GUIDELINES FOR THE INCLUSION
OF ENGLISH LANGUAGE LEARNERS (ELLs)
IN K-12 ASSESSMENTS

IOWA DEPARTMENT OF EDUCATION

State of Iowa
Department of Education

Grimes State Office Building
Des Moines, Iowa
50319-0146

State of Iowa
Department of Education
Grimes State Office Building
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50319-0146

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Jim Reese, Chief, Bureau of Instructional Services
Carmen P. Sosa, Ph.D., Consultant, Bureau of Instructional Services
Tom Deeter, Ph.D., Consultant, Bureau of Instructional Services
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Jeanne I. Angel, Waterloo Community School District
Barbara Berry Whitley, AEA 12
Kathy Brenny, AEA 8
LaDonna Brunk, AEA 267
Dania S. Clark-Lempers, AEA 11
Tom Deeter, IDE
Donna Eggleston, IDE
Shelley Fairbairn, The University of Iowa, *ad hoc*
Bill Griffin, Des Moines Independent Community School District
Helene Grossman, AEA 11
Sharon Halcomb, AEA 9
Robert L. Mata, Davenport Community School District
Anna Mary Mueller, Iowa City Community School District
Carmen Sosa, IDE

Guidelines for the Inclusion of English Language Learners (ELLs) in K – 12 Assessment

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Part I: Questions and Answers

1. **Must English Language Learners (ELLs)[1] / LEP (Limited English Proficient)[1] / ESL (English as a Second Language) students be included in assessments?**

YES. The *No Child Left Behind Act of 2001* stipulates in Section 1111(b)(3)(C)(ix)(I) that **all** students (including ELLs) must participate in state assessments of math, reading, and (beginning in 2007-2008) science (No Child, 2002). (In Iowa's case, this refers to ITBS/ITED.) Currently, reading and math tests are required at grades 4, 8, and 11 in Iowa (refer to the annual letter available at www.state.ia.us/educate/ecese/ nclb/documents.html). Furthermore, if your district assesses other grade levels, all students (including ELLs) in those grade levels must be tested.

However, Federal Register Proposed Rule (Title I, 2004) provides for the following flexibility beginning with the 2003-2004 school year:

- There is flexibility for recently-arrived ELLs during their first year of enrollment in U.S. schools (defined as up to 180 dates of enrollment); they may be excused from participation in ONE administration of the districtwide reading assessment (ITBS/ITED).
- If a student is excused from an administration of the districtwide test (ITBS/ITED), that year would still count as the first year (of three) during which the student could take the reading assessment in his/her native language. (Case-by-case waivers would still be available for two additional years.)
- Recently-arrived students are still required to take the districtwide math assessment (ITBS/ITED).

Regarding AYP, the Proposed Rule clarifies that:
- Scores for recently-arrived ELLs (during their first year of enrollment) need not be included for AYP decisions.
- Recently-arrived ELLs' participation in math testing should be counted for AYP participation rates.
- Recently-arrived ELLs' participation in English language proficiency testing (if they do not participate in the districtwide reading assessment) can be

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[1] Although Limited English Proficient (LEP) is the terminology used by the U.S. Department of Education, English Language Learner (ELL) will be used throughout this document, as it focuses on the linguistic gains of these students rather than perceived deficiencies.

counted for AYP participation rates in reading.

- The scores of recently-arrived ELLs who participate in districtwide reading and math assessments need not be counted for the proficiency component of AYP, though they can be. This provision must be applied consistently by districts – either all scores of recently-arrived ELLs are counted for proficiency or none are. (Iowa Department of Education, 2004b, slides 45 & 47)
- Reading and math scores for ELLs who have been exited from limited English proficient (LEP) status during the last two years can be counted in determining AYP for the LEP subgroup (though these students need not be included in order to achieve a statistically viable number of students).

In addition, all ELLs must participate in English language proficiency testing of their listening, speaking, reading, and writing skills each year. "Comprehension" scores are required for Title III, but there is no separate test for comprehension; it is a combination of listening, speaking, reading, and writing scores.

2.   Which specific students does this include?

All current and former ELLs must participate in assessments. See Appendix F: Iowa Title III Enrollment Descriptors for guidance regarding which ELLs should receive testing accommodations.

3.   In which assessments must ELLs be included?
Both Title I and Title III require two types of assessments (academic content and English language proficiency) for students with limited English proficiency (LEP):

- LEAs must annually assess their LEP students (K-12) in English language proficiency.
- Districts must include all limited English proficient students in their academic content assessments in reading and mathematics (although there is flexibility for recently-arrived ELLs [those who have been enrolled in U.S. schools for less than 10 months]; they can be excused from participation in ONE administration of the ITBS or ITED reading assessment [refer to detailed explanation in Question 1])
- Beginning in 2007-2008, LEAs must also add science.
- "Inclusion of ELLs can take the form of providing appropriate accommodations and/or using an assessment in the student's native language that is aligned to . . . [local] content and achievement standards." If students are being assessed in their primary language, after three years of attending

a school in the United States, students must be assessed in reading using a test in English. "**This does not exempt students from participating in the . . . assessment system in their first three years of attending schools in the United States. Inclusion in the . . . [district] academic assessment system must begin immediately when the student enrolls in school.**" (quoted portions from U.S. Department of Education Office of English Language Acquisition, 2003, p. 10)

- The only flexibility regarding academic achievement testing is for recently-arrived ELLs who may opt out of districtwide reading assessment (ITBS/ITED) one time. The reading portion of the English language proficiency test can serve as a substitute for the ITBS or ITED reading score. (See Question 1 for a detailed explanation.)

