BUNA ISD

ENGLISH AS A SECOND LANGUAGE (ESL)
PLAN

Planning for English Language Learner Success
Foreword

Buna ISD is required by state law to assess the English language proficiency of all students whose Home Language Survey/ Home Language Survey (HLS) is a language other than English. This plan offers guidance to administrators and teachers in addressing the linguistic and educational needs of English language learners by identifying students and developing programs that recognize their diverse ethnic and cultural backgrounds and experiences. The information in this plan is intended to aid teachers and administrators when planning for and providing services to English as a second language students (ESL). The information in this plan was updated to reflect researched best practices and the alignment to national program and English language proficiency standards. The structure of the plan is intended to follow the sequential approach of identification of English Language Learners (ELL) through program implementation. The plan is designed to be a flexible working document, adaptable to changing needs, and produced in this format to allow for revisions, legal updates and additions of clarifying instructions, directives, and/or decisions.

The goal of Bunai ISD’s ESL program is to enable English Language learners to become competent in reading, listening, speaking and writing of the English Language through the development of literacy and academic skills in grade level content areas. English language learners in Buna ISD receive linguistic and educational support services. This plan, as a statement of policy and administrative guidance can be clarified and expanded. Teachers and administrators are encouraged to become familiar with and promote the content of this plan to assure that policy and procedures are consistently followed.

The purpose of the ESL Plan, is to provide guidance from TEA and the, districts and schools on the implementation LPAC Language Proficiency Assessment Committee 2011-2012.

Found at
http://portal.esc20.net/portal/page/portal/esc20public/bilesl/LPACFramework
The LPAC Framework Manual 2011-2012 includes clarification of the legal requirements for LPACs and provide documents and forms to facilitate the training of the LPAC members. The forms included are not required forms for the implementation of a ESL program. This plan integrates state and federal Title III of Public Law 107-110 (No Child left behind) requirements regarding the identification, parent notification, annual review, and assessment of English Language Learners as they attain language and academic proficiency.

This plan incorporates both federal and state guidelines. The current revision reflects changes in the provision of services as suggested by the No Child Left Behind Act of 2001 and in the Office of Civil Rights document, Program for English Language Learners, available on the U.S. Department of Education (USDOE) website: http://www.ed.gov/offices/OCR/ELL/. Further information on legal and judicial matters affecting English language learners can also be found on the USDOE website.
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Texas Education Agency under the 19 Texas Administrative Code (TAC) Chapter 89, Adaptations for Special Populations, subchapter BB. Commissioner’s Rules Concerning the State Plan for Educating Limited English Proficient Students states that all schools are required to provide English as a second language (ESL) programs establish and operate a Language Proficiency Assessment Committee (LPAC). The LPAC are charged with reviewing all pertinent information and all identified Limited English proficient (LEP) students upon their initial enrollment and at the end of the school year. Districts are required to have on file policy and procedures for the selection, appointment and training of members of the LPAC. Three Major topics are covered in the manual

- LPAC Membership and Training
- LPAC Responsibilities
- Coordination with other programs
- Education Service Centers will provide school districts with training and content and procedures of the manual.

A program has been designed to increase English language proficiency for students who have a second language influence. TEA strives to create a learning environment that encourages assimilation into the second language and culture while maintaining respect for and pride in their cultural and linguistic heritage. The English as a Second Language (ESL) program delivers comprehensive instruction so that these students can attain the goals and outcomes as set forth in the Buna ISD Plan. Programs for English language learners (ELL) reflect TEA’s guiding principles in providing unlimited opportunities to reach high expectations, equal access to quality education based on standards, new and motivating challenges to inspire excellence, and total accountability.

This plan offers guidance to administrators and teachers in addressing the linguistic and educational
needs of the English language learner by identifying students and developing programs that recognize their diverse ethnic and cultural backgrounds and experiences. The English as a Second Language (ESL) program supports research-based best practices and is aligned with national program and English language proficiency standards. The structure of the guide is intended to follow the sequential approach of identification of English language learners through program implementation.
Introduction

Section 1 Program Overview

TEA provides a program for English language learners (ELL) to increase students’ English Language skills so their academic performance is equivalent to native English-speaking students of the same age and grade level. The focus is to provide the educational opportunities that will enable the ELL to be an independent learner, successful in the classroom, and a productive member of society. The ESL program provides consultation at the pre-kindergarten level and a continuum of services from kindergarten through the twelfth grade that develops both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

The TEA Home Language Survey (HLS), performance on language proficiency and System-wide assessments, records reviews, and referrals are used to identify potential students eligible for the ESL program. These results, along with the student’s academic performance, are used to determine eligibility for program placement and services.

Using a variety of program delivery models and providing a continuum of support services, general education and ESL teachers have a shared responsibility to ensure all ELLs reach full educational parity with their native English-speaking peers, and to provide a language-rich environment that promotes high expectations for academic achievement. ELLs are immersed within the general curriculum and receive instructional services through support in a collaborative classroom.

The TEA program for ELLs encompasses both social and academic needs. ELLs can develop social and academic language at the same time. Emphasis should be placed on supporting the student’s performance and mastery of English in the content areas. Learning language through the Content areas enable the student to acquire age/grade appropriate content standards while developing
English language proficiency. While English is the language of instruction, students are encouraged to continue to develop proficiency in their first language as they acquire English. Teachers of ELLs are encouraged to validate the first culture and language by connecting the curriculum with the student’s personal experiences while providing a bridge to English proficiency.

**Goals of the ESL Program**

The over-all focus of the TEA English as a Second Language Program (ESL) is to provide opportunities for ELLs to reach full parity with their native English-speaking peers.

**Section 1- Program Overview**

**English as a Second Language (ESL) Plan**

*K- 12 Students* provide the foundation for the design of TEA’s English as a Second Language program. Through English language instruction, the ELL works toward attainment of these ESL proficiency standards and goals, achievement and realization of long term personal, social, and economic success in an English speaking society. The goals are to:

1. Use English to communicate effectively in a social setting.
   a. Use English to participate in social interaction;
   b. Interact in, through, and with spoken and written English for personal expression and enjoyment; and
   c. Use learning strategies to extend communicative competence.

2. Use English to achieve academic standards in all content areas.
   a. Use English to interact in the classroom;
   b. Use English to obtain, process, construct, and provide subject matter information in spoken and written form; and
   c. Use appropriate learning strategies to construct and apply academic knowledge.
3. Use English socially and in culturally appropriate ways.
   a. Choose appropriate language variety, register, and genre according to audience, purpose and setting;
   b. Vary non-verbal communication according to audience, purpose and setting; and
   c. Use appropriate learning strategies to extend their social-linguistic and social-cultural competence.

**TEA ESL Program Procedures**

The school’s primary responsibility is to identify all students who qualify for ESL services and to ensure they can meaningfully participate in the academic and special programs offered. The initial step in the implementation and administration of the ESL program is the establishment of an Language Proficiency Assessment Committee (LPAC). The (LPAC) has two primary functions: they play a pivotal role in the education of the Limited English Proficient (LEP) student by promoting sound educational decisions based on input from a variety of sources for individual ELLs. The (LPAC) is the team responsible for advocating for the (LEP) student, the LPAC becomes the voice that initiates articulates, deliberates and determines the best instructional practices for the student. It functions as the link between home and school in making appropriate decisions regarding placement, instructional practices, assessments and special programs that impact that student.

The intent of the (LPAC) is to implement an effective ESL program by describing the steps necessary to implement a consistent standardized process successfully across a school district and across the state. The steps of Identification, processing, placement and monitoring of ELLs are achieved through two avenues: (1) a school referral process, and (2) completing the Home Language Survey. Once the potential ELL is identified, formal and informal measures are used to determine the student’s language proficiency and the need for services. ELLs are assessed annually to document progress and support educational decisions.

This section provides schools with the broad view of model standard operating procedures for the administration and implementation of the TEA ESL program. Each key area listed below is explained in more detail in the following chapters.
LPAC – Student needs team

The purpose of the team is to make educational decisions regarding ESL student services. The (LPAC) focuses on making sound educational decisions for a specific ELL. Member on the team are trained to carry out his/her responsibilities and understands the instructional and support programs available to the student, the timelines of meetings and documentation, the decision making process that needs to be followed at meetings, the need to maintain confidentiality and respect for the students language and culture as well as the individual students need. The composition depends on the activities that must be accomplished by the committee.
(LPAC) should be comprised of ESL teacher(s) and at least one of the student’s general education teacher(s). The administrator may participate in team meetings, as needed. Other specialists serve as consultants, when appropriate. Whenever possible and appropriate, the parent and student may be integral members of the team.

The responsibilities of the (LPAC) include, but are not limited to:

• Identifying individual ESL student learning needs.

• Determining program eligibility.

• Monitoring individual student language acquisition and academic achievement.

• Making appropriate instructional recommendations.

**LPAC- Language Proficiency Assessment Committee**

The purpose of the (LPAC) is to conduct an annual review of the ESL program for overall effectiveness and make recommendations for improvement. At minimum, the review team should be comprised of the ESL teacher(s) and general education teacher(s). Other educators, parents and students may be included, as appropriate. The administrator in collaboration with the (LPAC) will review the effectiveness of the program.

The yearly responsibilities of the (LPAC) include, but are not limited to:

• Ensuring that systematic procedures and safeguards are in place.

• Reviewing the ESL program and recommending needed changes.

**Identification and Referral for Assessment/Evaluation**

TEA has established a uniform procedure for the identification of ELLs. The procedure begins with the completion of the Home Language Survey (HLS) or with the submission of a referral.
1. Home Language Survey

All parents or guardians are asked to complete the Home Language Survey at the time of registration regardless of the student’s language, race, or ethnicity. A copy of Home Language Questionnaires are provided to the ESL teacher by the school registrar whenever the sponsor has indicated a language other than English is spoken in the home. The (LPAC) reviews the educational records of all potential ELLs identified through the Home Language Questionnaire. Based on this review of HLS, the (LPAC) reviews the records of students with possible ESL needs, compiles a list of all such students, and, if considered necessary, refers the children for assessment/evaluation.

2. Referral

A student experiencing academic difficulty may be referred for ESL services by the classroom teacher, the parent, or student self-referral. The referring individual completes the ESL referral form and submits the form to the ESL teacher. The ESL teacher ensures the file contains a Home Language Questionnaire, reviews the educational records and interviews the parents to determine if there is a second language influence. If considered necessary, the (LPAC) refers the child for assessment/evaluation.

