

English as a Second Language Program Guide: Planning for English Language Learner Success



Department of Defense Education Activity

March 2007

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Foreword

This publication 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 guide is intended to aid teachers and administrators when planning for and providing services to English as a second language students. The information in this guide was updated to reflect researched best practices and the alignment to 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. The guide is designed to be a flexible working document, adaptable to changing needs, and produced in loose-leaf format to allow for future revisions and additions of clarifying instructions, directives, and/or decisions.

This guide applies to all DoDEA personnel, parents, and sponsors and affects the process by which English language learners in DoDEA receive linguistic and educational support services. This guide, as a statement of policy and administrative guidance, shall not be interpreted to create any substantive or procedural legal rights to challenge agency action or inaction. Teachers and administrators are encouraged to become familiar with and promote the content of this guide and to assure that policy and procedures are consistently followed.

The purpose of the *English as a Second Language Program Guide: Planning for English Language Learner Success*, is to provide guidance to DoDEA areas, districts and schools on the implementation of DoDEA regulation 2440.1, “English as a Second Language Programs,” April, 2006. This guide supersedes and cancels DS Manual 2440.2, “English as a Second Language Program”, July 1998 and replaces previous administrative procedures and associated information for the ESL program. 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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DoDEA

English as a Second Language Program Guide

Introduction

DoDEA serves dependents of the Department of Defense military and civilian employees stationed overseas and in various states and territories within the United States. The DoDEA community encompasses a diverse population; therefore, a program has been designed to increase English language proficiency for students who have a second language influence. DoDEA 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 DoDEA Community Strategic Plan. Programs for English language learners (ELL) reflect DoDEA'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 publication 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 in DoDEA 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.

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DoDEA

English as a Second Language (ESL) Program Guide

Chapter 1- Program Overview

DoDEA 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 DoDEA Home Language Questionnaire (HLQ), 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 DoDEA 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 enables 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 DoDEA English as a Second Language Program is to provide opportunities for ELLs to reach full parity with their native English-speaking peers. The three broad goals set forth in the Teachers of English to Speakers of Other Languages, 1997 (TESOL) *ESL Standards for Pre-*

K- 12 Students provide the foundation for the design of DoDEA’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.

DoDEA 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 ESL team that has two primary functions: ESL Student Teams and ESL Review Team. The primary responsibilities of the ESL Student Teams are to promote sound educational decisions based on input from a variety of sources for individual ELLs. The ESL Review Team is responsible for promoting an effective ESL program. Identification of potential ELLs is achieved through two avenues: (1) a school referral process, and (2) the sponsor completing the Home Language Questionnaire. 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 DoDEA ESL program. Each key area listed below is explained in more detail in the following chapters.

ESL Student Teams

The purpose of the team is to make educational decisions regarding ESL student services. The ESL Student Team focuses on making sound educational decisions for a specific ELL. Membership on the team is fluid and the composition depends on the activities that must be accomplished by the team. ESL Student Teams 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. A formal meeting of the ESL Student Team members is not required. Communication between the ESL Student Team members may be accomplished informally, as appropriate.

The responsibilities of the ESL Student Teams 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.

ESL Review Team

The purpose of the ESL Review Team 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 ESL teacher

determines the composition of the other review team members to complete the ESL Self-Study Guide.

The responsibilities of the ESL Review Team 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

DoDEA has established a uniform procedure for the identification of ELLs. The procedure begins with the completion of the Home Language Questionnaire (HLQ) or with the submission of a referral.

1. Home Language Questionnaire

All sponsors are asked to complete the Home Language Questionnaire 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 ESL teacher reviews the educational records of all potential ELLs identified through the Home Language Questionnaire. Based on this review of HLQs, the ESL teacher 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 ESL teacher refers the child for assessment/evaluation.

Assessment/Evaluation

DoDEA 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 ESL teacher(s) or other appropriate personnel will administer the DoDEA approved language proficiency test and use other performance indicators to screen, place, and exit students from the ESL program.

Eligibility

If the ESL Student Team (ESL teacher(s) and general education teacher(s)) determines that the child's academic problems are influenced by another language, the team 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 DoDEA 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, READ 180, Special Education, etc.).

Annual Program Evaluation

The ESL Review Team 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 FRAME	PERSON RESPONSIBLE
Completion of the Home Language Questionnaire by sponsor	Upon registration	Registrar
Provide the ESL teacher with a copy of the Home Language Questionnaire (HLQ)	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	ESL teacher and other educator(s), as appropriate
Obtain written permission for assessment from sponsor (if not granted on the HLQ)	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	Last quarter of the school year	ESL Student Team

ESL Teacher Responsibilities

ESL teachers should carry out their responsibilities according to the program procedures included in this guide.

Program Responsibilities:

- Collaborate with administrator to establish the program specific team for the program review.
- Review all Home Language Questionnaires of potential ELLs.
- Review potential ELLs records.
- Administer DoDEA approved language proficiency tests, as needed.
- Meet with team (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 DoDEA 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 buy-in by requesting parental permission for assessment and for ESL service delivery. Follow-up after the meeting and do what was agreed upon.