<u>Current ELLs only</u> (those participating in English language acquisition programs):
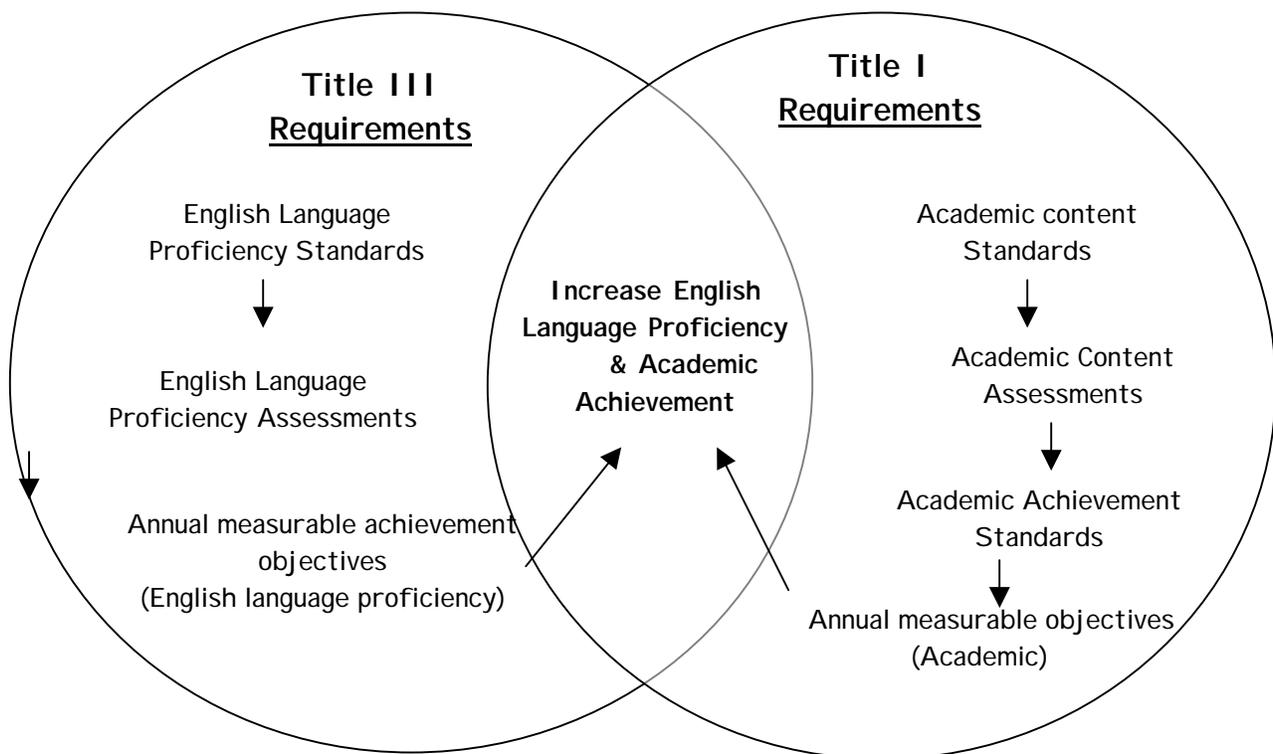
1. Placement (Title III) – Recommended Tests: Language Assessment Scales (LAS) / IDEA Proficiency Tests (IPT) (For other tests, contact the IDE.)
   - Important note: The Home Language Survey is the means for determining which students should be tested for placement in English acquisition programs. **According to Iowa Administrative Code 281—60.3(280)(60.3)(1)(a), this document should be used when registering ALL students, not only those who may "seem" to need special English programming.** The Home Language Survey is available in 22 languages at no charge to Iowa districts on the TransACT website at www.mynclb.com. (Contact your AEA if you need assistance in accessing the site.)
2. English language proficiency (assessment of listening, speaking, reading, writing, and a score for comprehension) (Title I and Title III). Assessments designed to monitor growth are forthcoming; wait for guidance from the IDE.

<u>All students</u> (including current and former ELLs):

1. District-wide assessments
2. ITBS / ITED (NCLB), although there is flexibility for recently-arrived ELLs (those who have been enrolled in U.S. schools for less than 10 months); they can be excused from participation in ONE administration of the ITBS or ITED reading assessment (refer to detailed explanation in Question 1)
3. Multiple measures (content-area tests) (Iowa Chapter 12)

4. Alternate assessments for special education students (NCLB)
5. Other assessments as required by your district
6. National Assessment of Educational Progress (NAEP)

Figure I: Title III and Title I Requirements for ELLs

Title III Requirements

English Language Proficiency Standards

↓

English Language Proficiency Assessments

Annual measurable achievement objectives
(English language proficiency)

Increase English Language Proficiency & Academic Achievement

Title I Requirements

Academic content Standards

↓

Academic Content Assessments

↓

Academic Achievement Standards

↓

Annual measurable objectives
(Academic)

4.   What about Non English Proficient students?

All ELL students must be given the opportunity to participate in district-wide assessments, with the exception of recently-arrived ELLs, who are allowed flexibility regarding the districtwide reading assessment; they may be excused from participation ONE time. (See Question 1 for a detailed explanation.) Students who have been determined to be Non English Proficient on the English language proficiency test should be given the opportunity to engage the test with **accommodations**. Students will count as having participated if they are given the opportunity to demonstrate their knowledge and abilities on the test section. This is a special arrangement for ELLs; mainstream and special education students are NOT counted as participating unless they fill out answers for the test section.

Important note: This opportunity to demonstrate knowledge and abilities does not mean that students whose level of English precludes their meaningful participation

in testing must sit in front of a blank answer sheet for the entire testing period; once such students have demonstrated their knowledge and abilities on the test section, they are finished with that section. If students demonstrate that they are unable to engage a given test section at all, they are still counted as participating in that test section and the remaining testing time can be used for other purposes.

5. How are ELLs identified and placed?

Use an English language proficiency test (see Appendix A) to determine if students are Non English Proficient, Limited English Proficient, or Fluent English Proficient within the first 30 days of school (Sec. 3302[a]) or within the first two weeks after enrolling in the district if they enroll after the beginning of the school year (Sec. 3302[d]).

Regarding placement, NCLB clarifies that "A child shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status" (Sec. 3302[f]).

6. What do you need to communicate to parents?

The following are guidelines regarding Title III parental notification requirements:

Section 3302 of the *No Child Left Behind Act of 2001 requires that districts* notify students' parents of:

- the **reason for placement** in a program for English Language Learners (Sec. 3302[a][1]);

- the student's **level of language proficiency**, how it was assessed, and their level of academic achievement (Sec. 3302[a][2]);

- the **methods of instruction** used in the child's educational program, use of English and the native language in that program, and other program options available within the district (Sec. 3302[a][3]);

- **how the program will meet the needs** and build on the academic strengths of the child (Sec. 3302[a][4]);

- **how the program will go about teaching** the child English and preparing him/her to meet academic standards for grade promotion and graduation (Sec. 3302[a][5]);

- **exit requirements** for the program, expected transition rate of students from the program to programs not designed specifically for ELLs, and the

expected rate of graduation for students participating in the program (Sec. 3302[a][6]);

- **for special education students, how the program will fulfill requirements** of the student's IEP (Sec. 3302[a][7]); and

- **information regarding parental rights**, including rights to remove the student from the program, to information about other program options, and to assistance in selecting from various programs and teaching methods if more than one is available (Sec. 3302[a][8]).

In addition, if the program that the child is enrolled in fails to meet annual measurable achievement objectives, parents must be notified within 30 days (Sec. 3302[b].

All of this information is to be provided in a language that the parent understands, to the extent practicable (Sec. 3302[c]). To meet this requirement, the Iowa No Child Left Behind Parent Communication Center (formerly the Iowa Translation Library) is available as an on-line resource at http://www.mynclb.com to provide necessary documents in 22 languages.

Furthermore, parents are to be given information regarding how they can:

- be involved with their child's education (Sec. 3302[e][1][A])

- help their children to learn English, achieve academically, and meet the academic content and achievement standards expected of all students (Sec. 3302[e][1][B])

It is recommended that this outreach be carried out through regular meetings about which parents are informed. During these meetings, parent questions, concerns, and recommendations can be addressed. (Section 3302(e)(2))

For a comprehensive list of parent communications required under NCLB in addition to those mandated by Title III, visit www.mynclb.com.

7.   What are the requirements for language proficiency assessment?

All current ELLs in grades K-12 must be tested annually in listening, speaking, reading, and writing for Title I and Title III. The fifth domain, comprehension, will be reported as a combination of scores from listening, speaking, reading, and writing for Title III. Former ELLs do not need to be tested for English language proficiency.