Assessment/Evaluation

TEA has established and implemented uniform procedures for the assessment of English proficiency in the areas of listening, speaking, reading, and writing in order to place students in appropriate instructional programs. The (LPAC) or other appropriate personnel will administer the TEA approved language proficiency test and use other performance indicators to screen, place, and exit students from the ESL program.
Eligibility

If the (LPAC) (ESL teacher(s) and general education teacher(s)) determines that the child's academic problems are influenced by another language, the committee may determine the child eligible for ESL services. The ESL teacher notifies the parents of that determination, develops a program based on the student’s functional level of language, and obtains parental consent to provide services.

Instructional Programs

The ESL program provides the ELL with full access to the curriculum through a continuum of service delivery options. The overall program goal is to increase the student’s English language skills so his/her academic performance is equivalent to native English-speakers of the same age and grade level. Placement and the type and level of ESL services may vary since their design depends on the individual student’s needs, parent request, and the recommendation of the team. ESL services may include in-class assistance, a pullout program, consultation, or a combination of different service delivery models.

Annual Monitoring of Student Progress

The ESL teacher assesses the language proficiency of all ELLs eligible to receive ESL services during the last quarter of each year and presents findings to the student team (ESL and general education teacher(s) and other(s), as appropriate). Based on assessment results, teacher recommendations, and student work samples, the student’s team will make program recommendations for the upcoming school year.

Annual Report

Information for the Annual ESL Report will be collected electronically through the student information system during the last quarter of the school year. The date for the extraction will be sent to the schools through a memo from TEA Headquarters. The report will include information such as: the number of students in the ESL program, their level of English proficiency, the amount
of time the student receives ESL services, and if the student participates in any other student support program (Gifted Education, Reading Recovery, RTI, Special Education, etc.).

**Annual Program Evaluation**

The (LPAC) conducts an annual review to determine if the program is achieving the established goals. Program review includes student identification, assessment, instructional services, and monitoring student progress.

**ESL PROGRAM TASK TIME LINE**

**TASK RECOMMENDED TIME**

**PERSON RESPONSIBLE**

- Completion of the Home Language
- Questionnaire/Survey by parent/guardian/sponsor
- upon registration Registrar
- Provide the LPAC with a copy of the
  Home Language Survey (HLS)
- within five (5) school days of enrollment
- Registrar
  - Screen all potential ELLs identified through the HLQ or referral to determine if further assessment is warranted
  - Within ten (10) school days of receiving a copy of the Home Language Questionnaire or referral
  - Language Questionnaire or referral
- ESL teacher and other educator(s), as appropriate
  - Obtain written permission for assessment from parent or guardian (if not granted on the HLS)
  - Prior to formal assessment ESL teacher and other educator(s), as appropriate
• Administer language proficiency assessments, as appropriate
  ○ Within fifteen (15) school days of obtaining sponsor permission or thirty (30) school days from the initiation of the ESL referral
• ESL teacher(s) and other educator(s), as appropriate
• ESL Student Team meets to review assessments and to determine program eligibility
  ○ Within five (5) school days after the completion of assessments
• ESL Student Team (ESL teacher and general education teacher)
  ○ Submit level of proficiency to student information systems clerk
  ○ Within five (5) school days of eligibility determination
• ESL teacher
• Administrator reviews the decision and signs the ELL Cumulative Profile
  ○ Within two (2) school days of the ESL Student Team meeting
• Administrator
  ○ Send eligibility determination letter to parents
  ○ Within five (5) school days of eligibility determination
• ESL teacher and other educator(s), as appropriate
  ○ Obtain parental permission to participate in ESL program
  ○ Within five (5) school days of eligibility determination
• ESL teacher and other educator(s), as appropriate
  ○ Develop and implement instructional program based on student needs
  ○ Within five (5) school days of obtaining parent permission for ESL services
• ESL teacher and other educator(s), as appropriate
  ○ Administer ESL assessments to measure student progress
  ○ Last quarter of the school year ESL teacher and other educator(s), as appropriate
- Determine program placement and services for the next school year
ESL Teacher Responsibilities

ESL teachers should carry out their responsibilities according to the program procedures.

Program Responsibilities:

☐ Collaborate with administrator to establish the program specific team for the program review.

☐ Review all Home Language Surveys of potential ELLs.

☐ Review potential ELLs records.

☐ Administer approved test for Limited English proficient student as needed. TEA website

☐ Meet with (LPAC) (ESL and general education teacher(s) and others as appropriate) to determine need for service.

☐ Maintain ELL records.

☐ Assess ELLs in the fourth quarter to determine progress and placement for the upcoming school year.

☐ Provide timely data to the student information system clerk.

☐ Provide ESL program information to school personnel, parents, and community members.

☐ Act as an advocate to further the education of the ELLs and program.

☐ Encourage parental and involvement.

☐ Conduct end-of-the-year program self-study.

☐ Ensure that all ELLs participate in the alternate or system-wide assessment with or without accommodations.

☐ Compile ESL records for the withdrawal packet.

☐ periodically check student ESL information in the student information system.

Instructional Responsibilities:

☐ Plan and deliver instruction on TEA language proficiency and content standards developed from researched-based best practices.
- Collaborate with and support general education teachers to ensure that the ELL is acquiring the necessary academic language to meet grade level content standards.
- Incorporate technology into instructional planning and delivery.
- Assess student progress regularly and adjust instruction.
- Inform student, teachers, and parents about student progress.
- Formally report student progress quarterly.

**Relationship with Parents**

The parents of English language learners play an important role in their child’s program and should be involved in all phases of the ESL program. Parents have the right to information about their roles, responsibilities, and rights. Their participation in interviews, reporting on developmental and educational histories, and the process of language acquisition is invaluable. Parents provide information that can form a framework for understanding the student and interpreting the data. A combined parent-professional approach can increase the validity of the referral to English as a Second Language services and the assessment data.

Trust and respect are the cornerstones of any good relationship between parents and school professionals. Becoming familiar with traditions from other cultures helps to establish a sense of trust and cooperation between the school and home.

**Practices that can build a partnership between professionals and parents:**

- Pronounce parents’ names correctly.
- Ask parents about the family, how decisions are made, and how rules are established.
- Give parents an opportunity to talk about goals for their child.
- Understand that in some cultures the avoidance of eye contact is a sign of respect and does not indicate disinterest.
- Understand that the parents' level of proficiency and confidence in English may affect the degree to which they participate, even with an interpreter present. Some parents may not ask questions, but may wait to be told what is important. Do not assume this lack of assertiveness implies agreement with
School observations or recommendations. In fact, it may signal disagreement or confusion and frustration with the recommendations and outcomes.

- Ensure that the interpreter translates conversations held among professionals so that the parent feels involved at all times.

- Acknowledge all concerns as legitimate ones. It may be very difficult for parents to voice their concern.

- Talk about the student’s academic, behavioral, and social strengths and positive traits as well as areas of need.

- Listen attentively to the parents, be willing to learn from them, and practice active listening skills to clarify what has been communicated.

- Respect the parent’s right to disagree.

- Use language without jargon and acronyms as much as possible.

- Ask parents specific questions to check for understanding.

- Obtain parental by-in by requesting parental permission for assessment and for ESL service delivery. Follow-up after the meeting and do what was agreed upon.

TEA Regulation requires that schools identify all students who have limited English Proficiency. A limited English proficient student is one who’s primary or home language is other than English and who lacks the necessary English language skills to perform at grade level in one or more of the skill areas of listening, speaking, reading, or writing. The English Language Learner (ELL) is entitled to special language, academic and cultural support services to overcome language barriers to help him/her succeed in school. The purpose of this section of the guide is to outline the procedures for identification of students with limited English proficiency.

In Buna ISD, there are two avenues for determining a student’s eligibility for ESL services. One is through the initial screening process at the time of registration. The other is through the referral process that can occur anytime during the school year.
Eligibility Criteria

Once all steps in either identification process have been completed, the following criteria are used to determine eligibility:

• A designation of less than “Fully English Proficient” based on information gathered from a TEA approved language proficiency test and informal assessments;

AND

• Less than average progress towards mastery of content-area standards;

OR

• Cannot fully access the curriculum due to their level of English language proficiency;

OR

• Scoring below the 50th percentile in reading, language arts, math, science, or social studies on a system-wide assessment;

OR

• Scoring below standard on system-wide criterion referenced tests.

To be eligible for ESL program services, the student must be designated as Non English Proficient (NEP) or Limited English Proficient (LEP) and the limited English proficiency must have an impact on the student’s academic performance.

Parental approval is required for a student to participate in ESL services.
Section 2- Identification Process

English as a Second Language Plan

**NOTE:** Students who are eligible for ESL services at one public school are automatically eligible for services at another public school. Students who transfer into a Texas school from a public or private school are referred to the (LPAC) if there is evidence of participation in an ESL program or evidence of a second language influence. The administrator of a school should request support from the district office.

Based on formal and informal language proficiency assessments, is the student designated as Non-English Proficient (NEP) or Limited English Proficient (LEP)?

1. Based on formal and informal data, is the student making less than average progress towards mastery of grade level content standards?

2. Despite some English proficiency, is the student limited in accessing the general education curriculum at grade level?

3. On system-wide assessments, does the student’s score in Reading, Language Arts, Math, Science, or Social Studies fall below the 50th percentile?

4. On system-wide criterion referenced assessments, does the student score below the standard?

If “YES” proceed to Part II. Does the limited English proficiency impact the student’s academic performance?
Limited English Proficient Decision Chart

**Student**

**Home Language**

- **Language spoken at home & by student = English**
  - Non-LEP (LEP = 0)
    - Parent request placement in Bilingual/ESL
      - YES: (BIL = 3, H) General ED classroom
      - NO: (BIL = 0)
- **Language spoken at home & by student = English and any other language**
  - **TEST**
    - **Pre-K - 1st**: Oral Language Proficiency Test (OLPT)
    - **2nd-12th**: OLPT + Norm referenced standardized achievement test
    - LPAC Meeting
      - Bilingual (LEP = 1)
        - (BIL = 2, 3, 4, or 5)
      - ESL (LEP = 1)
        - (ESL = 2 or 3)
      - Non-LEP (LEP = 0)
        - YES: (BIL = 3, H) Parent request placement in Bilingual/ESL
          - NO: (BIL = 0) General ED classroom
      - Parental notification of:
        - PLACEMENT: Required Bilingual Program §89.1205(a)
          - YES: Parental Permission Form (PPC = D)
            - LEP: Required Bilingual Program (BIL = 2, 3, 4, or 5)
              - MEETS EXIT CRITERIA
                - Non-LEP (LEP Code = F or S)
                  - Parent request placement in Bilingual/ESL
                    - YES: (BIL = 0) General ED classroom
                      - NO: (BIL = 0)
        - PLACEMENT: Required ESL Program §89.1205(d)
          - YES: Parental Permission Form (PPC = A, B, E, F, or J)
            - LEP: Required ESL Program (ESL = 2 or 3)
              - MEETS EXIT CRITERIA
                - Non-LEP (LEP Code = F or S)
                  - Parent request placement in Bilingual/ESL
                    - YES: (BIL = 0) General ED classroom
                      - NO: (BIL = 0)

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**BIL = Bilingual Program Code**  **ESL = English as a Second Language Code**  **LEP = Limited English Proficient Code**  **PPC = Parental Permission Code**
**ESL Eligibility Part I**

Based on formal and informal language proficiency assessments, is the student designated as Non English Proficient (NEP) or Limited English Proficient (LEP)?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

If “YES” proceed to **Part II**. Does the limited English proficiency impact the student’s academic performance?

