropriate, with the student. Some school districts ask that the parent sign a statement concerning the placement decision.

As a guide for your use, attached is a chart of various school districts' criteria for entrance and exit into ESL/ESOL and/or bilingual programs. The criteria for placement provided as examples are English language related. A pupil who is limited English proficient should not be placed in a special education program unless the procedures required by P.L. 94-142 are thoroughly followed.

Houston Independent School District

3830 RICHMOND AVENUE • HOUSTON, TEXAS 77027
AREA CODE (713) 623-8011



NOTIFICATION OF ENROLLMENT IN AN ALTERNATIVE ENGLISH PROGRAM K-12

Dear Parent or Guardian:

The State of Texas provides alternative English programs for students who speak or hear a language other than English and who consequently may have difficulty with their school work. Alternative English classes have been developed to give such students help in effectively listening, speaking, reading and writing.

Based on a test of English Language Proficiency, _____
has been identified for and placed in an Alternative English Program.
The school district requires that you sign this letter and return it within
ten (10) school days, to your child's school to indicate that you have been
informed of his/her participation in this program. If you would like more
information about the program, or if you have a question about your child's
placement in the program, please call me at _____
(school no.)

or visit me at _____
(school name and visiting hours)

Sincerely,

Principal's Signature

Parent's Signature

Date

**BRIEF SUMMARY OF ENTRY AND EXIT CRITERIA OF SOME OUT OF STATE
BILINGUAL EDUCATION PROGRAMS**

1. California

- A. Major Minority Languages In Informally Estimated Order of Prevalence: Spanish, Vietnamese, Cantonese, Korean, Tagalog.**
- B. Method of Identifying Potential LEP Students: Home Language Survey**

ENTRY

Skills/Other Criteria Evaluated	Instruments Used	LEP, If
1. English oral/aural Proficiency OR	BSM - I (Gr. K-1) BSM - II (Gr. 3-12)	Below 6 Below 4
2. English Reading OR	CTBS	Below District Standard
3. English Writing	Writing Sample	Below District Standard

EXIT

Skills/Other Criteria Evaluated	Instruments Used	Mainstreamable, If
1. English oral/aural proficiency and student mastery of English language curriculum	Teacher observation Grades, continual progress, test scores	Abilities comparable to those of nonminority native English speakers of same grade level and age
AND		
2. English oral/aural proficiency	BSM - I (Gr. K-1) BSM - II (Gr. 3-12)	4 and above 6 and above
AND		
3. English writing	Teacher evaluated writing sample or a standardized writing test as noted in #5 below or standardized writing test score as indicated in #5 below	Writing sample score comparable to that of nonminority English proficient students of same grade level and age
AND		
4. Parental judgement	Parents examine performance history appropriate	Parental agreement that final decision is
AND		
5. English language arts, English reading, English math, English writing (optional if assessed in # above)	CTBS or a department approved standardized criterion referenced test	At 36th percentile or above in each subject OR From 31st to 35th percentiles with consent of language appraisal team and student is given supportive instruction as necessary OR Below 31st percentile but not lower than 3 percentage points below local district 50th

California (continued)

EXIT

Skills/Other Criteria Evaluated	Instruments Used	Mainstreamable, if
		<p>percentile for nonminority students (if local norm is lower than 36th percentile of national norm)</p> <p>OR</p> <p>Score on standardized criteria referenced test "substantially equivalent" to average score of nonminority students speaking only English of same age & grade level, as approved by department</p>

* EXERPTED FROM "GUIDELINES FOR THE ESTABLISHMENT AND IMPLEMENTATION OF ENTRY AND EXIT CRITERIA FOR BILINGUAL PROGRAMS, OHIO DEPARTMENT OF EDUCATION"

3. New York City

- A. Major Minority Languages in Informally Estimated Order of Prevalences: Spanish, Chinese, Haitian-Creole/French, Russian, Greek.
- B. Method of Identifying Potential LEP Students: Parent Interview or Home Language Survey