8.   What assessments are accepted for measuring growth in English language proficiency?

An assessment must be aligned with district English Language Proficiency standards (see Appendix G for Recommended Iowa English Language Proficiency Standards) and linked to district reading standards. At the present time, assessments to be used for showing growth are in development. Continue to use what you are using and wait for additional guidance from the IDE.

9.   What are the requirements for academic assessment?

All ELLs, regardless of time in a language instructional program and level of proficiency in English, must be assessed annually in the areas of reading and mathematics. (See Question 1 for detailed clarification regarding the reading assessment of recently-arrived ELLs.)

10.   What about multiple measures?

All ELLs must be included in multiple measures as determined by the LEA.

11.   What about the NAEP?

ELLs who are enrolled in district buildings at the grade levels selected for participation in the National Assessment of Educational Progress must be included.

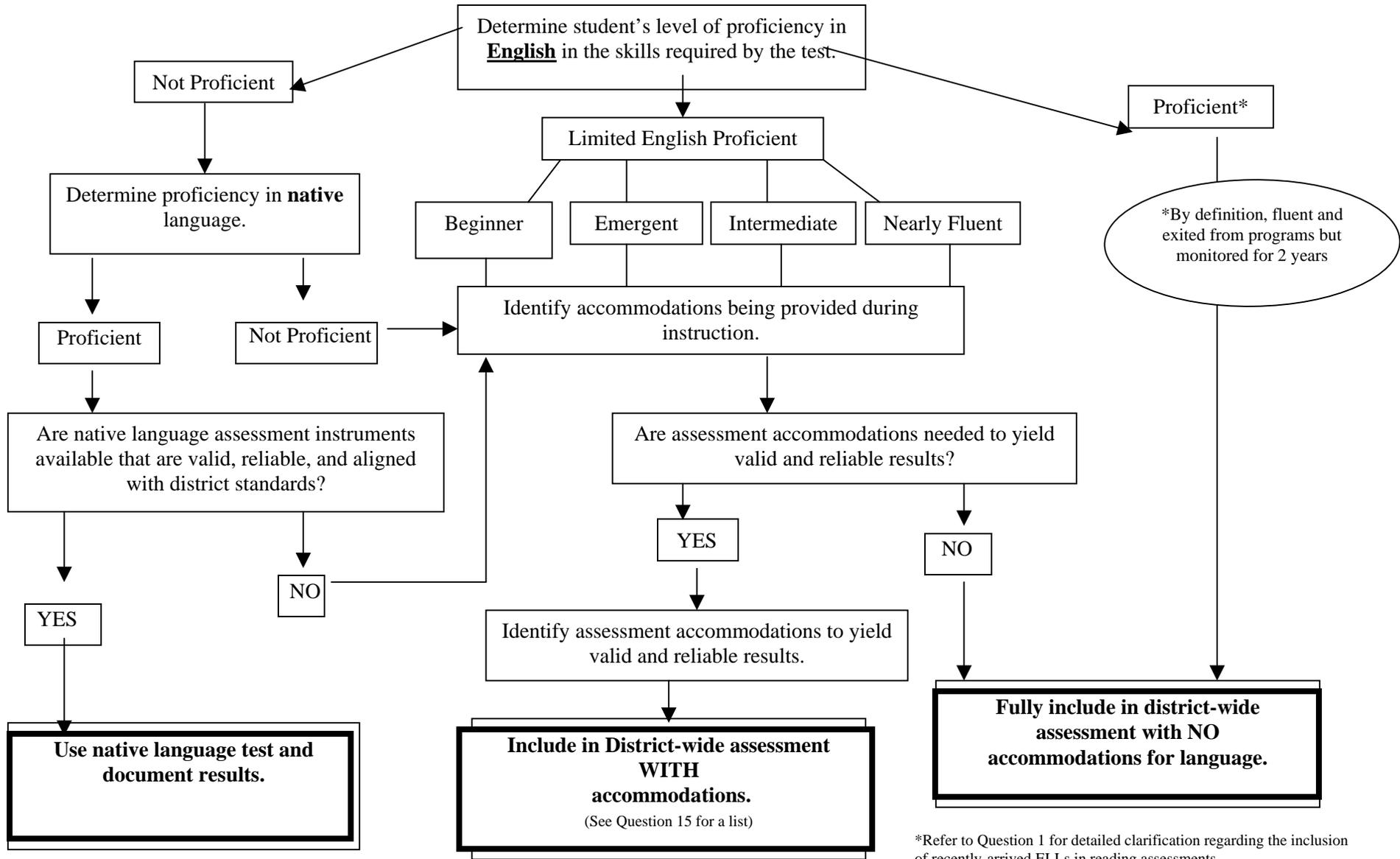## 12.   What is an accommodation for academic content assessment?

An accommodation is a change in the test administration or testing environment. It does not change what the test measures. Accommodations provide students an opportunity to demonstrate what they know by "leveling the playing field" for the students who receive them. Accommodations are meant to account for the effect of limited English language proficiency and provide the opportunity for students to demonstrate their knowledge and skills. Appropriate accommodations should not provide an unfair advantage. It is important to note that "the limited research that has been conducted with English language learners . . . has, to date, yielded inconclusive results on the viability of accommodations" (Gottlieb2003, p. 31). Thus, as a practical matter, those accommodations that have been successful for an individual ELL in the classroom are the most likely to be those that will be successful for that student in a testing situation, *as long as the accommodations do not change the construct (trait or ability) being measured.* (See Question 15 for more information on accommodations.)

13. Who should be involved in making decisions about accommodations?

A team comprised of appropriate individuals who are involved in the education and assessment of ELL students should participate in determining which ELL students receive accommodations and which accommodations they should receive (for example, an administrator, the classroom teacher, the ESL teacher).

Figure II summarizes the guidance pertaining to the inclusion of ELLs with or without accommodations.

Figure II: Inclusion of ELLs in District-wide Assessments*

Determine student's level of proficiency in **English** in the skills required by the test.

Not Proficient

Proficient*

Limited English Proficient

Determine proficiency in **native** language.

Beginner | Emergent | Intermediate | Nearly Fluent

*By definition, fluent and exited from programs but monitored for 2 years

Proficient

Not Proficient

Identify accommodations being provided during instruction.

Are native language assessment instruments available that are valid, reliable, and aligned with district standards?

Are assessment accommodations needed to yield valid and reliable results?

YES

NO

YES

NO

Identify assessment accommodations to yield valid and reliable results.

Use native language test and document results.

Include in District-wide assessment WITH accommodations.
(See Question 15 for a list)

Fully include in district-wide assessment with NO accommodations for language.

*Refer to Question 1 for detailed clarification regarding the inclusion of recently-arrived ELLs in reading assessments.