**Part II**

1. Based on formal and informal data, is the student making less than average progress towards mastery of grade level content standards?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

Proceed to Part III

2. Despite some English proficiency, is the student limited in accessing the general education curriculum at grade level?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

Proceed to Part III

3. On system-wide assessments, does the student’s score in Reading, Language Arts, Math, Science, or Social Studies fall below the 40th percentile?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

Proceed to Part III

4. On system-wide criterion referenced assessments, does the student score below the standard?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

Proceed to Part III
ESL Eligibility

Part III

**Part I- YES** AND **Part II Questions 1, 2, 3, OR 4 - YES**

Eligible for ESL Services

**Part I- YES** AND **Part II Questions 1, 2, 3, AND 4 - NO**

Not Eligible for ESL Services
Identification Through The Screening Process

One of the main goals of screening is to separate English language learners whose skills to do grade level work are unknown from ELLs who have fluent English proficiency and a proven record of academic success in a general instructional program.

Screening involves collecting information that is essential for deciding whether to proceed with formal assessment. The screening process includes reviewing the previous school information collected during step one, reviewing the results of formal standardized tests, interviews with parents and students, when indicated, and talking with previous teachers, if available.

Home Language Survey (HLS)

Review of the Home Language Survey

The purpose of the survey is to identify the language(s) spoken in the home and whether the student should be assessed for ESL services. Regardless of race, ethnicity, or language, every parent/sponsor completes the Home Language Survey (HLS) at the time of registration. The school registrar is responsible for ensuring the sponsor completes the HLS during enrollment of his/her child.

The data from the Home Language Survey is entered into the student information system and the original questionnaire is placed in the student’s cumulative folder. A copy of all HLS where questions 1 and/or 2 indicate a language other than English is spoken in the home is provided to the (LPAC) within the recommended 5 school days of the student’s enrollment. A positive response to an item on the HLS does not in itself identify a student as an ELL; it merely helps to screen a student for possible consideration. The (LPAC) maintains a list of potential ELLs identified through the HLS.

If the survey does not indicate that another language is spoken in the home, the student participates in the general education program and no further screening is necessary. If the data from the record review and HLS indicate further information is needed, then proceed to Step 2, on page 6.
The results from the review and the decision to proceed or not with screening are documented on the student’s HLS.

**The Referral Process**

A student who is not identified through the Home Language Questionnaire may be identified as not achieving at the grade level of their peers. A student experiencing academic difficulties may self refer or be referred by a teacher, specialist, and/or parent.

**Step 1—General Education Teacher and Parents discuss student’s academic difficulties**

If a classroom teacher suspects a student’s academic difficulty may be due to a second language influence, the teacher should communicate with the parent(s)/sponsor to discuss the student’s learning problem(s) and to gather information on whether there may be a second language influence. If possible, the results of the student’s vision and hearing should be included on the referral form before submitting the form to the (LPAC). While vision and hearing should be screened as soon as possible, a delay in completing the screening should not stop the referral from going forward to the ESL teacher. Results of the screening are recorded as soon as the screening is completed.

If there is an indication of a second language influence possibly affecting the student’s performance, the classroom teacher should consult with the (LPAC) regarding the student’s academic performance. The classroom teacher completes and submits an ESL Referral form, with student work samples attached, to the ESL teacher.

**Step 2—Review of Student Records**

The second step in the identification process to determine if formal assessment is required by conducting a review of the student's records. The (LPAC) should complete a review of the student’s academic records and meet with the appropriate general education teacher(s) to report the results of the review within the recommended 10 schools days of receiving the HLQ of a potential ELL. If the referral process identified the student, the (LPAC) should make every effort to
obtain a completed Home Language Questionnaire and then conduct a review of records.

The records review involves examining the school information collected during Step 1, analyzing previous school records and report cards, and reviewing the results of formal standardized tests. When considered necessary, conduct interviews with parents and students and talk with previous teachers, if available.

When reviewing the student’s records, close attention should be paid to questions such as:

- Did the student enter school speaking another language?
- Is there a history of schooling in another country?
- Was the student ever assessed for English language proficiency in listening, speaking, reading, and writing?
- Did the student ever receive ESL instruction or other types of academic support? For how long?
- How long has the student been attending English-speaking schools?
- How has the student progressed toward meeting grade level curriculum standards?
- Has the student’s schooling been interrupted or have there been excessive absences?
- Are there any system-wide assessment reports? Where does the student’s scores fall?

**NOTE:** The parent and/or student may also complete a referral form and submit the referral to the ESL teacher.

If school records are unavailable, an interview with the classroom teacher(s), parent(s), and, as appropriate, the student should be conducted to establish the student’s language development and academic history.

The ESL teacher meets with the general education teacher and other educators, as appropriate to present the findings from the review of the student’s records and interview(s) conducted. The (LPAC) will make the decision whether to proceed with a formal language proficiency assessment for ESL services. The decision is documented on the HLS. The parents are notified of the results of the screening and the (LPAC) decision. Schools should encourage parents to become informed and active participants in their child’s English language instruction program.
Step 3—Administer TEA Approved Language Proficiency Test and Informal Assessments

Determining English proficiency is problematic since no one test will likely predict a student’s performance in a setting where English is the only language of instruction. Development of a second language is a complex process and is in constant flux. Before the administration of the state criterion-reference Traditional language proficiency instruments measure some of the social and academic language test each year. In prekindergarten through Grade 1, an oral language proficiency test approved by the Texas Education Agency (TEA); and In grades 2-12, a TEA-approved oral language proficiency test and the English reading and language arts sections from TEA-approved norm-referenced measure, or another test approved by TEA, unless the norm-referenced measure is not valid in accordance with subsection (f)(2)(c) the (LPAC) shall determine the appropriate option for each (LEP) student as outlined in Chapter 101, Subchapter AA, Of this title (relating to Commissioner’s Rules Concerning the Participation of Limited English Proficient students in State Assessments). The assessment options shall be

(1) administration of the English version criterion-referenced test;
(2) administration of the Spanish version criterion-referenced test: or
(3) for certain immigrant students, exemption from the criterion-referenced test.

(i) In determining the appropriate assessment option, the (LPAC) shall consider the following criteria for each student:

(1) Academic program participation (ESL and language instruction)
(2) Language proficiency, including literacy, in English and/or Spanish;
(3) Number of years enrolled in US schools;
(4) Previous testing history
(5) Level of achieved on the state English proficiency assessment in reading
(6) Consecutive years of residence outside the 50 U.S. states
(7) Schooling outside the U.S.

skills necessary for success in the general instructional program, but they should not be used as the
sole criterion to determine language proficiency or academic readiness since these tests elicit language in a contrived situation. While the tests provide baseline data about oral/aural, reading, and writing skills, they are not designed to test language learning aptitude, cognitive ability, or academic skills. Students may score as fully English proficient (FEP) on an English language proficiency test but still lack the academic language and content skills necessary to do grade level work. The combination of language proficiency Assessment with teacher judgment and other performance indicators provides a more valid and reliable indication of the student’s language skills. In order to gain a comprehensive account of a student’s language proficiency, the involvement of parents, students, and teachers is essential. Language proficiency includes Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency skills (CALP). The second language acquisition research indicates that (BICS) take approximately 2 years to develop in the second language whereas CALP take 5 to 7 years. Language proficiency data based on tasks that assess BICS. Observations during play activities, language samples during informal conversations) should not be used to determine the child’s ability to use language in cognitively demanding academic situations. CALP should be determined through tasks that assess the students’ abilities to use language in academic situations (e.g., observations of academic behaviors, collection of language samples in academic situations). It is also important to remember that BICS and CALP develop concurrently. TEA approved tests such as OLPT , Telpas and agency approved writing tests at found at

http://www.tea.state.tx.us/index2.aspx?id=4098&menuid=720
If the student has no English proficiency and there is evidence that the student has never been exposed to reading and writing in English, an assessment of reading/writing skills is not recommended. In the case of older students who lack oral skills, but have previously studied English in their home country, the reading/writing test is recommended. If the student finds the reading and writing portion of an English language proficiency test too difficult or does not otherwise cooperate, the testing should be discontinued and the information documented.

**NOTE:** Oral language skills should not be the sole criterion for determining language proficiency or classification. Academic achievement, writing, and reading skills in English must also be assessed and considered.

Young children are tested for oral (listening and speaking) skills, using the TEA approved Language proficiency test in conjunction with informal assessments. The use of formal and informal assessments provides a more comprehensive picture of the student’s language proficiency. Preliteracy and emerging reading/writing skills are assessed at these grade levels through performance samples, structured observations, and standardized test results. Pre-literacy skills include knowledge of the functions of written language, emergent storybook reading abilities, writing strategies, and knowledge of letter-sound correspondences. More information on pre-literacy skills and developmentally appropriate practices can be found in the Sure Start Program Guide.

Students age 7 and above are formally assessed using the TEA approved English language proficiency test that assesses all language skill areas – listening, speaking, reading, and writing – in conjunction with informal assessments. Informal assessments or reports on performance should include observations in multiple settings, criterion referenced assessments, and samples of student work.

Parental permission for assessment of the student’s language proficiency is required. The parent granted permission for the assessment when he/she signed the HLS; therefore, obtaining additional permission is not necessary. However, if the HLS is not signed, parental permission is required.
before assessments can begin. A parent has the right to waive formal ESL assessment and it is the schools’ responsibility to inform parents of their right to decline ESL testing. To promote parental support for the assessment process, the reason for assessment, and the areas to be assessed may be reviewed with the parents prior to initiating testing.