ENTRY

Skills/Other
Criteria Evaluated

Instruments
Used

LEP,
if

Skills/Other Criteria Evaluated	Instruments Used	LEP, if
(Students Whose Primary Language is Spanish)		
1. English listening, English reading, English writing, English speaking AND 2. Spanish listening, Spanish reading, Spanish writing, Spanish speaking	LAB (English Version)	Below 21st percentile
	LAB (Spanish Version)	Spanish version percent- tile score is higher than English version percentile score.
(Students Whose Primary Language is Other Than Spanish or English)		
1. English listening, English reading, English writing, English speaking	LAB (English Version)	21st percentile or above

4. Texas

- A. Major Minority Languages in Informally Estimated Order of Prevalence: Spanish, Vietnamese, Laotian, Cambodian, Chinese.
- B. Method of Identifying Potential LEP Students: Home Language Survey

ENTRY

Skills/Other Criteria Evaluated	Instruments Used	LEP, If
1. English oral-aural proficiency	(Grades K - 1) LAS - I	Below 75
1. English oral-aural proficiency	(Grades 2 - 12) LAS - I (Grades 2-5) LAS - II (Grades 6-12)	Below 75 Below 82
2. English reading English language arts	ITBS	Below 23rd percentile
		OR
		Between 23rd and 40th percentiles and language proficiency assessment committee denies NON-LEP status based on other factors such as:
		<ul style="list-style-type: none"> —recommendations of present/previous teachers —present/previous grades —parent recommendation —emotional/maturational data —criterion referenced test scores and skills continuum progress or informal evaluation measures —student interview

EXIT

Skills/Other Criteria Evaluated	Instruments Used	Mainstreamable, If
1. English oral-aural proficiency	(Grades K - 1) LAS-I	75 or above
1. English oral-aural proficiency	(Grades 2 - 12) LAS-I (Grades 2-5) LAS-II (Grades 6-12)	75 or above 82 or above
AND		
English reading, English language arts	ITBS	At or above 40th percen- tile in both English language arts and reading
		OR
		Between 23rd and 40th percentiles and language proficiency assessment committee gives consent based on other factors such as those listed under #2 for Entry.

*EXERPTED FROM "GUIDELINES FOR THE ESTABLISHMENT AND IMPLEMENTATION OF ENTRY AND EXIT CRITERIA FOR BILINGUAL PROGRAMS, OHIO DEPARTMENT OF EDUCATION"

VI. Establish Method for Informing
Parents or Guardians of Students' Progress

School districts are using a variety of ways to inform parents of the progress of their children. These include bilingual report cards, bilingual progress reports identifying certain skills, parent conferences, home visits, telephone calls and letters. When necessary, a bilingual person should assist in contacts with the home. In some instances, you may wish to use the services of community agencies to improve communications with the home.

VII. Plan for Monitoring Students' Progress

Communication is extremely important in monitoring the students' progress. There must be a close working relationship between the classroom teacher and the ESL/ESOL and/or bilingual teachers as well as communications between home and school and among the various professionals who impact upon the students' growth. These should occur on a regularly scheduled basis.

Written communications are important. Some school districts have developed record forms which give clearly the assessment of each LEP student, indicating the program used and date of assessment. This is of value not only to the individual teacher, but to school districts to which a student may transfer. Sample forms attached.

SCHOOL DISTRICT OF LANCASTER
BILINGUAL/ESL PROGRAM
REIGART 291-6265

BILINGUAL PLACEMENT, MONITORING, AND INSTRUCTIONAL SUPPORT CENTER

PLACEMENT FEEDBACK FORM

This form should be completed and sent to the BPMIS Center at Reigart School approximately two weeks after the student named below enters your classroom.

Student's Name _____ Grade _____
Teacher's Name _____ School _____
Date of Entry _____ Form Due Date _____

Directions: Please circle the appropriate response.

1. I (have/have not) observed this student in the school environment.
2. The student (has/has not) experienced difficulty communicating in English [i.e., listening, speaking, reading, and writing].
3. I (am/am not) satisfied with the placement of the student.

Thank you for your cooperation in monitoring this student's placement.