14. What factors need to be considered in determining accommodations?

Ensuring Accuracy in Testing for English language learners: A Practical Guide for Assessment Development mentions the following factors, central in deciding which accommodations to use (Kopriva, 2000, p. 51):

- The student's level of proficiency in English
- The language of instruction
- The student's literacy in their home (native/first) language
- The amount of schooling the student received in his or her home country
- Cultural issues
- Accommodations that are used in the classroom as part of instruction

For Example…

- **Level of English proficiency:** Is the student's proficiency in English at a level that will allow the student to demonstrate knowledge and understanding of the content, or will test results be clouded by the student's (lack of) proficiency in English? It **is** required that the level of English language proficiency be determined. However, this does **NOT** affect whether or not the student will be included in district-wide assessment. The level of language proficiency will be used to determine what, if any, accommodations are appropriate.

- **Primary language of instruction:** What has been the student's primary language of instruction? <u>If the student has been instructed primarily in English, then he/she should take the test in English.</u>

- **Number of years the student has received academic instruction in English:** Research provides evidence that there is a difference between the social/communicative skills in a second language acquired, on average, in 1 to 3 years and the cognitive/academic skills that require, on average, 3 to 7 years (Cummins, 1991; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 2002). Each student's proficiency data should be considered in determining the use of accommodations in the district-wide assessment program.

- **Level of literacy in the native language:** If a student is not proficient in English but is literate in the native language, then that student <u>could</u> be assessed in the native language. If a district <u>chooses</u> to assess the student in his or her native language, then an instrument that can produce valid and reliable information that is aligned with district standards and benchmarks must be selected for this purpose. If not such instrument exists, the student

must participate in testing in English. (Refer to Question 1 for a detailed explanation regarding the exemption available to recently-arrived ELLs.) If the student is not literate in his/her first (or native) language, instruments in the native language are not likely to provide accurate information. Districts have the flexibility to choose whether or not to use assessments in languages other than English but must assess ELLs' reading in English after three years in the U.S. school system. (Waivers are available for an additional two years on a case-by-case basis.)

15.   What types of accommodations can be used?

The *Standards and Assessments Non-Regulatory Draft Guidance* (USDE, March 10, 2003, page 16) identifies four categories of accommodations. These are:

- Presentation (e.g., repeat directions, read aloud, etc.)
- Response (e.g., mark answers in book, use reference aids, point, etc.)
- Setting (e.g., study carrel, separate room, etc.)
- Timing/scheduling (e.g., extended time, frequent breaks, etc.)

16.   What are some examples?

Iowa Testing Programs provides the following guidance regarding accommodations on the ITBS and ITED (The University of Iowa, 1999):

> When accommodations seem to be needed for testing an ELL, any of several might be considered. Which accommodations to use should be determined by considering the ones used in day-to-day instructional activities or classroom assessments. In no case should an accommodation be used for the first time with a student during the administration of the ITBS or ITED. Some accommodations that are used with ELLs include:

- allowing extra time to complete the test.
- allowing the use of a translation [word-word] dictionary during testing.
- reading parts or all of the test. (This should not be done with tests of reading vocabulary or reading comprehension.)
- providing word pronunciations or word meanings when such help does not interfere with the subject matter or skills being tested. (Offering meanings of science terms used on a science test would not be appropriate.)

- a combination of the above.

The purpose of testing should be to obtain information that will be useful for making instructional decisions and determining the extent of student progress in the curriculum of the school. Accommodations should only be used when they help to reduce the effect of the student's English language deficits that would interfere with obtaining accurate information about the student's achievement. When selected properly, the use of accommodations can still permit the interpretation of the student's percentile ranks and grade equivalents in the same manner in which they are interpreted for others.

Ensuring Accuracy in Testing for English Language Learners offers the following suggestions: (USDE, 2003, p. 20):

- Native language assessments (Note: only forms that are aligned with district standards would be acceptable)
- Extra time
- Small group administration
- Flexible scheduling
- Simplified instructions
- Allowing the use of dictionaries (bilingual word-to-word dictionaries)
- Audiotaped instructions in the native language
- Allowing audiotaped responses in either English or the native language
- Providing additional clarifying information at the end of the test booklet or throughout the test (e.g., synonyms for unclear or idiomatic words and phrases in math and science and other content areas but not in reading)

For additional information on accommodations for ELLs, see:
- Jamal Abedi
  CRESST Policy Brief 4: *Assessment and Accommodations for English Language Learners: Issues and Recommendations*
  http://www.cresst.org/products/newsletters/polbrf4web.pdf

- Rebecca Kopriva
  Ensuring Accuracy in Testing for English Language Learners (2000)
  Council of Chief State School Officers, SCASS—LEP Consortium
  www.ccsso.org/publications/details.cfm?PublicationID=97

♦ National Center for Educational Outcomes
http://education.umn.edu/NCEO/LEP/default.htm

♦ Charlene Rivera and Charles W. Stansfield
The George Washington University Center for Equity and Excellence in Education: Region III Comprehensive Center
Leveling the Playing Field for English Language Learners: Increasing Participation in State and Local Assessments Through Accommodations
http://ceee.gwu.edu/standards_assessments/researchLEP_accommodintro.htm

It is strongly recommended that the team keep a record of which accommodation(s) are used and why. This will enable schools to monitor what testing decisions are made for their students and how these decisions are enacted.

17. What about accommodations for ELLs with special needs (IEPs or 504 plans)?

The requirements established by the IEP or 504 plan for accommodations must be followed.

18. Can we test students out of level?

ELLs can be tested out of level. They will be included in the count of students taking the test but cannot be considered proficient.

19. What is an alternate assessment?

Alternate assessments are evaluative measures that are administered when the standard assessment is considered to be unsuitable for a particular student. Alternate assessments are designed to increase the capacity of large-scale assessment systems to ensure that all students are included in the accountability system of overall student performance.

ELLs who are special education students with Individual Educational Plans (IEPs) can take the Iowa Alternate Assessment if specified in their plan.

20. What is the difference between an alternative and an alternate assessment?

Judith Wilde clarifies this terminology in her document entitled *Definitions for*

the *No Child Left Behind Act of 2001:* Assessment (Wilde, 2004, p. 4). **Alternative assessment** refers to assessment that is used instead of standardized testing. Examples of this type of assessment include journaling, reports, presentations, observations, criterion-referenced tests (in which students' achievement on specific objectives is the focus, rather than their achievement in comparison to some specific "norm" group), and collaborative work. **Alternate assessment** is used for students who cannot complete the standardized tests in their original format.

21. **How does language proficiency in English and in native (first) language affect assessment?**

   A.   If the student is proficient in **English** at a level comparable to his or her monolingual English-speaking peers in listening, speaking, reading and writing, then fully include the student in the district-wide assessment program with no accommodations.

   B.   If the student is not proficient in English at a level comparable to his or her English-speaking peers in listening, speaking, reading, and writing, then determine his or her **native (first) language** proficiency.

   1.   If the student is proficient in the native language and native language assessments are available that are **both** aligned with district standards and able to yield valid and reliable information, then use those instruments. A word of caution: testing students in their native language is not a panacea; students who have not had the opportunity to learn content material in their first language should not be expected to demonstrate such knowledge on a native language assessment.

   2.   If the student is **not** proficient in the native language **or** if appropriate native language assessments are **not** available, then use data on the student's level of language proficiency in English to make decisions about accommodations. Guidance is provided in Appendix F.