The ESL teacher administers the TEA approved language proficiency assessment, evaluates the student’s test results, and considers performance indicators to include an observation, criterion referenced tests, and informal assessments to determine the student’s English language proficiency level. Informal assessments are more closely tied to the curriculum and provide a more holistic perspective of the ELL’s ability to use English for social and academic purposes. Informal assessments or reports on performance include performance tasks such as oral language samples, the Student Oral Language Observations, teacher observations, oral proficiency interviews, anecdotal notes, CLOZE reading tests, Response to Intervention (RTI) data, Developmental Reading Assessment (DRA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), story retelling, writing samples, running records, and student and parent interviews.

**Step 4—LPAC Review of Student Data to Determine Classification**

**Level and Eligibility**

The (LPAC) reviews the information gathered during the identification and assessment process, and determines the student’s proficiency/classification level and eligibility for ESL services. The (LPAC) is highly encouraged to include the parent and student (when appropriate) in the decision-making process. The (LPAC) decision is documented on the ELL Cumulative Profile form and signed by the school administrator. The ESL teacher or data clerk enters the information on the ESL page in the student information system within the recommended 5 school days of the ESL eligibility meeting.

If the (LPAC) determines that the student is not eligible for ESL services, the student participates in The general education program.
If the (LPAC) determines the student is an ELL eligible for ESL services, an appropriate program is planned.

**Step 5—Notify Parent/Guardian of Eligibility**

If the parent or guardian is unable to attend the meeting, the (LPAC) designee notifies the parent in writing of the assessment results and the (LPAC) recommendation. Parental permission is obtained for the student to participate in the ESL program. A parent may decline ESL services by signing a waiver. A parental waiver can be rescinded at any time.

**Step 6—Record data**

At the conclusion of the screening and eligibility process, a summary of the student's assessment data, language and academic history, and the ESL Student Team’s decision are summarized on the ESL page in the student information system and on the ELL Cumulative Profile. The information is entered in the Texas Student information system based on locally established procedures.

**NOTE:** At any time, a parent has the right to waive ESL assessment and services. It is the school's responsibility to inform parents of their right to decline ESL assessment and services. Prior to a decision, it is recommended that the ESL teacher, counselor, and/or principal meet with the parents to explain the program and services. If the final decision is made to waive ESL services, parents and students must be made aware that the student will be in the general education program without ESL support, the regular grading procedure will be used, and that the student must participate in all standardized testing without accommodation. A parental waiver can be rescinded at any time.
The state of Texas requires that the following information be completed for each student that enrolls for the first time in Texas public schools. This survey shall be kept in each student’s permanent record folder.

NAME OF STUDENT _____________________________ STUDENT ID# _____________________________

ADDRESS _________________________________ TELEPHONE # _________________________________

CAMPUS ____________________________________________________________

1. What language is spoken in your home most of the time? ____________________________

2. What language does your child (do you) speak most of the time? ______________________

_______________________________ __________________________
Signature of Parent/Guardian Date

_______________________________ __________________________
Signature of Student if Grades 9-12 Date

Cuestionario del idioma que se habla en el hogar

DEBE DE COMPLETARSE POR EL PADRE/MADRE/ O REPRESENTANTE LEGAL: (O POR EL ESTUDIANTE SI ESTA EN LOS GRADOS 9-12): El estado de Texas requiere que la siguiente informacion se complete para cada estudiante que se matricula por primera vez en una escuela publica de Texas. Este cuestionario se archivara en el expediente del estudiante.

NOMBRE DEL ESTUDIANTE _____________________________ #ID _____________________________

DIRECCION _________________________________ TELEFONO _________________________________

ESCUELA ____________________________________________________________

1. GQue idioma se habla en su hogar la mayoria del tiempo? ____________________________

2. GQue idioma habla su hijo/a (usted) la mayoria del tiempo? ____________________________

_______________________________ Fecha
Firma del Padre/Madre/ o Representante Legal

_______________________________ Fecha
Firma del estudiante si esta en los grados 9-12
Second language influence is indicated in Question 1 and/or 2 50th Percentile and Below on a system-wide assessment or not meeting grade level content standards 50th Percentile and Above on a system-wide assessments or meeting/exceeding grade level content standards.

Initial Screening Process

HLS, educational records and system-wide test scores are reviewed within the recommended 10 school days of receiving a copy of the HLS.

Assessments

Formal and informal assessments are completed within the recommended 15 school days.

Eligibility

(LPAC) determines classification level and eligibility within the recommended 5 school days of the completion of assessments.
Identification Process - Home Language Survey (HLS)

Summary of Steps

Step 1 The (LPAC) is provided a copy of the HLS within the recommended 5 school days of registration.

Step 2 The (LPAC) reviews HLS and compiles a list of potential ELLs for screening.

Step 3 Potential ELL’s records are reviewed within the recommended 10 school days of receiving the HLS.

☐ Academic history and decision for further testing is documented on the ESL page in the student information system and HLS.

☐ A list of students requiring further assessment is submitted to the administrator or designee.

Information on students that do not require further assessment is given to the student information system data clerk for entry.

☐ If not granted on the HLS, parent permission is obtained for language proficiency assessment.

Step 4 Formal and informal language proficiency assessments are administered and results documented on the ESL page in the student information system and/or on the ELL Cumulative Profile. Assessments should be completed within the recommended 15 school days of receiving parent permission and/or the HLS. The (LPAC) communicates assessment results to the parent(s), general education teacher(s), and other educators as appropriate.

Step 5 Within the recommended 5 school days of the completion of the assessments, communicates the student’s eligibility and placement to the parents.

☐ Not eligible- General Education Program

☐ Eligible- Identify student’s proficiency/classification level and educational needs, determine instructional program and amount of ESL support required, determine accommodations/modifications needed for success in the general education classes, and
determine how the student will participate in system-wide assessment.

The (LPAC) (ESL and general education teacher(s) and others, as appropriate) decision is documented on the ELL Cumulative Profile.

**Step 6** Parent permission to participate in the ESL program should be obtained within the recommended 5 school days of the eligibility decision. The instructional program is implemented within the recommended 5 school days of parent permission.

**ESL IDENTIFICATION PROCESS**

**The ESL Referral Process**

**Student Experiences Academic Difficulty**

General education teacher discusses the problem with the parent to ascertain if there is a possibility of a second language influence.

**General education teacher completes the referral for ESL services**

(LPAC) ensures that there is a HLS on file and completes record review.

The (LPAC) meets, plans the assessments, and obtains parent permission, if not previously granted. Formal and informal assessments are completed within the recommended 15 school days.

The (LPAC) meets to determine classification and eligibility within the recommended 5 school days of the completion of assessments.
The ESL Referral Process

Student Experiences Academic Difficulty
General education teacher discusses the problem with the parent to ascertain if there is a possibility of a second language influence.

No
Second language influence

Yes
Second language influence

General education teacher completes the referral for ESL services
LPAC ensures that there is a HLS on file and completes record review.

LPAC reviews the referral, HLS, academic records, work samples, and parent information to determine if the academic difficulties are the result of a second language influence.
The team meets within the recommended 10 school days of teacher submitting referral to ESL Student Team.

No
Second language influence

Yes
Second language influence

The ESL Student Team meets, plans the assessments, and obtains parent permission, if not previously granted.

Formal and informal assessments are completed within the recommended 15 school days.

The team meets to determine classification and eligibility within the recommended 5 school days of the completion of assessments.

No

General Education Program
and/or Student Assistance Team

Yes

ESL Services are initiated within the recommended 5 school days of the eligibility decision.

Identification Process
Identification Process - Referral Process

Summary of Steps

Step 1 Classroom teacher and parent discuss student’s academic difficulties and decide the difficulty may be the result of a second language influence. Classroom teacher consults with the (LPAC).

Student’s HLS, academic and language history records are reviewed, if available. Classroom teacher, parent, or student completes and submits the ESL referral form to the ESL teacher.

Step 2 The team meets and reviews the referral, student work samples and records.

☐ No- Second language influence: referred to the school’s student assistance team.

☐ Yes- Second language influence: parent permission for assessment is obtained.

Step 3 Formal and informal language proficiency assessments are administered and results documented on the ESL page in the student information system and/or on the ELL Cumulative Profile. Assessments should be completed within the recommended 30 school days of receiving parent permission and/or the HLS. The ESL teacher communicates assessment results to the parent(s), general education teacher(s), and other educators as appropriate.

Step 4 Within the recommended 5 school days of the completion of the assessments, the eligibility and placement decisions are made.

☐ Not eligible- General education program or referred to the student assistance team.

☐ Eligible- Identify student’s proficiency/classification level and educational needs, determine instructional program and amount of ESL teacher support required, determine accommodations/modifications needed for success in the general education program, and determine how the student will participate in system-wide assessment.

The team’s (ESL teacher, general education teacher(s), and other educators, as appropriate) decision is documented on the ELL Cumulative Profile form and signed by the school administrator. The information is entered on the ESL page in the student information system within the recommended 5 school days of the ESL eligibility decision.
**Step 5** Parent permission to participate in the ESL program should be obtained within the recommended 5 school days of the eligibility decision. The instructional program is implemented within the recommended 5 school days of eligibility determination. The data clerk is given students’ proficiency/classification level information within the recommended 5 school days of the decision.

**Functioning Level of Language**

The following definitions, developed by TESOL, reflect both the phases of language acquisition as well as language learning levels. Keep in mind, language acquisition and learning is a continuum. A learner can have advanced speaking proficiency, but still be unable to read. Some students can read English while they are unable to carry on a conversation. The definitions offered give a general understanding of the functional levels of language.

**Level 1**

At this level, the student initially has limited or no understanding of English. He/she relies almost exclusively on the first language for communication. The level 1 student responds non-verbally to simple commands, statements, and questions. As his/her oral comprehension increases, the level 1 student begins to imitate the verbalizations of others by using single words or simple phrases.

At the earliest stage, the Level 1 student constructs meaning from text primarily through non-print features (e.g., illustrations, photos, graphs, maps, tables). The student is able to generate simple oral language that reflects his/her level of syntactical knowledge. This language may include a significant amount of non-conventional features and patterns of the native language.

**Listening:** The student may understand simple questions and statements on familiar topics. He/she begins to associate sound and meaning and builds a receptive vocabulary. The level 1 student begins to understand the main idea by focusing on key words and contextual cues. He/she may be able to follow simple directions.

**Speaking:** The student will primarily respond non-verbally or with one-word responses. The student speaks with some hesitancy, has gaps in vocabulary, poor syntax, and/or pronunciation.
The student’s pronunciation patterns show strong evidence of another language. **Reading:** The student may demonstrate little or no knowledge of print. As proficiency develops, the student begins to understand simple material for social or informative purposes. The student relies heavily on visual cues and prior knowledge.