READING SCHOOL DISTRICT
BILINGUAL PROGRAM

SCHOOL _____

STUDENT ASSESSMENT RECORD

TEACHER _____

DATE _____

STUDENT NAME	ENGLISH LAB TEST Score in %ile				SPANISH LAB TEST Score in %ile				ENGLISH DIAGNOSTIC DEPENDENT		ENGLISH DIAGNOSTIC INTERMEDIATE		MATHEMATICS GRADE LEVEL <i>In st. dominant lang.</i>		SOCIAL STUDIES GRADE LEVEL		SCIENCE GRADE LEVEL		ENGLISH READING LEVEL	
	PRE TEST	POST TEST	PRE TEST	POST TEST	PRE TEST	POST TEST	PRE TEST	POST TEST	PRE TEST	POST TEST	SEPT.	JUNE	SEPT.	JUNE	SEPT.	JUNE	SEPT.	JUN		
	% GRADE	% GRADE	% GRADE	% GRADE	PRE TEST	POST TEST	PRE TEST	POST TEST	SEPT.	JUNE	SEPT.	JUNE	SEPT.	JUNE	SEPT.	JUNE	SEPT.	JUN		

-25-

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DATE _____
 TEACHER _____
 SCHOOL _____
 PROGRAM _____

SCHOOL DISTRICT OF LANCASTER
 STUDENT EVALUATION

ABBREVIATIONS:

B-Beginner
 D-Dependent
 I-Intermediate
 A-Advanced(H.S. only)

ORP-Oral Language Procedure
 LAB-Language Assessment Battery
 R.S.-Raw Score
 P.R.-Percentile Rank
 E. Age-Entry Age

P-RATING DESCRIPTIONS:

P-0-No practical speaking proficiency
 P-1-Elementary proficiency
 P-2-Limited proficiency
 P-3-Basic proficiency
 P-4-Full proficiency
 P-5-Native or bilingual proficiency

CONVERSION BANDS-CLOZE:

10 and below-Frustration
 11-14-Instructional
 15 and above-Independent

STUDENTS NAME	CR.	AGE	CLASS	ORP		CLOZE-PR	CLOZE-PO	LAB/ENGLISH - LEVEL II					LAB/SPANISH - LEVEL II					CLASS	TIME																				
				PRE-RATING	POST-RATING			3-5		POST SCORES			3-6		POST SCORES					B. I.	PROGRAM																		
								LIST	READ	WRIT.	SPK.	P.R.	LIST	READ	WRIT.	SPK.	P.R.					LIST	READ	WRIT.	SPK.	P.R.	D. A.	IN	PRG										

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VIII. Establish Procedure for Reclassification and Mainstreaming

Whether a student is reclassified or mainstreamed, once again it is very important to communicate with all persons involved. In determining the next move in the students educational program, one should consider the students' social skills as well as academic skills.

The new placement should be guided by classroom observation and test scores. The entry/exit charts in the appendix could be helpful for this. Most important, it is very necessary for the student's new teacher to be fully informed of his/her previous record and any particular needs that should be addressed. You may wish to consider a trial period to determine if this is an appropriate placement.

SCHOOL DISTRICT OF LANCASTER
 BILINGUAL/ESL PROGRAM
 BPMIS CENTER - REIGART SCHOOL

REFERRAL FOR STUDENT RECLASSIFICATION/EXIT

I. INITIAL RECOMMENDATION

(Only Section I is to be completed by the person making the initial referral.
 Please forward referral to the BPMIS Center after completing Section I.)