DoDEA

English as a Second Language Program Guide

Chapter 2- Identification Process

DoDEA Regulation 2440.1 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 DoDEA, 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 DoDEA 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.

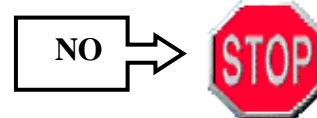
To be eligible for ESL program services, the student must be designated as Non English Proficient (NEP) or Limited English Proficient (LEP) and the limited English proficiency must have an impact on the student's academic performance.

Parental approval is required for a student to participate in ESL services.

NOTE: *Students who are eligible for ESL services at one DoDEA school are automatically eligible for services at another DoDEA school. Students who transfer into a DoDEA school from a public or private school are referred to the ESL teacher if there is evidence of participation in an ESL program or evidence of a second language influence. The administrator of a school without an ESL teacher should request support from the district office.*

ESL Eligibility Part I

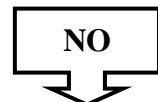
Based on formal and informal language proficiency assessments, is the student designated as Non English Proficient (NEP) or Limited English Proficient (LEP)?



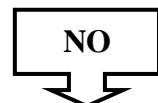
If “**YES**” proceed to **Part II**. Does the limited English proficiency impact the student’s academic performance?

Part II

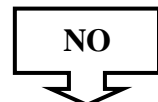
1. Based on formal and informal data, is the student making less than average progress towards mastery of grade level content standards?



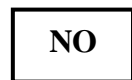
2. Despite some English proficiency, is the student limited in accessing the general education curriculum at grade level?



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?



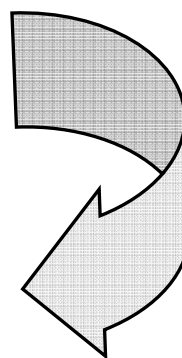
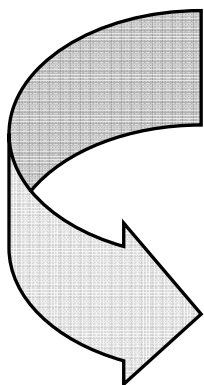
ESL Eligibility

Part III

Part I- YES

AND

Part II
Questions 1, 2, 3, OR 4 -
YES

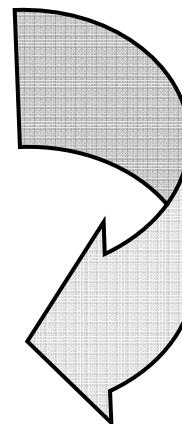


Eligible for ESL Services

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 Questionnaire

Review of the Home Language Questionnaire

The purpose of the questionnaire 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 Questionnaire (HLQ) at the time of registration. The school registrar is responsible for ensuring the sponsor completes the HLQ during enrollment of his/her child.

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

If the questionnaire 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 HLQ 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 HLQ and on the ESL tab in the student information system.

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 ESL teacher. 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 ESL teacher 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.

NOTE: *The parent and/or student may also complete a referral form and submit the referral 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 ESL teacher 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 school days of receiving the HLQ of a potential ELL. If the referral process identified the student, the ESL teacher 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?

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 team will make the decision whether to proceed with a formal language proficiency assessment for ESL services. The decision is documented on the HLQ. The parents are notified of the results of the screening and the team's decision. Schools should encourage parents to become informed and active participants in their child's English language instruction program.

Step 3—Administer DoDEA 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. Traditional language proficiency instruments measure some of the social and academic language 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) (Cummins, 1984). 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 (e.g., 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) (Lopez, 1996). It is also important to remember that BICS and CALP develop concurrently.

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.

Young children are tested for oral (listening and speaking) skills, using the DoDEA 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. Pre-literacy 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 Guide¹.

Students age 7 and above are formally assessed using the DoDEA 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 HLQ; therefore, obtaining additional permission is not necessary. However, if the HLQ 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 DoDEA 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 Observation Matrix (SOLOM), teacher observations, oral proficiency interviews, anecdotal notes, CLOZE reading tests, Scholastic Reading Inventory (SRI), Developmental Reading Assessment (DRA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), story retelling, writing samples, running records, and student and parent interviews.

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.*

Step 4—ESL Student Team Review of Student Data to Determine Classification Level and Eligibility

The ESL Student Team reviews the information gathered during the identification and assessment process, and determines the student's proficiency/classification level and eligibility for ESL services. The team is highly encouraged to include the parent and student (when appropriate) in the decision-

¹ <http://www.dodea.edu/instruction/curriculum/ece/sstart2.htm>

making process. The team's 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 team determines that the student is not eligible for ESL services, the student participates in the general education program.
- If the team determines the student is an ELL eligible for ESL services, an appropriate program is planned.