22. **What happens after three years of receiving State ELL weighted funds?**

Termination of State funds does not mean that the student should not continue receiving full or transitional services. There is a difference between **weighting** and

exiting a student from the program. The State provides funds for three years by weighting ELLs an additional 0.22 (*Iowa Code* Chapter 280-280.4). Decisions on continuing to receive ELL services should be based on meeting district exit criteria, which should address attainment of English language proficiency and academic achievement.

Likewise, decisions about how to include the student in the district-wide testing program (with or without accommodations) should not be based on the continuation of funds from the State. (See Appendix F for guidance.)

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Part III: Appendices

Appendix A: Placement Tools for English Language Learners

The following tests are standardized instruments that are recommended for identifying and placing English Language Learners:

Assessment	Description
Idea Proficiency Tests (IPT) Ballard & Tighe Publishers 480 Atlas Street Brea, CA 92621 1-800-321-4332 https://www.ballard-tighe.com/Ballard-Tighe/source/Product/OurProducts.asp	The various forms of the *IPT* (developed between 1978 and 1994) are designed to generate measures of oral proficiency and reading and writing ability for students in grades K–12. The tests can be described as discrete-point, measuring content such as vocabulary, syntax, and reading for understanding. The tests provide information for initial identification and redesignation of English language learners. All forms of the *IPT* are available in Spanish and English.
Language Assessment Scales (LAS) CTB/McGraw-Hill 20 Ryan Ranch Road Monterey, CA 93940 1-800-538-9547 http://www.ctb.com	The various forms of the *LAS* (1982, revised 1990) are designed to generate measures of oral proficiency and reading and writing ability for students in grades K–12. The oral measure must be individually administered, but the reading and writing tests can be administered in small groups. In general, the tests can be described as discrete-point and holistic, measuring content such as vocabulary, minimal pairs, listening comprehension, and story retelling. All of the different forms of the *LAS* are available in Spanish and English.

Other language placement instruments exist and could be used. Consult the IDE.

Appendix B: Definitions

Accommodation

A change in the test administration or testing environment that does not change what the test is measuring.
Some examples include:
(1) time/scheduling (for example, extended time and/or extra breaks)
(2) setting (for example, individual or small group administration, a different location)
(3) presentation (for example, explanation, repetition, oral reading of instructions, bilingual or translated versions of the test, administration of test by a person familiar to the student)
(4) response (for example, allowing a student to dictate answers or to respond using the native language)

Alternate assessment

An evaluative measure that is administered when the standard assessment is considered to be unsuitable for a particular student.

Alternative assessment

Local assessment that does not fall under the classification of large-scale standardized testing. Examples include classroom tests, student writing samples, and group projects.

Limited English Proficient (LEP) (the Federal term)

Refers to a student who has a language background other than English, and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.
(Iowa Administrative Code, 281—60.2 (280))

English Language Learner (ELL)

A national origin student who is limited–English proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.) (U.S. Department of Education

Office of Civil Rights, 1999, p. 35)

English as a Second Language (ESL)

Refers to a structured language acquisition program designed to teach English to students whose native language is other than English, until the student demonstrates a functional ability to speak, read, write, and listen to English language at the age- and grade-appropriate level. (Iowa Administrative Code, 281—60.2 (280)) A program of techniques, methodology, and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language. (U.S. Department of Education Office of Civil Rights, 1999, p. 35)

Other Second Language Acquisition Terminology

L_2 = a second language
L_1 = native language, primary language, first language, home language
NEP = Non English Proficient
FEP = Fluent (or fully) English proficient

Other Educational Terminology

IDE = Iowa Department of Education
IEP = Individual Education Plan
ITBS = Iowa Tests of Basic Skills
ITED = Iowa Tests of Educational Development

Appendix C: Typical Bilingual Program Designs

All Bilingual program models use the students' first language, in addition to English, for instruction. These programs are usually implemented in districts with a large number of students from the same language background. Students in bilingual programs are grouped according to their first language, and teachers are proficient in both English and the students' first language.

Two-Way Bilingual Education, **Dual Language Instruction, Bilingual Immersion, or Developmental Bilingual Education (DBE):** Models that combine language minority and majority (English speaking) students. Each group learns the other's vernacular while meeting high content standards. Instruction is provided in both English and the minority language. In some programs, the languages are used on alternating days. Others may alternate morning and afternoon, or they may divide the use of the two languages by academic subject. Classes may be taught by a single teacher who is proficient in both languages or by two teachers, one of whom is bilingual.

Transitional Bilingual Education (TBE) Also known as Early Exit Bilingual Education: Models with a primary goal to "mainstream" students to all-English classes as soon as possible. Programs provide some initial instruction in the students' first language, primarily for the introduction of reading, but also for clarification of content. Instruction in the first language is phased out rapidly, with most students mainstreamed by the end of first or second grade.

Foreign Language Immersion: Models where language minority students are taught primarily or exclusively through sheltered instruction or a second language, later combined with native language classes.

Appendix D: Typical ESL Program Models

ESL programs (rather than bilingual programs) are likely to be used in districts where the language minority population is very diverse and represents many different languages. ESL programs can accommodate students from different language backgrounds in the same class, and teachers do not need to be proficient in the first language(s) of their students. ESL programs might involve native speakers of the languages(s) of the students to assist as paraprofessionals or tutors under the direct supervision of a teacher.

ESL Pull-Out

The pull-out model is generally used in elementary school settings. Students spend part of the school day in a mainstream classroom, but are pulled out for a portion of each day to receive instruction in English as a second language.

ESL Class Period

This model is generally used in secondary school settings. Students receive ESL instruction during a regular class period and receive course credit. They may be grouped for instruction according to their level of English proficiency.

ESL Resource Center

The ESL resource center is a variation of the pull-out design, bringing students together from several classrooms or schools. The resource center concentrates ESL materials and staff in one location and is staffed with ESL teachers.

Special Alternative Instructional Program (SAIP) (Also known as Structured Immersion, Immersion Strategy, Sheltered English Instruction, Specially Designed Alternative Instruction in English (SDAIE), or Content-Based Programs)

This a model in which language minority students are taught in classes where teachers use English as the medium for providing content area instruction, adapting their language to the proficiency level of the students. Although the acquisition of English is one of the goals of sheltered English and content-based programs, instruction focuses on content rather than language.

The Inclusion Model (Also known as the Push-in Model)

In the Inclusion Model, the ESL teacher provides support and ESL instruction within the confines and context of the mainstream classroom. Instruction is coordinated with the mainstream instruction and curriculum.