A. Request Initiated by: Administrator _____ Teacher _____

Parent _____ Other (specify) _____

B. Date Initiated: _____ / _____ / 198____
 Mo. Day Year

Student's Name _____ Grade _____

School _____ Teacher _____

Age _____ Birth Date _____ Primary Language _____

Type of Program: Bilingual _____ ESL _____ Regular _____ Other _____

Date of Entry into Present Program _____

Parent Name _____ Parent Address _____

II. PRELIMINARY OBSERVATION

A. Classroom Performance

	Satisfactory	Unsatisfactory	
Oral Language:	_____	_____	Signature _____
Reading:	_____	_____	Signature _____
Writing:	_____	_____	Signature _____
Math:	_____	_____	Signature _____
Other (specify):	_____	_____	Signature _____

B. Trial Period in all English Instruction

Duration: From _____ To _____
 Signature _____

III. ACHIEVEMENT/ACADEMIC TEST DATA

	Instrument	Form or Level	Raw Score	%ile	Grade Equivalent	Date
Mathematics						
Reading						
Language Arts						
ESL	ESL Placement Test				Beginner Dependent Intermediate Advanced	
ESL	ORP			P-		
Reading	Cloze	I, II, III, IV, V, VI, VII, VII A	/25		Frustration Instructional Independent	

IV. LANGUAGE PROFICIENCY

(Language Assessment Battery -LAB

Level I II III)

A. English Language Proficiency

B. Spanish Language Proficiency

Assessor: _____

Assessor: _____

Date: _____

Date: _____

LAB (English) SCORE

LAB (Spanish) SCORE

Listening	
Speaking	
Reading	
Writing	
TOTAL	

Listening	
Speaking	
Reading	
Writing	
TOTAL	

%ile rank: _____

%ile rank: _____

V. INITIAL PARENT AND STUDENT CONFERENCE

Results of initial parent conference:

Signature _____ Date _____

Results of initial student conference:

Signature _____ Date _____

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VI. RECLASSIFICATION PANEL'S RECOMMENDATION

Recommended for reclassification to English Proficient: Yes No

_____	_____
Administrator	Present Teacher
_____	_____
Parent	Guidance Counselor
_____	_____
Receiving Teacher	Bilingual Testing Specialist

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VII. PLACEMENT DECISION

COMMENTS

Maintain in Bilingual/ESL Program _____
 Mainstream with ESL _____
 Mainstream without ESL _____

 Other (specify) _____

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VIII. FOLLOW-UP RECOMMENDATION, IF ANY

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SCHOOL DISTRICT OF LANCASTER
BPMIS CENTER
NEIGART SCHOOL
500 E. STRAWBERRY STREET
291-6265

_____, 198 -

Dear _____,

Your child, _____, at _____

School is being referred for exit from the _____

Program. A meeting has been scheduled for _____ a.m./p.m. in

_____ at _____ School on _____, 198 _.

The people participating at this meeting will be:

We would appreciate your attendance at this important meeting.

A translator will be present.

If you have any questions, please let us know.

Sincerely,

Ramonita Gonzalez 291-6192

Trinh Thien 291-6192

Douglas E. Dockey 291-6265
Dept. Head, Bilingual/ESL

SCHOOL DISTRICT OF LANCASTER
BILINGUAL/E.S.L. DEPARTMENT
BPMIS CENTER - REIGART SCHOOL

Reclassification Contact with Parents/Guardians

Parent's Name _____ Child's Name _____
Address _____ Child's Grade _____
Telephone _____ Child's School _____

1. Was personal contact established with the parent?
_____ Yes _____ No
2. How much time did you spend with the parent? _____
3. Did you enter comments in section V ("Parent Response") on the exit referral form?
_____ Yes _____ No
4. Is the exit referral form on file in the BPMIS Center?
_____ Yes _____ No
5. Did you complete and leave a Reclassification Notification form with the parent?
_____ Yes _____ No
6. Did the parent attend the reclassification meeting?
_____ Yes _____ No
7. If not, was a follow-up contact made to inform the parent of the results of the reclassification meeting?
_____ Yes _____ No

COMMENTS:



SCHOOL DISTRICT OF LANCASTER
BILINGUAL/ESL PROGRAM
BPMIS CENTER - NEIGART

RECLASSIFICATION MEETING QUESTIONS

- Present Teacher(s) :
- Has the student been increasing his use of English in your classroom?
 - Has the student shown satisfactory socialization with classroom peers? with other children in the school? with adults?
 - Could you briefly describe the student's reading skills? writing skills? math skills? study skills?
 - Any problems with homework assignments? attendance? tardiness? discipline?
- Counselor(s) :
- Have you seen the student and informed him/her of the possible promotion?
 - What were his/her reactions or concerns?
 - Have you found any problems with this student during your counseling sessions which should be considered?
 - Are there any scheduling problems which may arise from the student's reclassification?
- Parent(s) :
- Have you seen evidence that the child is using (reading, speaking, etc.) English at home? in the community?
 - Has the child expressed any opinion about leaving the Bilingual/ESL classroom?
 - Are you in agreement that this promotion is appropriate for your child?
- Receiving Teacher(s) :
- Would you care to inform the parents or student of your objectives and expectations for students in your classroom?
 - Do you have any questions for the Bilingual/ESL teacher, counselor, or parents about the student?
 - Do you have any suggestions for the parents to help them facilitate the student's transition to your classroom?
 - Are you familiar with the two observations and actions contingent upon observations? (Explain POS)
 - Are you aware that due to the summer vacation, some regression in English usage is common for LEP students? (End of year question only.)
- Administrator(s) :
- Are there any concerns regarding the student and or the promotion which you care to address?
 - Any questions about receiving teacher? transportation? school transfer due to boundary lines?

NOTE: These are only suggested questions/topics. They do not have to be used during reclassification meetings if interaction between committee members is satisfactory.

IX. Plan for Monitoring the Student in the Mainstream

Periodic review during the first year of mainstreaming is very important. It may be necessary to mainstream certain subjects first, gradually moving into others. The review process should be in writing and should occur at established points in time. Conferences between the mainstream teacher and ESOL/ESL/bilingual teachers should continue throughout the first year, and longer if necessary.

If the student is having difficulty in some classes, a referral for assistance should be made to the appropriate staff.

RECLASSIFIED PUPIL OBSERVATION SCALE

Pupil's Name _____ School _____
 Observer _____ Position _____ Grade _____
 Due Date: 1st Month _____ 4th Month _____

Directions: The purpose of this scale is to monitor a reclassified Bilingual/ESL pupil's placement in an English-speaking classroom. Please fill in the appropriate blocks as you perceive the pupil's participation in the classroom environment. Blocks are divided with a diagonal line so that both the 1st and 4th month observations can be entered on the same form. Place ✓s in the appropriate 1st month or 4th month section. Please see the example below.

The form should be returned to the BPMIS Center at Reigart School after each due date listed above. The form will be returned to you after the 1st due date so you will be able to complete the 4th month observation and return it to the BPMIS Center. Thank you for your cooperation.

Scale Descriptor	None Observed	Poor	Fair	Good	Excellent
	1	2	3	4	5
EXAMPLE: Pupil's movement in classroom is meaningful.	/	/	1st mo. /	/ 4th mo.	/
1. Pupil uses learning centers and other instructional areas/materials.	/	/	/	/	/
2. Pupil circulates in school environment.	/	/	/	/	/
3. Pupil can follow directions.	/	/	/	/	/
4. Pupil can work independently.	/	/	/	/	/
5. Pupil seeks help from adults or peers.	/	/	/	/	/
6. Pupil participates in group activities.	/	/	/	/	/
7. Pupil is at ease with peers.	/	/	/	/	/
8. Pupil has conversations in English with adults	/	/	/	/	/
9. Pupil has conversations in English with peers.	/	/	/	/	/
10. Pupil can respond to questions or comments.	/	/	/	/	/
11. Pupil can participate in classroom discussions.	/	/	/	/	/
12. Pupil appears at ease in his/her new class.	/	/	/	/	/
13. Pupil shows satisfactory aural/oral skills in English.	/	/	/	/	/
14. Pupil is at or near grade level in English reading skills.	/	/	/	/	/
15. Pupil has adequate English skills for subject areas.	/	/	/	/	/
16. Pupil is learning subject matter with peers.	/	/	/	/	/
17. Pupil's basic skills development indicates progress.	/	/	/	/	/
18. Pupil's classroom placement is appropriate.	/	/	/	/	/

Please feel free to make additional comments on the back of this form.