Step 5—Notify Sponsor of Eligibility

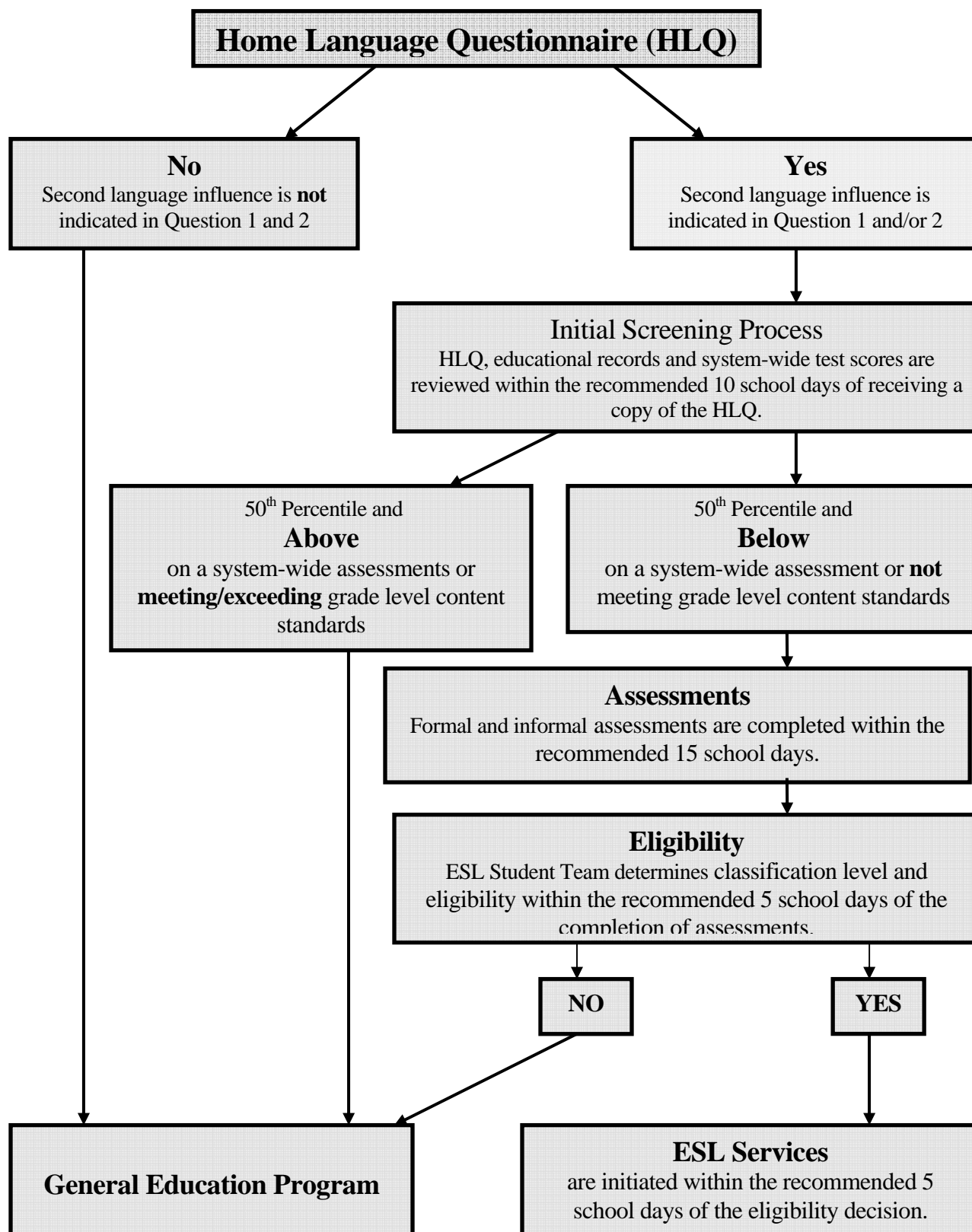
If the parent is unable to attend the meeting, the ESL teacher notifies the parent in writing of the assessment results and the team's recommendation. Parental permission is obtained for the student to participate in the ESL program. A parent may decline ESL services by signing a waiver. A parental waiver 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 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.*

ESL IDENTIFICATION PROCESS



Identification Process - Home Language Questionnaire (HLQ) Summary of Steps

Step 1 The ESL teacher is provided a copy of the HLQ within the recommended 5 school days of registration.

Step 2 The ESL teacher reviews HLQ 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 HLQ.

- Academic history and decision for further testing is documented on the ESL page in the student information system and HLQ.
- 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 HLQ, 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 HLQ. The ESL teacher 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 team's (ESL and general education teacher(s) and others, as appropriate) 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.