**Writing:** Writing consists of a limited set of vocabulary and structures. As proficiency develops, the student is able to express basic personal needs in short repetitive sentence patterns. Some words from the native language may be used.

**Level 2**

At this level, English language learners understand more complex speech, but still may require some repetition. At level 2, learners acquire a vocabulary of stock words and phrases covering many daily situations. They demonstrate an increase in comprehension and are more likely to make verbal contributions without prompting.

Proficiency in reading may vary considerably depending upon the learner’s familiarity and prior experience with themes, concepts, genre, characters, and so on. They are most successful constructing meaning from texts for which they have background schema upon which to build.

**Listening:** The student understands spoken directions with modifications, such as repetition, simplification, or slower presentation. He/she understands the main idea of extended but simple messages and conversations with some unfamiliar vocabulary and structures. The student comprehends language consisting of simple vocabulary, narratives, and structures in short face-to-face interactions with peers and familiar adults.

**Speaking:** The student uses simple sentence patterns, a limited vocabulary, and speaks with hesitation. He/she is frequently understood by using repetition and rephrasing. The student relies on gestures, nonverbal cues, and survival vocabulary. The level 2 student’s pronunciation patterns show strong evidence of another language that may often prevent effective communication in English.
**Reading:** The student uses simple material for informative or social purposes. He/she understands the essential content of short, general statements, environmental texts, and formulaic messages. The student can read short texts or trade/pattern books independently. Understanding is limited to simple language containing mostly high frequency vocabulary items and grammatical patterns.

**Writing:** The student expresses basic personal needs and composes short informal passages on very familiar topics based on personal experiences. The student’s writing consists of a limited vocabulary and structures in simple sentences and phrases. Errors in spelling, grammar, and mechanics are frequent and characteristic.

**Level 3**

At this level students use English spontaneously, but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure. Students speak in simple sentences, which are comprehensible and appropriate, but which are frequently marked by grammatical errors. They may have some trouble comprehending and producing complex structures and academic language.

Level 3 learners’ language skills are adequate for most day-to-day communication needs. Comprehension of oral and written texts is very good. Occasional structural and lexical errors occur in both their speaking and writing. Students may have difficulty understanding and using some idioms, figures of speech, and words with multiple meanings. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts.

Students may read with considerable fluency and are able to locate and identify the specific facts within the text. However, they may not understand texts in which the concepts are presented in a decontextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can
read independently, but may have occasional comprehension problems. Level 3 students produce texts independently for personal and academic purposes. Structures, vocabulary, and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains.

**Listening:** The student understands short conversations on topics in everyday situations when listening to peers, familiar adults, and teachers. He/she relies less on repetition, rephrasing, and nonverbal cues for comprehension. The student frequently demonstrates both a general and detailed understanding of short, discrete expressions but has only a general understanding of longer conversations and messages in academic content areas. The student can follow multi-step directions.

**Speaking:** The student initiates and sustains a conversation with repetition using low-frequency vocabulary. He/she uses more common verb tense forms but still makes many errors in formation and selection. The learner uses word order accurately in simple sentences but makes errors in more complex patterns especially when speaking about academic issues. He/she often has to repeat him/herself to be understood by monolingual English speakers.

**Reading:** The student has some comprehension of academic/factual materials written at grade level, and can independently read high interest/simplified vocabulary literature appropriate to the grade level.

**Writing:** The student is able to complete some written assignments, but still requires assistance with grammatical and syntactical structures, such as word order, verb tenses, subject-verb agreement, irregular verbs, and other complex structures.

**Level 4**

At this level, students' language skills are adequate for most day-to-day communication needs. Structural and lexical errors occur. Level 4 students may have difficulty understanding and using some idioms, figures of speech, and words with multiple meanings. They communicate in English in
new or unfamiliar settings, but continue to have difficulty with complex structures and abstract academic concepts.

Students at this level may read with considerable fluency and are able to locate and identify the specific facts within the text. However, they may not understand texts in which the concepts are presented in a decontextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read independently, but may have problems with higher-level comprehension skills such as synthesis, evaluation, generalization, and inferences. The level 4 students produce texts independently for personal and academic purposes. Structures, vocabulary, and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains.

**Listening:** The student understands standard speech delivered in most authentic settings with some repetition and rewording. The learner understands the main idea and significant relevant details on familiar and relevant topics. He/she comprehends a wide range of language forms, vocabulary, idioms, and structures learned in and outside of ESL and content area classes. The student can often detect affective undertones and inferences in spoken language with some repetition and rephrasing. He/she can demonstrate phonological discrimination in most auditory elements in English.

**Speaking:** The student handles most communicative situations with confidence but may need help with any difficulties in language production especially in academic subjects. He/she engages in extended discussion with fluent speakers on a broad range of topics. The learner has a broad vocabulary and can be precise.

**Reading:** The student comprehends the content of most texts of interest at grade level and with support most appropriate academic content area texts. He/she understands most factual information in non-technical prose. The student understands text with less dependence on context, background knowledge, and familiarity with the topic.
**Writing:** The student composes unified and organized text on everyday topics with sufficient vocabulary to express her/him self at grade level. He/she shows good control of English word structure and of the most frequently used grammatical structures. Errors may still occur especially when writing about complex themes or issues.

**Fully English Proficient (FEP)**

No ESL services are required. At this level, the student’s language skills approximate those of a native speaker for most day-to-day communication needs. Occasional structural and lexical errors may occur. They communicate in English in new or unfamiliar settings, and have little difficulty with complex structures and abstract academic concepts.

FEP students read with considerable fluency and understand texts in which the concepts are presented in a decontextualized manner. They are able to understand complex sentence structure and abstract vocabulary. They produce texts independently for personal and academic purposes. Structures, vocabulary, and overall organization approximate the writing of native speakers of English. However, some errors may persist in one or more of these domains.

**Listening:** The student understands standard speech delivered in authentic settings. He/she understands the main idea and significant relevant details on familiar and relevant topics. The learner detects affective undertones and inferences in spoken language. They demonstrate phonological discrimination.

**Speaking:** The student handles communicative situations with confidence. He/she engages in extended discussion with fluent speakers on a broad range of topics. The learner asks questions about academic topics or tasks with the same fluency as the English-speaking students at the appropriate grade level.

**Reading:** The student reads and interprets texts across the curriculum for the grade level. He/she understands a variety of literary genres. The learner understands vocabulary that is basic and academic and is able to figure out technical vocabulary. He/she reads academic
texts at the appropriate level.

**Writing:** The student approaches fluency in academic writing with the content areas. He/she demonstrates an increasing ability to use the subtleties of written language for different audiences and purposes. The learner edits for word use, mechanics, and structure and revises for content, organization, and vocabulary at the appropriate grade level.

The primary instructional vehicle in schools is language. However, many English language learners are not able to benefit from instruction because of their limited English proficiency. The proficiency level of ELL can vary widely. Placement in the ESL program and the type and level of ESL services may vary since the design is individualized based on multiple criteria including:

- Proficiency test scores
- Informal proficiency observations
- Content knowledge and skills
- Records of previous schooling
- Information from student and parents
- Observation

After a careful review of available information about the student, the ESL Student Team (ESL and general education teacher and other, as appropriate) recommends placement at one of five levels (Level 1, 2, 3, 4 and FEP).

A structured ESL program is essential and an integral component of an ELL’s educational program. A sequenced curriculum develops and refines listening comprehension, oral expression, reading, writing, and thinking skills appropriate for grade-level academic work. Emphasis on supporting the student’s performance and mastery of English in content areas (academic language) enables the student to acquire age/grade appropriate content knowledge while also developing English social language proficiency.
Instructional practices and lesson design of the ESL program include:

- Teaching to the ESL language proficiency and content standards.
- Integrating language teaching with the teaching of curricular content.
- Collaborating to make content language of the classroom comprehensible.
- Customizing the learning environment to meet individual language needs.
- Providing explicit instruction in learning strategies and complex thinking skills.
- Providing research-based explicit instruction in reading comprehension.

Section 3- Instructional Program

ESL Program Service Delivery

The LPAC determines the amount of time allotted for direct service, who will provide the instruction, and where the ELL will receive the instruction. These decisions are made on a case-by-case basis. The results of the assessment of the student’s language proficiency level and academic skills provide the basis for determining the ESL instructional placement, time allotment, and focus of services.

In general, the lower the student’s proficiency level, the more intensive the ESL services. A more intensive program at the beginning helps the student progress faster in his/her language development.

ESL services may include in-class assistance, a pullout program, consultation, or a combination of different delivery models. The ESL teacher and the classroom teacher(s) are responsible for ensuring communicative, cognitive, and academic progress.

Since the general education classroom is a critical site for social and academic language development, the young learner is generally not segregated from his/her classroom. The role of the ESL teacher in the
elementary grades is one that supports the ELL by providing small group instruction in a variety of settings.

Young elementary ELLs learn so much more from their English speaking peers than from lessons/language taught in isolation.

The ESL teacher, through the integrated model, also supports students in the upper elementary grades. However, as the complexity and abstractness of academic language increase, these students may require more intensive pullout instruction in order to be successful in the classroom. Middle and secondary students are supported through assigned ESL classes and close collaboration and consultation with the general education teachers.

The instructional models that maximize the opportunity for the ELL to meet challenging standards and that are supported by TEA are:

• Consultation/Collaboration: ESL teacher consults with general education teacher on a regular basis to assist the teacher in planning instruction for the ELL. The ESL teacher models strategies, presents demonstration lessons, provides resources, helps identify essential standards and vocabulary, and monitors ELL student achievement. The largest segment of the ESL teacher’s collaboration time is with general education teachers who have level 1 and level 2 students since these students require specialized instructional strategies and greater accommodations and modifications to be successful in the general education classroom. The ESL teacher consults with the general education teacher to identify the key component(s) in lessons for integration in the instruction of English language development.
• Pullout: Services are based on the Cognitive Academic Language Learning Approach (CALLA) model where instruction is centered on integrating content-area instruction with language development activities and explicit instruction in reading, learning strategies, and discreet language skills.

**NOTE:** While the ESL teacher does not provide direct services to PreK children, he/she may be a resource to PreK teachers by providing information on effective teaching and learning techniques that impact second language acquisition and literacy skills for young ELLs.

- Scheduled ESL Classes – ELL students are placed into ESL classes as part of their instructional day to address basic communication skills and to support the ELL in the curriculum content.