Appendix E: LANGUAGE ACQUISITION CHART

(Grognet, A., Jameson, J., Franco, L., & Derrick-Mescua, M. [2000]. *Enhancing English Language Learning in Elementary Classrooms : Trainer's Manual.*
McHenry, IL: Delta Systems Co., Inc. [last page of Presenter's Appendix])

	Stage I	**Stage II**	**Stage III**	**Stage IV**
Official Name	Preproduction	Early Production	Speech Emergence	Intermediate Fluency
Other Names	Pre-speech/Silent Period/Non English Proficient (NEP)/ Beginner	Telegraphic Stage/Limited English Proficient (LEP) - Emergent	Simple-Sentence Stage/Limited English Proficient (LEP) - Intermediate	Bridging Stage/Limited English Proficient (LEP) - Advanced
Variety of Language	Fluency (BICS)	Fluency (BICS)	Fluency (BICS)	Fluency (BICS) and some Proficiency (CALP)
Characteristics	Physical response only No speech production Minimal comprehension Up to 500 receptive-word vocabulary	One or two-word responses Disconnected speech Very limited comprehension Up to 1000 receptive/active-word vocabulary	Simple-sentence responses Connected speech Fairly good comprehension Up to 3000 receptive/active-word vocabulary	Simple/complex-sentence responses Extended speech (discourse) Increased comprehension Beyond 3000 receptive/ active-word vocabulary
Student Behaviors	Produces no speech Indicates comprehension physically Comprehends key words only Depends heavily on context Responds by pantomiming, gesturing, or drawing Says <u>only</u> yes, no, or names of other students	Produces words in isolation Indicates comprehension physically Verbalizes key words "heard" Depends heavily on context Responds with one/two-word answers or in phrases Makes "errors of omission" Mispronounces words	Produces whole sentences Makes basic grammatical errors Hears smaller elements of speech Shows good comprehension (given rich context) Functions on a social level Uses limited vocabulary	Produces whole narration Makes complex grammatical errors Hears some subtle elements of speech Shows good comprehension (given some context) Functions somewhat on an academic level Uses an expanded vocabulary
Teacher Strategies	Uses commands to teach receptive language (TPR) Requires physical response to check comprehension Asks students to show/draw answers to questions Asks "yes/no" questions Uses manipulatives and props Shows/writes key words after oral presentation	Continues to expand receptive language (TPR) Encourages all attempts to respond Asks students questions that require one/two words to answer: Who? What? Where? When? Which one? Uses concrete objects Displays print to support oral presentation	Expands receptive language through comprehensible input Engages student in producing language such as describing, re-telling, comparing, contrasting, defining, summarizing, reporting Asks application questions: What do you do when? How do you react when? Incorporates more writing	Develops cognitive academic language: oral and written Introduces figurative language Asks "why" questions soliciting opinion, judgment, prediction, hypothesis, inference, creation Engages student in higher-order thinking (H.O.T.) skills
Timeline (relative)	2 weeks to 2 months	2-4 months	1-2 years	3-5 years to approach peer-appropriate proficiency
Suggested Instructional Programs	ESL (topic based L1 instruction to access core curriculum	ESL (topic/literature based) LI instruction to access core curriculum	ESL (content and literature based) Sheltered and/or L1 instruction to access core curriculum	Sheltered Instruction to access core curriculum and L2 literacy enrichment

Appendix A: Title III – Enrollment Status Descriptors
ELL Participation in District-Wide Assessments Systems

	CURRENT ELL STUDENTS		TRANSITIONED ELLs	EXITED
	Identification/Placement or Growth measure		*Up to 2 years*	*There is NO need for additional second language support.* *Satisfies the District's exit criteria and has been exited from the transitional stage. The student is NO longer classified as an ELL at the LEA.*
Student's language Descriptors	Pre-production/Early Production/ Speech Emergence	Intermediate Fluency	Scores proficient on an English language proficiency test	
English Language Fluency Levels	Scores non-English proficient (NEP) on ANY part of the assessment	Scores limited English proficient on **ALL** parts of the assessment or a **COMBINATION** of limited and proficient	English Fluency Levels: Proficient in the 4 domains (reading, writing, listening, speaking)	
English Language Proficiency Testing	Scores non-English proficient (NEP) on ANY part of the assessment	Scores limited English proficient on **ALL** parts of the assessment or a **COMBINATION** or limited and proficient	No English language proficiency testing. LEA monitors the student's work for up to 2 years	
Instructional Services	Receive/Participate in: • Newcomer/Orientation • Two-Way Bilingual Education, Dual Language Instruction, Bilingual Immersion, or Developmental Bilingual Education (DBE) • Transitional Bilingual Education (TBE) • Foreign Language Immersion • Direct ESL Services (ESL pull-out, ESL class period, or ESL resource center) • Special Alternative Instructional Program (SAIP) (Also known as Structured Immersion, Immersion Strategy, Sheltered English Instruction, Specially Designed Alternative Instruction in English (SDAIE), or Content-Based Programs) • Inclusion Model/Push-in • Content area support • Tutor/Native language support • Mainstream classroom instruction (to the extent practicable)	Receive/Participate in: • Some ESL support • Flexible scheduling and instruction • In-class support • Tutoring • Etc.	Receive/Participate in: • Full participation in district classes- same guidelines as general education students • Flexibility for re-entry • Differentiated instruction as needed	
General Achievement Levels	Performance in content areas may be below grade level	Performance in content areas may be near to or at grade level.	Performance in content areas is at grade level.	Performance in content areas is AT grade level.
	⟵ Accommodations in assessment and delivery of instruction ⟶		ACCOMMODATIONS decisions are made on an individual basis. If no accommodations are needed, include in the assessments as general education students.	Participates in the District-wide assessments WITHOUT accommodations

www.state.ia.us/educate/ecese/is/ell/doc/guidelines.pdf

Appendix G: Cross Referencing Language Proficiency Levels and Reasonable Expectations of English Language Learners in Content Areas

	Pre-production	Early production	Speech Emergence	Intermediate Fluency	Fluent
Math	Is aware of math concepts at his/her instructional level. Beginning to: understand basic numbers and facts at his/her instructional level and understand how to complete and turn in an assignment.	Is able to solve one step problems with help at his/her level. Is learning math facts and beginning to apply them. Has some understanding of previously learned skills and is learning new concepts. Understands how to complete and turn in an assignment.	Is learning to solve problems using +, -, x, and ÷ which will require assistance at his/her level. Is able to: apply previously learned skills with review, learn and apply new skills with help, and solve story problems with assistance.	Is able to solve problems using +, -, x, and ÷ with some assistance. With some assistance is able to: apply previously learned skills, learn and apply new skills, and solve story problems.	Is able to solve problems using +, -, x, and ÷ with little or no help. Is able to apply previously learned skills with minimal review. With minimal help, is able to: learn and apply new skills at grade level and solve multi-step story problems at his/her reading level.
Social Studies	Relies on hands-on visual instruction to retain basic facts. Shows knowledge of concepts through demonstration, drawing, and participation. Completes projects with teacher or peer group help. Attends to discussions for a short time.	Relies on verbal and visual instruction to retain limited facts. Is able to help with projects. Needs to be drawn into class discussions for a short time. Demonstrate understanding of basic facts.	Relies mostly on verbal and visual instruction to learn the material. Testing situations are modified to test basic concepts. Able to complete modified projects with guidance and assistance. Beginning to pay attention to class discussion.	Understands some comprehensible parts of the textbook but relies mostly on verbal clues and study guides. Beginning to retain instructional information and can relate it in modified testing situations. Is able to complete projects with some assistance. Pays attention to class discussion with limited participation.	Can read comprehensible chunks of the textbook. Retains some facts from previous discussion and is experiencing success in modified testing situations. Is able to complete some "hands on" projects independently. Is attentive in class and participates in class discussions.
Reading	Learning the conventions of printed material (top, bottom, left-right, etc.). Attends to stories that have meaning to listener. Learning letter/sound associations in context. Looks at books at his/her instructional level independently. Starts to identify words taught in context with repetition.	Reads words taught in context with repetition. Uses teacher assistance when selecting books. Demonstrates knowledge of vocabulary and skills at his/her instructional level. Comprehends material read at his/her instructional level. Demonstrates the recall of details and sequence stories at his/her instructional level.	Reads two or more grade levels below grade level peers. Selects independent reading material at his/her instructional level. Uses vocabulary and skills in context at his/her instructional level. Comprehends material read at his/her instructional level. Can recall details and sequence stories at his/her instructional level with assistance.	Reads two or more grade levels below grade level peers. Reads independently at his/her instructional level. Demonstrates knowledge of vocabulary and skills in context. Comprehends material read (with class discussions). Can recall details and sequence stories at his/her instructional level.	Reads closer to grade level. Reads independently at his/her instructional level. Demonstrates vocabulary and skills in context. Comprehends material read at his/her instructional level. Can recall details and sequence of a story, at his/her instructional level.