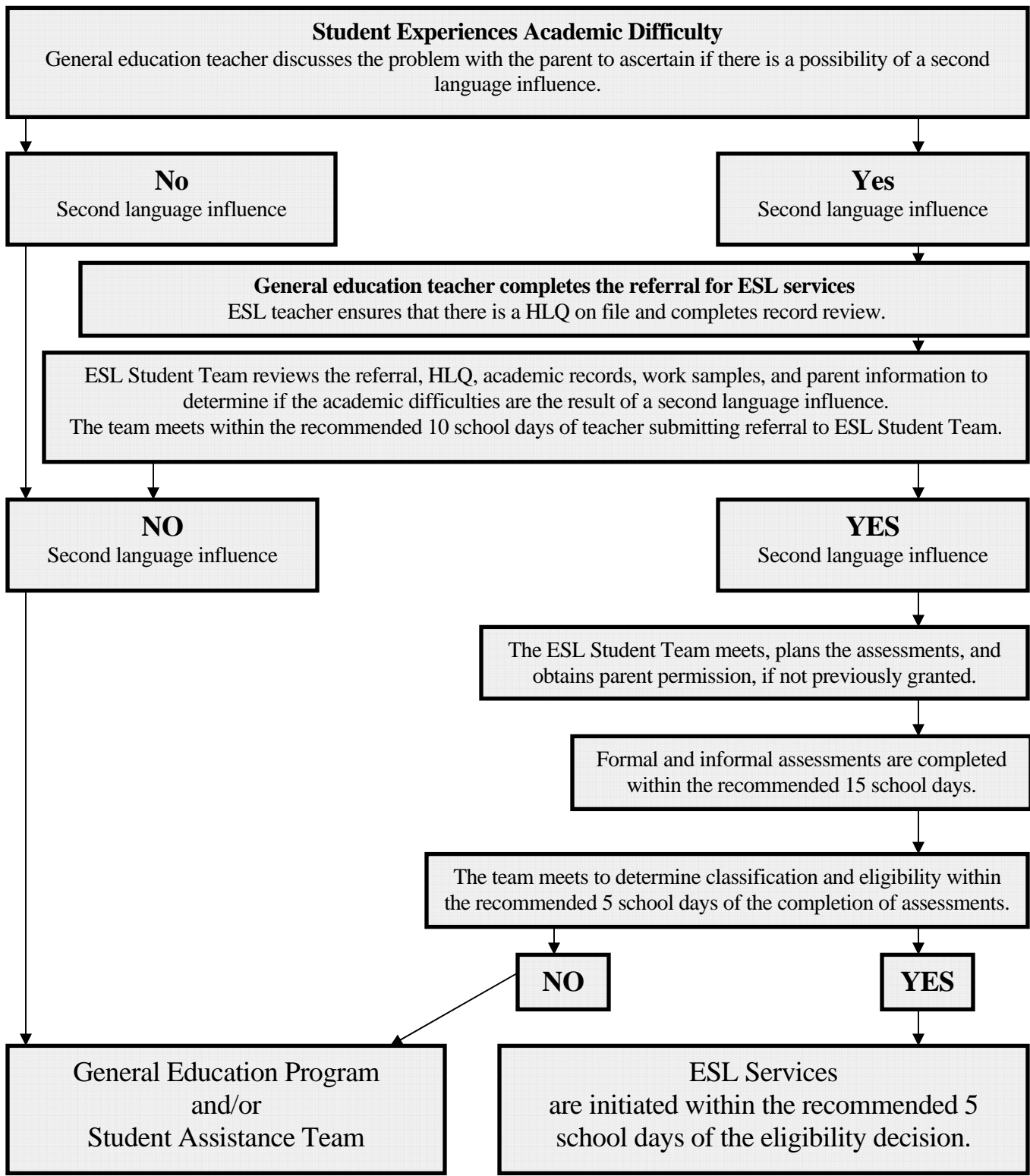
Step 6 Parent permission to participate in the ESL program should be obtained within the recommended 5 school days of the eligibility decision. The instructional program is implemented

within the recommended 5 school days of parent permission. The data clerk is given student's proficiency/classification level information within the recommended 5 school days of the meeting.

Step 7 At the conclusion of the screening and eligibility process, the ESL teacher ensures all information has been entered into the student information system.

ESL IDENTIFICATION PROCESS

The ESL Referral 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 ESL teacher. Student's HLQ, 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 HLQ. 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 TESOL², 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.

² National Organization, "Teachers of English to Speakers of Other Language."

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 de-contextualized 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.

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DoDEA

English as a Second Language Program Guide

Chapter 3- Instructional Program

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 ELLs 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.

ESL Program Service Delivery

The ESL Student Team 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.

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.*

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 DoDEA 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.

- 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.

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.*

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 to:

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

- 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 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 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.

English as a Second Language Recommended Services Guidance

Grade	Suggested Primary Service Delivery Model	Description of Service	Suggested Times
Levels 1 and 2			
Pre-K	Consultation/ Collaboration	<ul style="list-style-type: none"> • Collaboration on appropriate instructional and assessment strategies • Emphasis on making classroom language comprehensible • Extensive curricular and classroom modifications and accommodations 	<ul style="list-style-type: none"> • Consultation/ Collaboration: 2 to 3 times a month
K – 1st	Consultation/ Collaboration Integrated Setting	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Consultation/ Collaboration: 2 to 3 times a month • Integrated: 20 to 30 minutes, 2 to 3 times a week
2 nd – 3 rd	Consultation/ Collaboration Integrated Setting Pullout	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
4 th -6 th	Consultation/ Collaboration Integrated Setting Pullout	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

		<p>literacy skill development with specialized ESL and content curricular materials</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Additional Pullout: 30 minutes, 2 to 3 times a week time
7 th – 8 th 9 th – 12 th	<p>Pullout</p> <p>Consultation/ Collaboration</p> <p>Integrated Setting</p>	<ul style="list-style-type: none"> • Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies, and accommodations/modifications • Collaboration on making classroom language comprehensible • 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 	<ul style="list-style-type: none"> • 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