• Integrated Setting: ESL teacher provides support and instruction within the confines and context of the general education classroom through collaboration with the classroom teacher. The teachers identify and prioritize topics from the content areas for integration of language and content instruction. Together they identify the skills and concepts appropriate to the grade, language proficiency level, and learning style of the ELL. Integrated teaching includes:

  - Co-teaching – Teachers share responsibility for planning and teaching all students in the general education classroom to include ELL students.
  - Duet teaching – Teachers take turns teaching. The classroom teacher generally takes responsibility for delivery of the content while the ESL teacher takes responsibility for instructional strategies.
  - Parallel teaching – ESL teacher and general education teacher divide class into two groups. Each teacher assumes responsibility for teaching one group.
  - Shadow teaching – ESL teacher re-teaches the concepts taught by the general education teacher to the ELL students. Instruction is in the general education classroom.
  - Additional approach – Students are divided into skill groups. ESL teacher and general education teacher work with various groups according to skill level.
Exiting

The goal of every ESL program is to equip ELLs with the skills needed to succeed in the regular school program. The ESL teacher notifies the general education teacher and others, as appropriate that a student is ready to exit the ESL program. At the elementary level, the relevant classroom teacher should be on the ESL student team. At the middle and high school levels, it may be appropriate to include a counselor on the ESL student team. The amount of time a student has participated in the ESL program should not be a part of the decision to exit a student. Arbitrary program time limits as the basis for transitioning or exiting students from a language support program are not supported by language acquisition research. The decision to exit a student from the ESL program must be based on multiple criteria and can only be made by the student’s team. Sources of data may include but are not limited too:

- Student observation documented through anecdotal records, observation logs, or journals.

**NOTE:** At any time, a parent has the right to waive ESL assessment and services. Prior to a decision, it is recommended that the ESL teacher, counselor, and/or principal meet with the parents to explain program and services. If the final decision is made to waive ESL services, parent(s) and student must be made aware that the student will be in the regular program without ESL support, the regular grading procedure will be used, and that the student must participate in all standardized testing without accommodation. A parental waiver can be rescinded at any time.

- Teacher judgment that is anchored to specific behavior or achievement indicators.

- Student portfolios.

- Developmental or achievement checklists.

- Language samples, surveys, and language proficiency tests.

- Parent, teacher, student questionnaires.

- Curriculum-imbedded assessments, diagnostic tests, and formal and informal content specific achievement tests.
The decision to exit a student should be based on a combination of proficiency and achievement measures that reflect grade-level demands.

**Criteria for Exiting the ESL Program**

1. **Early Elementary (K-2)**
   - The student demonstrates the ability to meet developmental standards in all areas (social/emotional, physical, literacy, and cognitive development);
   - AND
   - The student scores in the Fully English Proficient range in the areas of listening and speaking English on a standardized language proficiency test for young children and informal assessments;
   - AND
   - A recommendation from the classroom teacher, ESL teacher, and/or parent.

2. **Ages 7 Years Old and Above**
   - The student demonstrates the ability to meet grade level performance standards in all content areas;
   - AND
   - Scores in the (FEP) Fully English Proficient range on a standardized language proficiency test and informal assessments;
   - AND
   - A recommendation from the classroom teacher, ESL teacher, and/or parent.

The student’s ESL student record in the student information system is changed to reflect FEP- No services required. The information and decision is documented on the ELL Cumulative Profile with the administrator’s signature. The ESL teacher must notify the parents of the decision to exit the student if they are not present at the meeting.
Classroom Support for Small ELL Populations

Where there is a small number of ELLs, one teacher may serve multiple schools. The ESL team and teacher identifies the students, recommends program placement, monitors student progress in the general education classroom, consults with the classroom teacher providing suggested activities and accommodations for the development of academic language. The ESL teacher may also team teach with the classroom teacher, model appropriate instructional practices, conduct demonstration lessons, and evaluate student performance in both language and content. The RTI team may consult with the ESL/LPAC team to specify skill level interventions.
## English as a Second Language
### Recommended Services Guidance

<table>
<thead>
<tr>
<th>Grade</th>
<th>Suggested Primary Service Delivery Model</th>
<th>Description of Service</th>
<th>Suggested Times</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Levels 1 and 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Pre-K | Consultation/ Collaboration | • Collaboration on appropriate instructional and assessment strategies  
• Emphasis on making classroom language comprehensible  
• Extensive curricular and classroom modifications and accommodations | • Consultation/ Collaboration: 2 to 3 times a month |
| K – 1st | Consultation/ Collaboration  
Integrated Setting | • Collaboration on appropriate instructional and assessment strategies  
• Emphasis on making classroom language comprehensible  
• Extensive curricular and classroom modifications and accommodations  
• Small group specialized language and literacy instruction provided in early elementary or ESL classroom | • Consultation/ Collaboration: 2 to 3 times a month  
• Integrated: 20 to 30 minutes, 2 to 3 times a week |
| 2nd – 3rd | Consultation/ Collaboration  
Integrated Setting  
Pullout | • Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies  
• Collaboration on making classroom language comprehensible  
• Extensive curricular and classroom modifications and accommodations  
• Small and/or large group intensive language and literacy instruction focused on specialized vocabulary and background knowledge needed for content areas  
• Pullout services for intensive language and literacy skill development with specialized ESL and content curricular materials | • Consultation/ Collaboration: 2 to 3 times a month  
• Integrated: 20 to 30 minutes, 3 to 4 times a week  
• Pullout: 30 – 45 minutes, 4 to 5 times a week |
| 4th -6th | Consultation/ Collaboration  
Integrated Setting  
Pullout | • Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies  
• Collaboration on making classroom language comprehensible  
• Extensive curricular and classroom modifications and accommodations  
• Small and/or large group intensive language and literacy instruction focused on specialized vocabulary and background knowledge needed for content areas  
• Pull-out services for intensive language and literacy instruction | • Consultation/ Collaboration: 2 to 3 times a month  
• Integrated: 45 - 60 minutes, 3 to 4 times a week  
• Pullout: 30 – 60 minutes, 4 to 5 times a week |
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Program Components</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th – 8th</td>
<td>Pullout Consultation/Collaboration</td>
<td>Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies, and accommodations/modifications. Extended periods of time in ESL classroom to develop survival language, reading skills, content vocabulary, learning strategies, and to become acquainted with American school culture. ESL classroom instruction focuses on literacy skills and academic language development using specialized ESL and content curricular materials. Additional individual or small group instruction and extensive support in content areas for those experiencing difficulty.</td>
</tr>
<tr>
<td>9th – 12th</td>
<td>Integrated Setting</td>
<td>Scheduled ESL class (1 to 2 class periods). (Students with limited formal schooling may require up to 3 hours). Integrated and/or consultative support in the general content classroom. Additional class or seminar.</td>
</tr>
</tbody>
</table>

- Additional Pullout: 30 minutes, 2 to 3 times a week time.

- Literacy skill development with specialized ESL and content curricular materials.
- Additional individual or small group instruction and extensive support in content areas for those experiencing difficulty. Students with limited formal schooling may require additional time.
## English as a Second Language
### Recommended Services Guidance

<table>
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<tr>
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<th>Suggested Primary Service Delivery Model</th>
<th>Description of Service</th>
<th>Suggested Times</th>
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</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>Consultation/ Collaboration</td>
<td>• Collaboration on identifying appropriate instructional and assessment strategies, and curricular accommodations and modifications</td>
<td>• Consultation/ Collaboration: 2 to 3 times a month</td>
</tr>
<tr>
<td>K – 1st</td>
<td>Consultation/ Collaboration</td>
<td>• Collaboration on identifying appropriate instructional and assessment strategies, and curricular accommodations and modifications</td>
<td>• Consultation/ Collaboration: 2 to 3 times a month</td>
</tr>
</tbody>
</table>
| 2nd – 3rd | Consultation/ Collaboration              | • Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies, and identifying curricular and environmental accommodations and modifications  
|        | Integrated Setting Pull-out              | • Small and/or large group intensive language and literacy instruction focused on content areas in general education classroom  
|        |                                          | • Pull-out services for intensive language and literacy skill development using ESL and content curricular materials  
|        |                                          | • Providing background knowledge and essential vocabulary needed to understand key concepts                                                                                                                      | • Consultation/ Collaboration: 2 to 3 times a month                               
|        |                                          |                                                                                                                                                                                                                  | Integrated: 30-45 minutes, 2-3 times a week                                       |
|        |                                          |                                                                                                                                                                                                                  | Pullout: 30-45 minutes, 3 to 4 times a week                                       |
| 4th – 6th | Consultation/ Collaboration              | • Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies, and identifying curricular accommodations and modifications  
|        | Integrated Setting Pullout              | • Small and/or large group intensive language and literacy instruction focused on content areas in general education classroom  
|        |                                          | • Pull-out services for intensive language and literacy skill development using ESL and content curricular materials  
|        |                                          | • Providing background knowledge and essential vocabulary needed to understand key concepts  
|        |                                          | • Additional individual or small group instruction/support in content areas focused on vocabulary, background knowledge, and learning strategies                                                             | • Consultation/ Collaboration: 2 to 3 times a month                               
|        |                                          |                                                                                                                                                                                                                  | Integrated: 30 to 45 minutes, 2 to 3 times a week                               |
|        |                                          |                                                                                                                                                                                                                  | Pullout: 30-45 minutes, 3 to 4 times a week                                       |
|        |                                          |                                                                                                                                                                                                                  | Additional time: 30 minutes; 2 to 3 times a week                                  |
| 7th – 8th | Scheduled ESL classes                   | • Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies, and identifying curricular accommodations and modifications  
| 9th – 12th | Consultation/ Collaboration              | • Instruction in ESL classroom focused on development of academic language, literacy skills, content vocabulary, background knowledge, and learning strategies  
<p>|        | Integrated Setting                      | • Additional focus on mastering content standards using specialized ESL/content materials                                                                                                                         | • Scheduled ESL class                                                           |
|        |                                          |                                                                                                                                                                                                                  | Additional Time ESL classes or during seminar period                             |
|        |                                          |                                                                                                                                                                                                                  | Consultation/ Collaboration: 2 to 3 times a quarter with the general content      |
|        |                                          |                                                                                                                                                                                                                  | classroom teacher                                                               |</p>
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<td><strong>English as a Second Language</strong></td>
<td><strong>Recommended Services Guidance</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td></td>
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</tr>
<tr>
<td>Pre-K</td>
<td>Consultation/ Collaboration</td>
<td>• Collaboration on identifying appropriate instructional and assessment strategies, and curricular accommodations and modifications</td>
<td>• Consultation/ Collaboration: 2 to 3 times a month</td>
</tr>
<tr>
<td>K – 1st</td>
<td>Consultation/ Collaboration</td>
<td>• Specialized language and literacy instruction provided in early childhood classroom</td>
<td>• Consultation/ Collaboration: 2 to 3 times a month</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Collaboration on identifying appropriate instructional and assessment strategies, and curricular accommodations and modifications</td>
<td></td>
</tr>
<tr>
<td>2nd – 3rd</td>
<td>Consultation/ Collaboration</td>
<td>• Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies, and accommodations and modifications</td>
<td>• Consultation/ Collaboration: 2 to 3 times a month</td>
</tr>
<tr>
<td></td>
<td>Integrated Setting</td>
<td>• Small and/or large group intensive language and literacy instruction focused on content areas in general education classroom</td>
<td>• Integrated: 30 minutes, 2-3 times a week</td>
</tr>
<tr>
<td></td>
<td>Pullout</td>
<td>• Pull-out services for intensive language and literacy skill development using ESL and content curricular materials</td>
<td>• Pullout: 30-45 minutes, 2 to 3 times a week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Providing background knowledge and essential vocabulary needed to understand key concepts</td>
<td></td>
</tr>
<tr>
<td>4th – 6th</td>
<td>Consultation/ Collaboration</td>
<td>• Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies, and accommodations and modifications</td>
<td>• Consultation/ Collaboration: 2 to 3 times a month</td>
</tr>
<tr>
<td></td>
<td>Integrated Setting</td>
<td>• Small and/or large group intensive language and literacy instruction focused on content areas in general education classroom</td>
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<tr>
<td>7th – 8th</td>
<td>Scheduled ESL classes</td>
<td>• Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies, and identifying curricular accommodations and modifications</td>
<td>• Scheduled ESL class</td>
</tr>
<tr>
<td>9th – 12th</td>
<td>Consultation/ Collaboration</td>
<td>• Instruction in ESL classroom focused on development of academic language, literacy skills, content vocabulary, background knowledge, and learning strategies</td>
<td>• ESL Teacher during Seminar period</td>
</tr>
<tr>
<td></td>
<td>Integrated Setting</td>
<td>• Additional focus on mastering content standards using specialized ESL and content curricular materials for those experiencing difficulty</td>
<td>• Integrated and consultative support in the general content classroom 2 times a quarter</td>
</tr>
</tbody>
</table>
English as a Second Language