	Beginner	Emergent	Intermediate	Nearly Fluent	Fluent
Science	Attends to class instruction. Participates in class work through drawing, demonstrating, and sharing. Helps with experiments. Completes modified assignment with teacher and/or peer group help.	Is learning about the scientific method and is beginning to understand its focus. Completes modified homework assignments with help. Participates in classroom experiments with help. Beginning to provide feedback on the information taught at grade level.	Is able to apply the scientific method to modified assignments with assistance. Completes modified projects and homework with assistance. Participates in classroom experiments and discussion with assistance. Demonstrates knowledge in modified testing situations.	Is able to apply the scientific method to classroom assignments with some assistance. With some assistance, is able to complete projects and homework assigned and to participate in classroom experiments and discussion. Demonstrates knowledge in modified testing situations.	Is able to apply the scientific method to classroom assignments. Completes projects and homework assigned. Participates in classroom experiments and discussion. Applies knowledge in modified testing situations.
Writing	Begins to understand writing left to right. Copies legibly with proper spacing. Starts to write what he/she can say.	Beginning to write simple sentences, using inventive spelling. Demonstrates very basic punctuation and capitalization. Copies legibly with proper spacing. Writes what he/she can say.	Beginning to compose simple sentences with correct word order and verb tense. Uses basic punctuation/capitalization with assistance. Writes legibly with proper spacing. Uses inventive spelling with some success. Tries staying on a topic and writes limited details supporting that topic, with assistance.	Able to compose a complete, simple sentence with few errors in word order and verb tense. Knows basic punctuation/capitalization and is beginning to apply them most of the time. Writes legibly with proper spacing. Able to use inventive spelling. Able to write using meaningful details in a logical sequence.	Able to compose a complete, simple sentence with correct word order and verb tense. Able to use correct punctuation and capitalization. Able to write legibly with proper spacing. Uses inventive spelling, but spells correctly commonly used words in the Dolch list. Writes about a topic using details in a logical sequence.

Adapted from: Policies for Limited English Proficient Students (L.E.P.), Western Hills AEA 12, Spring 1999, and Iowa Dept. of Education Guidelines for Inclusion of ELL in District-Wide Assessment

Appendix H: TESOL GOALS

TESOL has established three broad goals for ESOL learners at all age levels, goals that include personal, social, and academic uses of English. Each goal is associated with three distinct standards. In TESOL's vision, ESOL learners will meet these standards as a result of the instruction they receive, thereby achieving the goals.

Goal 1: To use English to communicate in social settings

Standards for Goal 1

Students will:

1. use English to participate in social interaction
2. interact in, through, and with spoken and written English for personal expression and enjoyment
3. use learning strategies to extend their communicative competence

Goal 2: To use English to achieve academically in all content areas

Standards for Goal 2

Students will:

1. use English to interact in the classroom
2. use English to obtain, process, construct, and provide subject matter information in spoken and written form
3. use appropriate learning strategies to construct and apply academic knowledge

Goal 3: To use English in socially and culturally appropriate ways

Standards for Goal 3

Students will:

1. use the appropriate language variety, register, and genre according to audience, purpose, and setting
2. use nonverbal communication appropriate to audience, purpose, and setting
3. use appropriate learning strategies to extend their sociolinguistic and sociocultural competence

Source: pp. 8-10 of Kupetz, M. (Ed.) (1997). *ESL Standards for Pre-K-12 Students.* Alexandria, VA: TESOL.

Addendum to Guidelines Inclusion of ELL in K-12 Assessments

1. **Project EASIER**
    *   Will not be able to collect the information on results from the English language development tests used to document "growth" spring (2005). AEA 12 will continue with the collection and analysis of the data.

    Other issues:
    *   Question: **Date of entry in the US**. NO NEED TO ANSWER THIS QUESTION. Next year the question will be: First date of entry/enrollment in a **school** in the U.S.
    *   The language proficiency assessments to identify student's level of language proficiency in Project EASIER are for **placement** and diagnostic use only.
    *   Growth will be measured with an English language proficiency assessment developed to measure academic language. Project EASIER will not be able to collect this information. AEA 12 will continue collecting and analyzing the information (as it did last year).

2. **What are the current choices for the English language proficiency assessment (the growth measure)?**
    For the spring assessment (growth measure), subgrantees will have the following choices.

Choices	ITELL	ELDA	Old IPT	Old LAS
Administration Time	**March or April**	**March 28-April 29**	**March/April**	**March/April**
Grades	**3-12**	**3-12**	**K-2**	**K-2**
Cost	No cost this year	$20.00	$13.00-$15.00	About $22
Testing Time	About 90 min.	Un-timed	80 to 110 min.	About 110 min.
Development stage	Field test	Operational	Operational	Operational
Scoring	Writing and speaking-local scoring; Reading and Listening-scored by Iowa Testing	Speaking-local scoring; Reading, Writing, and Listening-scored by M.I.	**Same as before**	**Same as before**
Contact person	Craig Deville 319-335-6424 **craig-deville@uiowa.edu**	Bob Mata 563-336-3805 matar@mail.davenport.k12.ia.us	Patricia Lynn 800-321-4332	Nancy Cullen 800-313-4282 ext. 5967

- If choice is **ITELL** (3-12) then for K-2 the LEA will have to use either the **old** IPT or the **old** LAS, regardless of time of administration (April or March).
- If choice is **ELDA** (3-12), then for K-2 the LEA will have to use either the **old** IPT or the **old** LAS.
- **Old IPT and old LAS should NOT** be used for 3-12. These assessments were not deemed appropriate to evaluate English language proficiency growth for academic language.
- **New IPT** (K-12)—**is not a choice** for spring of 2005 administration. The operational form will be available July 1.
- **New LAS** (K-12) — **is not a choice** for spring of 2005 administration. The operational form will be available next fall.

3. **What is the window for test administration and reporting?**
   - If students are assessed in March—scores need to be in AEA 12 by end of April.
   - If students are assessed in April—scores need to be in AEA 12 by mid May.