English as a Second Language Recommended Services Guidance

Grade	Suggested Primary Service Delivery Model	Description of Service	Suggested Times
Level 3			
Pre-K	Consultation/ Collaboration	<ul style="list-style-type: none"> • Collaboration on identifying appropriate instructional and assessment strategies, and curricular accommodations and modifications 	<ul style="list-style-type: none"> • Consultation/ Collaboration: 2 to 3 times a month
K – 1 st	Consultation/ Collaboration	<ul style="list-style-type: none"> • Collaboration on identifying appropriate instructional and assessment strategies, and curricular accommodations and modifications 	<ul style="list-style-type: none"> • Consultation/ Collaboration: 2 to 3 times a month
2 nd – 3 rd	Consultation/ Collaboration Integrated Setting Pull-out	<ul style="list-style-type: none"> • Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies, and identifying curricular and environmental accommodations and modifications • 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 	<ul style="list-style-type: none"> • 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
4 th – 6 th	Consultation/ Collaboration Integrated Setting Pullout	<ul style="list-style-type: none"> • Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies, and identifying curricular accommodations and modifications • 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 	<ul style="list-style-type: none"> • 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
7 th – 8 th	Scheduled ESL classes	<ul style="list-style-type: none"> • Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies, and identifying curricular accommodations and modifications 	<ul style="list-style-type: none"> • Scheduled ESL class
9 th – 12 th	Consultation/ Collaboration Integrated Setting	<ul style="list-style-type: none"> • Instruction in ESL classroom focused on development of academic language, literacy skills, content vocabulary, background knowledge, and learning strategies • Additional focus on mastering content standards using specialized ESL/content materials 	<ul style="list-style-type: none"> • Additional Time ESL classes or during seminar period • Consultation/ Collaboration: 2 to 3 times a quarter with the general content classroom teacher

English as a Second Language Recommended Services Guidance

Grade	Suggested Primary Service Delivery Model	Description of Service	Suggested Times
Level 4			
Pre- K	Consultation/ Collaboration	<ul style="list-style-type: none"> • Collaboration on identifying appropriate instructional and assessment strategies, and curricular accommodations and modifications 	<ul style="list-style-type: none"> • Consultation/ Collaboration: 2 to 3 times a month
K – 1 st	Consultation/ Collaboration	<ul style="list-style-type: none"> • Specialized language and literacy instruction provided in early childhood classroom • Collaboration on identifying appropriate instructional and assessment strategies, and accommodations and modifications 	<ul style="list-style-type: none"> • Consultation/ Collaboration: 2 to 3 times a month
2 nd – 3 rd	Consultation/ Collaboration Integrated Setting Pullout	<ul style="list-style-type: none"> • Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies, and accommodations and modifications • 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 	<ul style="list-style-type: none"> • Consultation/ Collaboration: 2 to 3 times a month • Integrated: 30 minutes, 2- 3 times a week • Pullout: 30- 45 minutes, 2 to 3 times a week
4 th – 6 th	Consultation/ Collaboration Integrated Setting Pullout	<ul style="list-style-type: none"> • Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies, and accommodations and modifications • 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 	<ul style="list-style-type: none"> • Consultation/ Collaboration: 2 to 3 times a month • Integrated: 30 minutes, 2 to 3 times a week • Pullout: 30 minutes, 2 to 3 times a week
7 th – 8 th 9 th – 12 th	Scheduled ESL classes Consultation/ Collaboration Integrated Setting	<ul style="list-style-type: none"> • Collaboration on identifying key or priority standards, appropriate instructional and assessment strategies, and identifying curricular accommodations and modifications • Instruction in ESL classroom focused on development of academic language, literacy skills, content vocabulary, background knowledge, and learning strategies • Additional focus on mastering content standards using specialized ESL and content curricular materials for those experiencing difficulty 	<ul style="list-style-type: none"> • Scheduled ESL class • ESL Teacher during Seminar period • Integrated and consultative support in the general content classroom 2 times a quarter

DoDEA

English as a Second Language Program Guide

Chapter 4- System-wide Assessment

The major goals of the DoDEA Community Strategic Plan (CSP) 2001- 2006 and DoDEA Regulation 2440.1, “Programs for Language Minority Students”, August 7, 1998, are to help ensure that English Language Learners (ELL) attain English proficiency, develop high levels of academic competence in English, and meet the same challenging content and achievement standards that all students are expected to achieve. One piece of the accountability component of the CSP Goal 1, Highest Student Achievement, is system-wide assessment. Inclusion of ELLs in system-wide assessments ensures that their needs are considered in the decisions guiding challenging instruction and in the accountability of DoDEA programs and schools. The inclusion of ELLs in DoDEA’s system-wide assessment ensures that they are held to the same high expectations and challenging standards as all students.

DoDEA believes in providing a continuum of academic assessment options to meet the linguistic needs of the ELL. Accommodations are available, as appropriate, for all DoDEA system-wide assessments, e.g., TerraNova, National Assessment of Educational Progress (NAEP), and criterion-referenced assessments in language arts and math, and the end of year assessments. In order to make decisions regarding appropriate accommodations for individual students to be used during participation in system- and school-wide assessment, ESL Student Team (ESL and general education teachers and others, as appropriate) members should be familiar with the skills and knowledge needed as well as the format of the assessment used.