ACCOMMODATIONS

The term “accommodations” is used to define changes in assessment administration and response format (i.e., setting, timing/scheduling, presentation, or response). Accommodations are not intended to alter in any significant way what the test measures, but they may influence the interpretation of assessment results.

The purpose of participation in system-wide testing and the use of accommodations is to accurately measure what the student knows and can demonstrate. The use of accommodations is intended to “level the playing field” and make the assessment(s) fair to ALL students. An accommodation used solely to enhance a student’s performance beyond providing equitable opportunity to participate in testing violates the intent of the TEA State-wide Assessment Program (STAAR). The accommodations should address and consider an ELL’s unique linguistic needs. Appropriate accommodations should give the student better access to the content of the assessment, making English language proficiency less of a factor in test performance when measuring content knowledge. Without an accommodation for his/her language proficiency, an assessment may inaccurately measure what the student knows and is able to do resulting in the measure of language proficiency rather than the student’s knowledge and skills. Accommodations should reduce the impact of language but not give the ELL an “unfair advantage” over students not receiving accommodations.

Although no modifications may be made to the content of a test itself, accommodations can be made to the procedures in administration of the assessments as well as the manner in which students respond to the assessments. Accommodations for assessments should be the same accommodations generally made for the student during classroom instruction and assessment. There should be a link between the accommodations used during instruction (to assist student learning) and during classroom testing (to measure what the student has learned) to the accommodations recommended
for system-wide testing. Students should already have sufficient experience in the use and application of the accommodations being considered. Accommodations considered for the first time just before the administration of an assessment may invalidate the assessment for that student. Accommodations are used when the ELL participates in academic content assessment and systemwide assessment, but not when measuring English language proficiency or annual yearly progress.

### Classification of Accommodations

Accommodations that support ELLs are divided into two components: Linguistic Accommodations and Linguistic Support Accommodations.

**Linguistic Accommodations** (presentation and response) assist the ELL in processing the language of the test. Linguistic Support Accommodations (timing/schedule, setting, and socio-cultural) help the ELL in processing the language of the test by adjusting the context in which the test is administered. Socio-cultural factors include the home environment, community attitudes, student’s personal characteristics, parental involvement, educational background, acculturation, and classroom interactional styles. Behaviors associated with socio-cultural factors that may affect an ELL in processing the language of the test are anxiety, distractibility, resistance to change, fatigue, withdrawal, stress-related behaviors, and confusion.

Depending on the potential influence on the interpretation of the student’s test scores, assessment accommodations are divided into three categories.

**Category One** - Accommodations are not expected to influence student performance in a way that alters the interpretation of either the individual criterion- or norm-referenced scores. Individual student scores should be interpreted in the same way as the scores of other students who take the assessment under standard conditions.

**Category Two** - Accommodations may have an effect on student performance and should be considered when interpreting individual criterion- or norm-referenced scores. In the absence of
research demonstrating otherwise, test scores and any decisions associated with them should be interpreted in the light of the accommodation(s) used (e.g., having the science portion of the test read aloud to the student).

Category Three - Accommodations may have an effect that alters the interpretation of individual criterion-and norm-referenced scores and may change what is being measured. This can occur if the accommodations are strongly related to the knowledge, skill, or ability being measured (e.g., having a reading comprehension assessment read aloud). In the absence of research demonstrating otherwise, criterion- and norm-referenced test scores should be interpreted in light of not only how the accommodations were used but also how the accommodations may alter what is measured.

**Students Eligible for Accommodations**

The ultimate goal is to equip ELLs with appropriate language abilities to be able to take the test without accommodations. Accommodations should provide the support to help the students’ access the content and better demonstrate what they know. The secondary student should be included in the decision making process, when possible and appropriate.

Proficiency level 1 and 2: Level 1 and level 2 ELLs should participate in the ESL Alternate Assessment. TELPAS

Proficiency level 3: ELLs may take system-wide tests with or without accommodations as determined by an ESL Student Team.

Proficiency level 4: ELLs must take system-wide tests without accommodations.

**Selecting Accommodations**

Although no modifications may be made to the content of a test itself, accommodations can be made to the procedures in the administration of an assessment and the manner in which a student responds to the assessment. Decisions about the type(s) of accommodations must be made on the basis of both the content and nature of the assessment and the characteristics of the student. Due to the complexity
of learning a second language, some students may require combining various types of accommodations to fully meet their linguistic needs. Generally, no more than two to three accommodations should be selected. Appropriate accommodations should reduce the impact of language on the assessment but not give the ELL an “unfair advantage” over students not receiving accommodations.

The following sample questions are designed to help the team in considering what linguistic skills and abilities a student must have acquired in order to participate in system-wide assessments. An optional form with the sample questions is included in Appendix C. Consideration of these kinds of questions may assist the team in determining accommodation(s) the student may require in order to successfully participate in system-wide assessment.

**Sample Questions for Determining Accommodations**

**General Considerations**

- What are the requirements of the test?
- What are the student’s oral, reading, listening, and writing language proficiency levels?
- How long has the student attended English-speaking schools?
- How long has the student been receiving ESL services?
- How is the student’s English language limitation likely to interfere with performance of the task?
- What accommodations would assist this student to best demonstrate his/her skills and knowledge in the area covered by the test(s)?
- What type of accommodation does the student routinely use for classroom instruction and testing situations?
- How independent is the student in the use of a particular accommodation now?
- What form of support places the LEAST demands on the student, allowing the student to focus on the material itself rather than the processing or response demands?
- Will accommodation(s) affect the integrity of the test?
**Linguistic Support: Setting**

- Can the student work independently?
- Can the student complete the task with assistance or with one or more of the allowed accommodations?
- Can the student complete the task if provided a separate location with minimal distractions?

**Linguistic Support: Timing/Schedule**

- Can the student work continuously for 20 to 30-minute periods? If not, how long can the student work continuously?
- Can the student complete the task if provided periodic breaks or other timing considerations?

**Linguistic Accommodations: Presentation**

- Can the student listen to and follow oral directions given by an adult?
- Can the student read and comprehend written material?
- Can the student comprehend written directions if the directions are repeated, paraphrased, or simplified?

**Linguistic Accommodations: Response**

- Can the student use a pencil to fill in the bubbles for the answers in the test book?
- Can the student use paper and pencil to write short-answer or paragraph-length responses to open-ended questions?
- Can the student respond to open-ended questions by dictating answers to a scribe who records verbatim the oral response?

**Linguistic Accommodations: Socio-cultural**

- Can the student complete the task if provided a familiar location?
- Can the student complete the task if a familiar person administers the test?
- Can the student complete the task if provided special test preparation?

Selection of individual accommodations should be based on the student’s ability to demonstrate what
she or he knows and is able to do in the assessment formats available to all students and on the
student’s need(s) in instruction and assessment(s).

The accommodations listed at the end of this chapter are approved for TEA system-wide
assessments. The list of accommodations most frequently offered by NAEP is also included at the
end of the chapter. Questions regarding accommodations should be directed to the district or area
ESL point of contact or assessment coordinator.

No Accommodations

Students nearing full proficiency have sufficient English competency to demonstrate their knowledge
and will participate in the system-wide assessment without accommodations.

ESL Alternate Assessment

The ESL Alternate Assessment is a component of the TEA Assessment Program that ensures ALL
students participate in system-wide testing. The ESL Alternate Assessment measures the
performance of students who are unable to participate in the system-wide assessment even when
accommodations are provided. The ESL Alternate Assessment permits ELLs to demonstrate their
proficiency toward mastery of academic standards. For proficiency level 1 and, as appropriate,
level 2 students, an English based test will not provide relevant information about a student’s
knowledge. An alternate assessment that considers the test taker’s limited English proficiency
provides a more accurate picture of what the student knows.

The ESL Alternate Assessment is administered to all qualifying students in grades 3-11 coinciding
with the spring administration of the STAAR.

The ESL Alternate Assessment is designed to:

□ Measure student performance;

□ Analyze individual student data to make appropriate instructional decisions;

□ Establish accountability for student performance at the school, district.
Generate student results that can be aggregated for inclusion in TEA accountability reports.

The number of ELLs qualifying for participation in an alternate assessment will be relatively small. It is expected that between 20-30% of ELLs will qualify for an alternate assessment. The ESL Alternate Assessment is most appropriate for students whose English language proficiency prevents meaningful participation in the instruction of the general education curriculum, even with accommodations and modifications, and requires individualized instruction and assessment.