(This time line will allow AEA 12 to give the results back in time for the districts to use them for instructional decisions.)

4. **Who needs to be assessed with an English language proficiency assessment for growth?**

   ALL English language learners who have been identified with a placement tool (old IPT, old LAS, Woodcock Munoz, etc.) as ELL will need to take the proficiency assessment. The proficiency tool given to the student the following year serves as the growth measure.

For example:

All students who have been identified as **non-English proficient** (NEP) **or limited English proficient** (LEP) need to be assessed with a <u>growth measure</u> assessment (ITELL, ELDA, new assessments) **each year** until they score proficient on ALL parts of the assessment— listening, speaking, reading, and writing. The four domains need to be assessed each time, until the student scores proficient on all 4 of them (full battery).
- **Non-English proficient** = a student who scores non-English proficient **on any part** of the assessment.
- **Limited English proficient** = a student who scores limited English proficient on **all parts** of the assessment **or a combination of limited and proficient** scores.
- **Proficient** = a student who scores proficient **on all parts** of the assessment.

The number of ELL that the LEA reported on the BEDS should be similar to the number of students assessed for growth. In other words, districts need to account for the entry and exit of the students. The count may not exactly match those submitted for BEDS but districts need to account for the difference.

5. **Do we need to assess ELLs who are not in an English language instructional program because of parental choice?**
   YES, students whose parents have signed a waiver and are NOT in an English language instructional PROGRAM still need to be assessed for English language proficiency.
   Parents have the option of declining participation of their children in a PROGRAM (ESL, Dual language, Transitional, etc.), but the district still has the obligation of providing SERVICES to the students.

   There is no need to request parents' approval to assess the student, unless it is a district wide policy for all parents in the district for all the assessments.

6. **Does a student who score proficient on an English language development test need to be EXITED from programs and services?**
   NO. There is a difference between proficient on a test and EXITED from a program or services. A student may score proficient on an English language development measure but continue to struggle in the classroom. The student should be receiving services as long as the student needs them. It is very important that the district has EXIT criteria that include <u>more than a single proficiency score</u>. For Title III funding services this student is counted as an ELL until he/she satisfies the EXIT criteria. For weighted funds (.22) from the state, district receives funds up to three years. Programs and services are independent from time limits on funding (such as weighted funds). Students need to receive the appropriate services regardless of funding sources or time constraints.

7. **What are the characteristics of an EXITED student?**
   The district should have exit criteria that include at least **two** or more of the following:
   - Score of proficient on English language measures
   - Evidence of success in the regular classroom
   - Sustainability of the success (one or two years)
   - Lack of need for English acquisition support
   - Student has been in the "Transitional" stage for 2 years
   - Teachers, other staff, and parents are in agreement
   - Score proficient in district wide assessments
   - Others as specified by the district

8. **Review of identification/placement, assessment, and EXIT**
   - All students who have been identified as potential ELLs need to be assessed for diagnostic/placement with placement tools. Assessing for placement is done only ONCE. No need to assess more than once for placement/identification purposes.
   - Once a student is classified as non-English proficient or limited English proficient the student needs to be assessed for growth (ITELL, ELDA, etc.) **EVERY YEAR**, until the student achieves a proficient level on all

parts of the assessment (listening, speaking, reading, and writing). The student needs to be assessed each time with the full battery.

- Students, who <u>score proficient on all</u> parts of the growth measure, <u>do not need to be assessed for language proficiency</u>. When a student is considered ready to receive minimal language support (scores proficient in English and performance in classroom is comparable to his/hers peers), a student could move to a **"TRANSITIONAL"** stage in which they are monitored for two years. These students are still considered ELLs.

- After the two years, if the student satisfies the district's EXIT criteria then the student is no longer considered ELL and is not counted as ELL. The student is considered as EXITED from programs and services and does not receive English/second language acquisition support. The state, through project EASIER still "monitors" the student for AYP purposes for two more years.

9. **What is the data collection and reporting processes for the spring English Language Proficiency Assessments (growth measure) for 2005?**
   - Please wait for further instructions.

10. **What are some important things you need to consider for this spring's test administration?**
    - If you are considering ITELL and have not received a letter from Iowa Testing Program, you need to contact Craig Deville by Feb. 23, 2005. phone: 319-335-6424, e-mail: craig-deville@uiowa.edu

    - If you are considering using ELDA, you must contact Bob Mata before Feb. 28, 2005. phone: 563-336-3805, e-mail: matar@mail.davenport.k12.ia.us

Note: For assistance with identification, placement, accommodations, etc. see the document: *Guidelines for the Inclusion of English Language Learners in K-12 Assessments*.
   http://www.state.ia.us/educate/ecese/is/ell/doc/guidelines04.pdf

Appendix A: Title III - Enrollment Status Descriptors

ELL Participation in District-Wide Assessments Systems

	CURRENT ELL STUDENTS		*TRANSITIONED ELLs*	*EXITED*
	Identification/Placement or Growth measure		*Up to 2 years*	*Satisfies the District's exit criteria and has been exited from the transitional stage. The student is NO longer classified as an ELL at the LEA.*
Student's language Descriptors	Pre-production/Early Production/ Speech Emergence	Intermediate Fluency	Scores proficient on an English language proficiency test	
English Language Fluency Levels	Scores non-English proficient (NEP) on ANY part of the assessment	Scores limited English proficient on **ALL** parts of the assessment or a **COMBINATION** of limited and proficient	English Fluency Levels: Proficient in the 4 domains (reading, writing, listening, speaking)	
English Language Proficiency Testing	Scores non-English proficient (NEP) on ANY part of the assessment	Scores limited English proficient on **ALL** parts of the assessment or a **COMBINATION** or limited and proficient	No English language proficiency testing. LEA monitors the student's work for up to 2 years	
Instructional Services	Receive/Participate in: • Newcomer/Orientation • Two-Way Bilingual Education, Dual Language Instruction, Bilingual Immersion, or Developmental Bilingual Education (DBE) • Transitional Bilingual Education (TBE) • Foreign Language Immersion • Direct ESL Services (ESL pull-out, ESL class period, or ESL resource center) • Special Alternative Instructional Program (SAIP) (Also known as Structured Immersion, Immersion Strategy, Sheltered English Instruction, Specially Designed Alternative Instruction in English (SDAIE), or Content-Based Programs) • Inclusion Model/Push-in • Content area support • Tutor/Native language support • Mainstream classroom instruction (to the extent practicable)	Receive/Participate in: • Some ESL support • Flexible scheduling and instruction • In-class support • Tutoring • Etc.	Receive/Participate in: • Full participation in district classes- same guidelines as general education students • Flexibility for re-entry • Differentiated instruction as needed	
General Achievement Levels	Performance in content areas may be below grade level	Performance in content areas may be near to or at grade level.	Performance in content areas is at grade level.	Performance in content areas is AT grade level.
	← Accommodations in assessment and delivery of instruction →		ACCOMMODATIONS decisions are made on an individual basis. If no accommodations are needed, include in the assessments as general education students.	Participates in the District-wide assessments WITHOUT accommodations