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 DoDEA System-wide Assessment Program. 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 system-wide 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.³

Socio-cultural factors include the home environment, community attitudes, student's personal characteristics, parental involvement, educational background, acculturation, and classroom interactional styles.⁴ 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.

³ Rivera, C., "Reasonable Accommodations" for English Language Learners: Making State Assessment Accessible to All, The George Washington University Center for Equity and Excellence in Education, June 2003.

⁴ Butler, F., & Stevens, R., Accommodation Strategies for English Language Learners on Large Scale Assessments: Student Characteristics and Other Considerations, National Center for Research on Evaluation, Standards, and Student Testing, October 1997.

Depending on the potential influence on the interpretation of the student's test scores, assessment accommodations are divided into three categories.⁵

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.

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

⁵ Guideline for Inclusive Test Administration, CTB McGraw-Hill.

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 assessments⁶. 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?

⁶ Adapted from: Thurlow, M., Elliot, J., & Ysseldyke, J. (1998). *Testing Students with Disabilities: Practical strategies for complying with district and state requirements*. Thousand Oaks, CA: Corwin Press, Inc., Sage Publications.

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 DoDEA 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 DoDEA Assessment Program that ensures ALL students participate in system-wide testing.⁷ 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 Terra Nova. **The ESL Alternate Assessment is only authorized for the TerraNova.**

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, area, and headquarter levels; and
- Generate student results that can be aggregated for inclusion in DoDEA 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.

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

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

⁷ DoDEA Regulation 2000.6, System-wide Assessment Program, March 2001

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 DoDEA 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).

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.

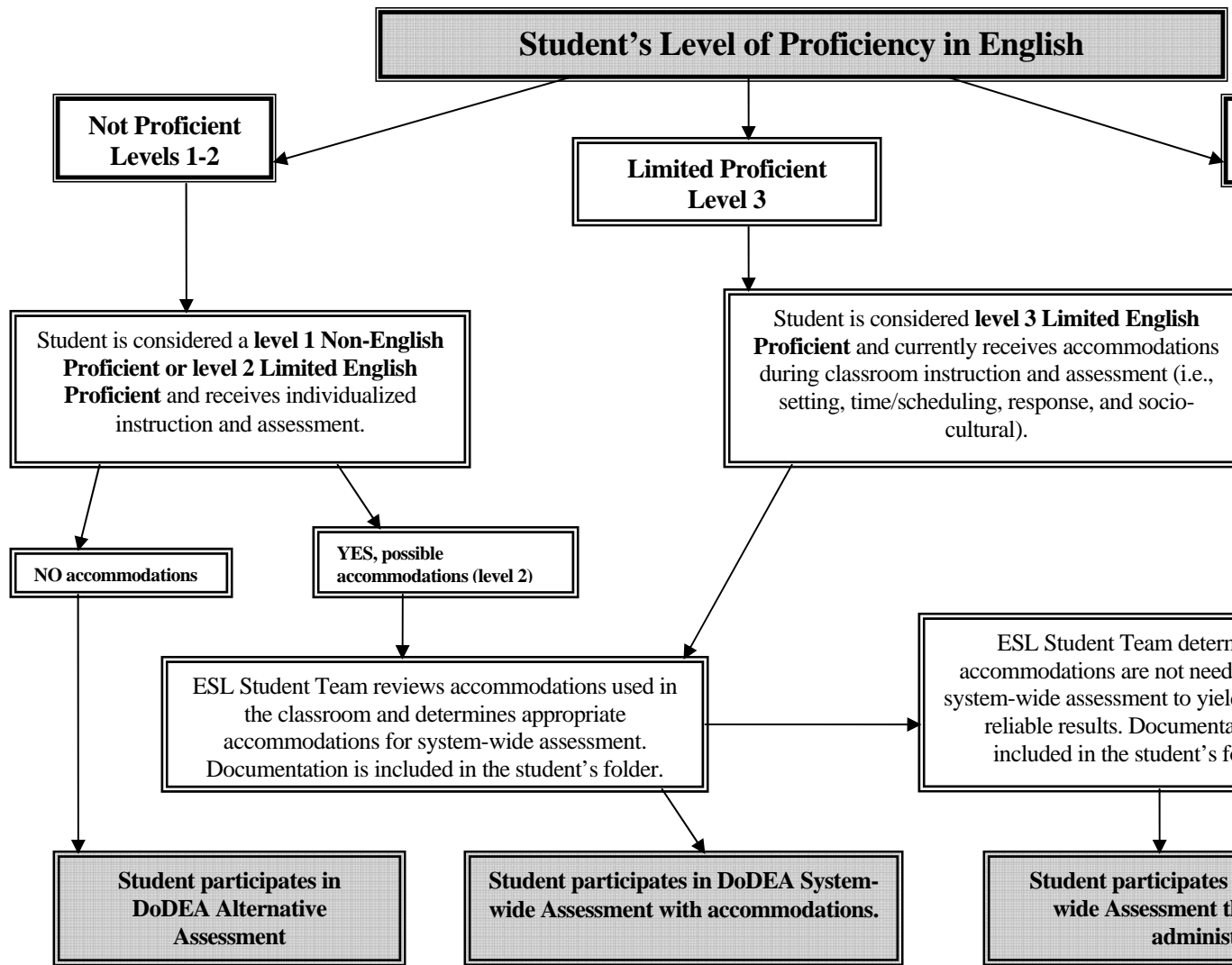
Examples of other factors the team may consider in determining student participation are:

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.