Individualized instruction refers to the method(s) of organizing learning experiences so that the rate, degree, content, schedule, experiences, and depth of exploration stems from the linguistic needs of the ELL. The content of the instruction is not changed, but the method of delivery is individualized to meet the linguistic needs of the ELL. For level 1 and, as appropriate, level 2 ELLs, concepts may be broken into small segments and instruction provided through simplified language, visual representations, or acted out through physical demonstrations.

**Student Participation in Alternate Assessment**

The ESL Student Team makes the decision about an ELL’s participation in system-wide assessment.

If the student team determines that the ELL should not participate in the system-wide assessment, the

**NOTE:** No student is exempt from system-wide assessment.

ESL Alternate Assessment is administered. The ESL teacher provides the administrator with a list of ELLs that are participating in the ESL Alternate Assessment program. For a student to qualify for the ESL Alternate Assessment he/she must meet **ALL** of the following criteria. If the student does not meet all of these criteria, he/she should participate in system-wide assessment with or without accommodations.

**Eligibility Criteria**

- The student’s English language proficiency is considered to be a level 1 or level 2 as measured by the TEA approved language proficiency test and informal assessment;
AND

☐ The student’s English language proficiency prevents meaningful participation in the instruction of the general education curriculum, even with accommodations and modifications, and requires individualized instruction and assessment. (Individualized instruction refers to the method(s) of organizing learning experiences so that the rate, degree, content, schedule, experiences, and depth of exploration stem from the linguistic needs of the ELL).

Examples of other factors the team may consider in determining student participation are:

The student’s prior academic background and experience with system-wide assessments;

The extent of formal education the student has received in his/her home language and his/her understanding of the format, structure, and response demands of the test; and

The parents’ wishes regarding participation in the system-wide assessment.

NOTE: Students should NOT be included in the Alternate Assessment based solely on the fact that:

☐ The student is an English as a Second Language learner; or

☐ The student is academically behind due to excessive absences or lack of instruction;

OR

☐ The student is unable to complete the general academic curriculum because of social, cultural, or economic differences.
ESL Progression & Levels

Ensuring an ELL’s success requires the ongoing monitoring of student performance and placement. In the fourth quarter of each school year, the progress of every ELL designated as level 1 through 4, including those students whose parents have waived ESL services but not assessment, is reviewed for increased English proficiency and academic achievement. The monitoring of the ELL’s progress is conducted to determine what growth the student has made during the year as well as eligibility and provision of services for the next school year. The monitoring of progress involves the LPAC comprised of the ESL teacher(s), general education teacher(s). RTI Team in collaboration with the parents, makes the decision about either the student’s reclassification or exiting from the ESL program. Other school specialists should be included as appropriate.

**The identification of proficiency levels and required services cannot be based solely on one piece of information - a language proficiency test.** Multiple sources of information are needed to make decisions about the type and level of ESL services. The review of the ELL’s English language proficiency and acquisition of the ESL language proficiency and content standards may include but not limited too:

- Periodic samples of curriculum embedded assessment, diagnostic tests, formal and informal content specific tests, and teacher observation of oral performance;
- Language proficiency assessment scores and informal proficiency observations; and
- Teacher judgment based on specific behavior or achievement indicators.

Annual monitoring to determine the ELL’s progress in meeting the ESL language proficiency and academic content standards involves the administration of a language proficiency assessment, evaluation of the student’s test results, and the gathering of other appropriate information.

- Administration of the TEA approved English language proficiency test that assesses all language skill areas – listening, speaking, comprehension, reading, and writing – for students in grades 2-12.
• Kindergarten through first grade children are tested for oral (listening and speaking) skills using a language proficiency test in conjunction with informal assessments. Pre-literacy and emerging reading/writing skills are assessed at these grade levels through performance samples, structured observations, and standardized tests results.

• Informal assessments or performance indicators provide a more holistic perspective of the student’s ability to use English for social and academic purposes. Such assessments include observations in more than one setting, criterion referenced assessments, performance tasks, oral language samples, samples of student work, oral proficiency interviews, anecdotal notes, cloze reading tests, story retelling, writing samples, running records, and student and parent interviews.

• ESL teacher judgment based on student progress.

• General education teacher judgment based on student’s classroom performance.

Procedures for the Annual Monitoring of Student Progress

Step 1- Compile a list of ELLs Requiring Assessment

A list of ELLs requiring annual monitoring of progress is compiled by the ESL teacher(s). An optional form is provided in Appendix B. It is the intent that all students identified as English language learners, including students whose parents waived services but not assessment and are not considered “Fully English Proficient,” will be assessed.

Step 2- Meet with the ELL’s LPAC

The ESL teacher confers with the student’s team to discuss and determine what information is needed to measure the ELL’s progress in attaining the ESL language proficiency and content standards. The assessment of an ELL’s language proficiency is a yearly requirement.

Step 3- Obtain Parental Permission

Parental permission for assessment of the student’s language proficiency is required. A parent has the right to waive ESL assessment and it is the school’s responsibility to inform parents of their right to decline ESL testing. To promote parental support for the assessment process, the reason for
assessment, and the areas to be assessed should be reviewed with the parents prior to initiating testing.

**Step 4- Administer Language Proficiency Assessments and Collect Data on Student’s Progress**

Administer the TEA approved language proficiency assessment, evaluate the student’s test results, and consider performance indicators to determine the student’s English language proficiency level. Performance indicators include observations, criterion referenced tests, and informal assessments. The ESL teacher documents a summary of the assessment information on the ESL page in the student information system and/or on the ELL Cumulative Profile form.

**Step 5- Progress and Reclassification**

Within the recommended 5 school days of the completion of the assessments, the results are used to identify the student’s proficiency level and for reclassification and placement. The instructional plan will include educational needs, the amount of ESL teacher support required, accommodations/modifications needed for success in the general education classes, and student participation in system-wide assessment. The team’s decision is documented on the ELL Cumulative Profile form. The ESL teacher informs the administrator who signs the signature page of the ELL Cumulative Profile. The information should be entered on the ESL page in the student information system within the recommended 5 days of the ESL eligibility decision.

Parents are notified of the team’s decision and permission to participate in the ESL program for the up-coming school year is obtained. The team is highly encouraged to include the parent(s) and student (when appropriate) in the decision-making process.

The student’s proficiency level information should be entered in the student information system within the recommended 5 school days after parental approval.
Step 6- Provide Administrator a copy of the list of ELLs eligible for ESL services the next school year

The administrator is provided a copy of the list of ELLs, their current grade, current language proficiency level, language proficiency designation, and ESL program recommendations for the next school year.

Annual Monitoring of Student Progress

Frequently Asked Questions

1. Who should be tested?

All level 1-4 ELLs in the school should be tested the last quarter of each school year.

2. What about students who are not being served?

All students who have been identified as having limited English proficiency (level 1-4), whether they are currently in the ESL program or not, should be tested. The needs of each ESL program are determined by the number and proficiency level of the ELLs enrolled in the school and not just on those currently being served. The information also aids in program review by indicating how many students are making progress and have achieved English proficiency.

3. Are English language learners who are in the Special Education program assessed annually for progress?

If the student has been identified as an ELL level 1-4, his/her English language skills should be assessed annually. The student is still an ELL. It is just as important to determine language proficiency each year for the ELL special education student as it is for other ELLs. The student’s growth or lack of growth needs to be documented and the information used in determining future program needs.

4. Are students whose parents waived ESL services assessed for annual progress?

The progress of every ELL designated as level 1 through 4, including those students whose
parents have waived ESL services but not assessment, is reviewed for increased English proficiency and academic achievement.

5. **What if a student arrived in the last 6 weeks and was tested then?**

Annual assessment is conducted if there has been enough time for that student to make progress and if more data is needed to support a decision about his program for next year. Students arriving in the last 6 weeks would not have enough time to demonstrate significant progress.

6. **What standardized language proficiency instrument should be used?**

The TEA recommended English language proficiency assessment instrument should be used.

7. **Where do the schools get the tests?**

Each school is responsible for ordering the TEA approved standardized English language proficiency instrument and test protocols.

8. **Are all parts of the test administered?**

All components of the instrument are administered. Grade levels have different components. Be sure to read the Examiner’s Manual carefully. If oral, reading, and writing tests are components for that grade level, all have to be administered to get an overall picture of the student’s proficiency.

9. **Why test a student every year?**

Students are assessed for both growth and placement. The information received from the assessment is one piece of data that is used to determine the student’s program for the following academic year.

10. **With whom is the information shared?**

The information gathered is used to determine the ELL’s program and placement in ESL, regular classroom, and/or special programs for next school year. The information is shared with the student, the parents, and the student’s pertinent educators, such as the classroom teacher,
counselor, and other specialists.

A copy of the Annual Monitoring of Student Progress is given to the administrator and a copy is kept on file at the school.
**Authentic/Alternative Assessment**

The use of alternative or authentic assessment procedures that are context-embedded provide information on how the student thinks and learns. Alternative or authentic assessment refers to gathering information utilizing means and methods that vary from traditional standardized normed referenced tests.14 Alternative/Authentic methods include:

- Interview with persons in the student’s environment, such as parents, teachers, nurse, and paraprofessionals, as well as the student.
- Observations in a variety of settings.
- Use of checklist, rating scales, and self reports by parent, teachers, student, and others.
- Student work samples.
- Criterion-referenced assessments.
- Curriculum-based assessments.
- Analytical (diagnostic/prescriptive) teaching.
- Dynamic assessment (test-teach-retest).

**Individual Assessment Reports and Results**

Valid assessment results for ELLs require that all assessment and intervention practices be based upon a solid knowledge of first-and second-language development. Factors that should be considered when interpreting assessment data are:

- The student’s stage of second language acquisition.
- The student’s language background (e.g., years of exposure to the English language, academic vs. informal exposure to English).
- The quantity and quality of exposure to the first and second language.
- The level of proficiency of the first language at the time the second language was introduced.
- The age of the child at the time of the second language acquisition.
- Personality factors (e.g., introversion vs. extroversion).
- Motivation for learning the second language.
- The social distance between the student’s culture and the culture of the second language (Emilia C. Lopez, Best Practices).
- Verbal ability scores are interpreted with extreme caution. A significantly lower verbal score does not necessarily mean that the verbal ability is lower than nonverbal ability.
  - Verbal scores may be depressed if certain vocabulary was learned in a language other than English.
  - Scores of timed verbal tests may be depressed due to the student’s need to mentally translate.
- Achievement scores may be depressed if the subject (reading, math, and writing) being tested was taught in another language. The depressed score may be due to the student’s lack of exposure to the subject in English.