Additional information about and directions for conducting the alternate assessment is included in Appendix E.



DoDEA ESL ACCOMMODATIONS

CLASSIFICATION	ACCOMMODATIONS WITH CATEGORY DESIGNATIONS FOR SYSTEM-WIDE TESTING	CAT 1	CAT 2	CAT 3
Linguistic Accommodations PRESENTATION				
	Directions read to student.	X		
	Oral directions interpreted (restated in home language).			X
	Key words or phrases underlined or highlighted in directions.		X	
	Student cued to remain on task.	X		
	Directions re-read for each page of the test.	X		
	All portions of test, except Reading/Language Arts, are read to student.		X	
	Bilingual word lists, customized dictionaries (word-to-word translations) provided.			X
Linguistic Accommodations RESPONSE				
	Student responses tape-recorded for later verbatim translation.	X		
	Student responses recorded by scribe.	X		
	Student assisted in marking responses.	X		
	Alternative writing system provided (including portable writing devices and computers).	X		
Linguistic Support Accommodations SETTING				
	Test administered in individual or small group setting.	X		
	Preferential seating for student (e.g., study carrel).	X		
	Test administered by familiar teacher (e.g., ESL teacher).	X		
Linguistic Support Accommodations TIMING/SCHEDULING				
	Flexible schedule (administer test in several sessions or schedule testing for specific time of day).	X		
	Additional time provided to allow the student to complete the test independently (not to exceed 150% of standardized time limit).		X	
	Frequent breaks during one or more of the subtests.	X		
	Subtests administered in different order.	X		
Linguistic Support Accommodations SOCIO-CULTURAL				
	Person familiar with test-taker administers test.	X		
	Special test preparation provided.	X		
	Test administered in a familiar room.	X		

The above list of accommodations is not all-inclusive. An ESL team may identify additional accommodations that appropriately meet a student's needs and should document them in the student's folder.

NAEP ACCOMMODATIONS

PRESENTATION	TIMING/SCHEDULE
Large-print booklet	Extended testing time (same day)
Bilingual booklet (Spanish) mathematics only	More breaks
Bilingual dictionary (except reading)	RESPONSE
Oral reading in English (except reading)	Scribe or use of a computer – used to record answers
Repeat directions	One-on-one administration
Other – format or equipment accommodations such as a sign language translator, amplification devices, or magnification equipment if provided by school and fulfilling NAEP security requirements	Write directly in the test booklet
Explanation of directions	Braille writers
Person familiar to student administers test	Answer orally, point, or sign answer
SETTING	
Small group	
Alone in study carrel	
Administer test in separate room	
Preferential seating	
Special lighting	
Special furniture	

*All ELLs who have received academic instruction in English for three years or more, including the current year, are to be included in assessments. Those ELLs who have received instruction in English for fewer than three years are to be included, unless the ESL Student Team judges them incapable of participating in the assessment in English.⁸ A student should not participate in the NAEP if the student's ESL Student Team requires that the student be tested with an accommodation that NAEP does not permit, **and** the student cannot demonstrate his or her knowledge of the content without that accommodation.*

⁸ U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2003 Reading and Mathematics Assessments
<http://nces.ed.gov/nationsreportcard/about/inclusion.asp>

English as a Second Language Program Guide

Chapter 5- Annual Monitoring of Student Progress

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 ESL Student Team comprised of the ESL teacher(s), general education teacher(s). ESL Student 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 to:

- 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 DoDEA 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 ESL Student Team

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 DoDEA 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 4th quarter 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 4th quarter would not have enough time to demonstrate significant progress.

6. What standardized language proficiency instrument should be used?

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

7. Where do the schools get the tests?

Each school is responsible for ordering the DoDEA 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.

11. Is the information sent to the district, area, or headquarters offices?

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

DoDEA

English as a Second Language Program Guide

Chapter 6- Annual Program Review Self-Study

The review of programs, practices, and procedures for English language learners involves systematic planning and the establishment of procedures to ensure effectiveness of the academic and language support services for ELLs. The program review should focus on the progress of individual students as well as overall program effectiveness. When a program review shows that students are not experiencing success after a reasonable period of time in the program, schools should take steps to initiate program improvement and develop a plan to modify the program.

Program review does not require the initiation of additional activities. The collection of review data is integrated into the existing program activities and focuses on procedures, materials, programs, and practices. Data collected on individual students, while participating in the ESL program and after exiting from services, is essential for determining how the ELL is performing in comparison to the general education population. **The ultimate test of program effectiveness is the success experienced by the students.** Success is measured by the degree to which ELLs demonstrate linguistic growth, academic achievement, and social integration.

NOTE: *Information collection sources may include students' performance on standardized achievement tests; standardized language proficiency tests; English oral, reading and writing skills as demonstrated by grades in language development courses; year-to-year test scores, teacher and parent observations; and grades in core courses. ESL program data should be collected throughout the school year. Longitudinal data can be useful in evaluating overall language development of ELLs.*

The annual program review (self-study) is conducted prior to the end of the school year and provides a report on the status of the ESL program. A copy of the self-study, outlining the strengths and weaknesses of the program and recommended changes to address areas of improvement, is filed with the administrator.

The ESL Review Team is responsible for conducting the annual program self-study for overall effectiveness and to 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 consultation with the ESL teacher,

determines the composition of the review team to complete the ESL Self-Study Guide. Other school personnel may include, but are not limited to the school nurse, counselor, literacy coach(es), special educator(s), and teacher(s) for the gifted program.

Review of ESL Program

The self-study is a review of the following major components of the ESL program:

1. Identification
2. Assessment and Evaluation
3. Instructional Program
4. Notice to Parents
5. Exit Criteria
6. Personnel
7. Program Evaluation

Each component contains a set of statements for the school, district, area, or headquarters to consider when evaluating the effectiveness of the English as a Second Language programs. The information collected through the self-study may be used to design staff development, determine resources, and plan program improvement.

DoDEA

English as a Second Language Program Guide

Chapter 7- ESL and Special Education

DoDEA is responsible for the provision of a free, public education of high quality for eligible dependents, including programs designed to meet the special needs of those students with limited English speaking ability and the disabled.⁹

This section discusses the process for distinguishing students whose ability to benefit from the educational program is adversely affected by the student's need to acquire English language skills from those whose difficulties arise from a disability, such as a learning delay or language disorder. In the earlier stages of language development, it is difficult to differentiate between the characteristics that are typical of a student learning a second language and behaviors stemming from a disability.

Under the DoDEA program guidelines for Special Education and English as a Second Language, ELLs can be referred for, and receive, special education services while also being served as an ELL.

NOTE: *For all DoDEA students, eligibility and participation in one program does not preclude participation in any other program.*

The classroom teacher, parent, or any other individual who has relevant knowledge about the child's educational performance can make a referral for special education evaluation. Prior to the Special Education Case Study Committee (CSC) accepting a referral, the initial task of the ESL and general education teacher(s) is to differentiate the student's performance issues that are related to linguistic and cultural differences, lack of instruction, or a suspected disability.

The purpose of this section is:

1. To outline the special education pre-referral and referral processes as it relates to ESL referrals.
2. To provide background information on typical and atypical second language acquisition characteristics that may be confused with disability characteristics.

⁹ DoD Directive 1342.20, "Department of Defense Education Activity," dated November 28, 2005.

Special Education Program Guidelines for English Language Learners

The specific guidelines that govern the referral and eligibility process for special education are described in Department of Defense Instruction 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DoD Dependents,” dated April 11, 2005, and the Special Education Guide 2500.13 for these guidelines.

The Special Education Pre-referral Process

The period of teacher-designed adjustments to assist a struggling student to improve while consideration is given to referring the child for special education evaluation is known as the period for “pre-referral” activities. The pre-referral process is characterized by problem-solving that involves identifying the nature of the problem, generating a range of alternative approaches to resolving the problems, developing a plan, taking action, and evaluating the action. The process of investigating whether the underlying factors concerning the student’s learning problems are related to learning a second language or arising from a disability requires the perspective of many individuals (e.g., the content area teachers, ESL teacher, special education teacher, parents, student, language arts-reading specialist, counselor, school nurse, school psychologist, and school administrator).

The special education pre-referral intervention process provides essential information needed to rule out language acquisition and other concerns (i.e., cultural, socioeconomic and/or other ecological/environmental differences) as a primary source of the student’s academic difficulties. Research has indicated that ELLs with learning disabilities are generally less responsive to interventions than students who are merely in the beginning stages of acquiring English.¹⁰ The interventions and assessments build a more complete picture of the ELL’s capacity for learning and are useful in differentiating between second- language-based and disability-based learning difficulties. Information collected about the student and the learning environment can be used to plan and implement interventions targeted at multiple sources (students, parents, and teachers), settings (home, school), and situations (instruction, classroom management) (Lopez, 1998). The pre-referral process promotes interdisciplinary partnerships, classroom based interventions, and the reduction of inappropriate referrals for special education consideration.

NOTE: *Specific guidelines govern the referral and eligibility process for special education. Please refer to Department of Defense Instruction 1342.12 and the Special Education Guide 2500.13, September 2005 for specific guidelines.*

¹⁰ Jittendra, A & Rohena-Diaz, E. (1996). Language assessment of students who are linguistically diverse: Why a discrete approach is not the answer. *School Psychology Review*, 25, 1,40-56.

Steps in the Special Education Pre-referral Process: Language acquisition issues are distinguished, whenever possible, from disability concerns.

Step 1 The ESL and general education teachers implement a variety of strategies to resolve the student's difficulty. The ESL and general education teachers document the student's progress and behavior, contact the parents, and use interventions as needed.

Step 2 The ESL and general education teachers request assistance from the in-school problem-solving team (e.g., Student Support Team (SST)) or from other resources in the school or district. It is important that someone with expertise in second language acquisition participate on the team when possible.

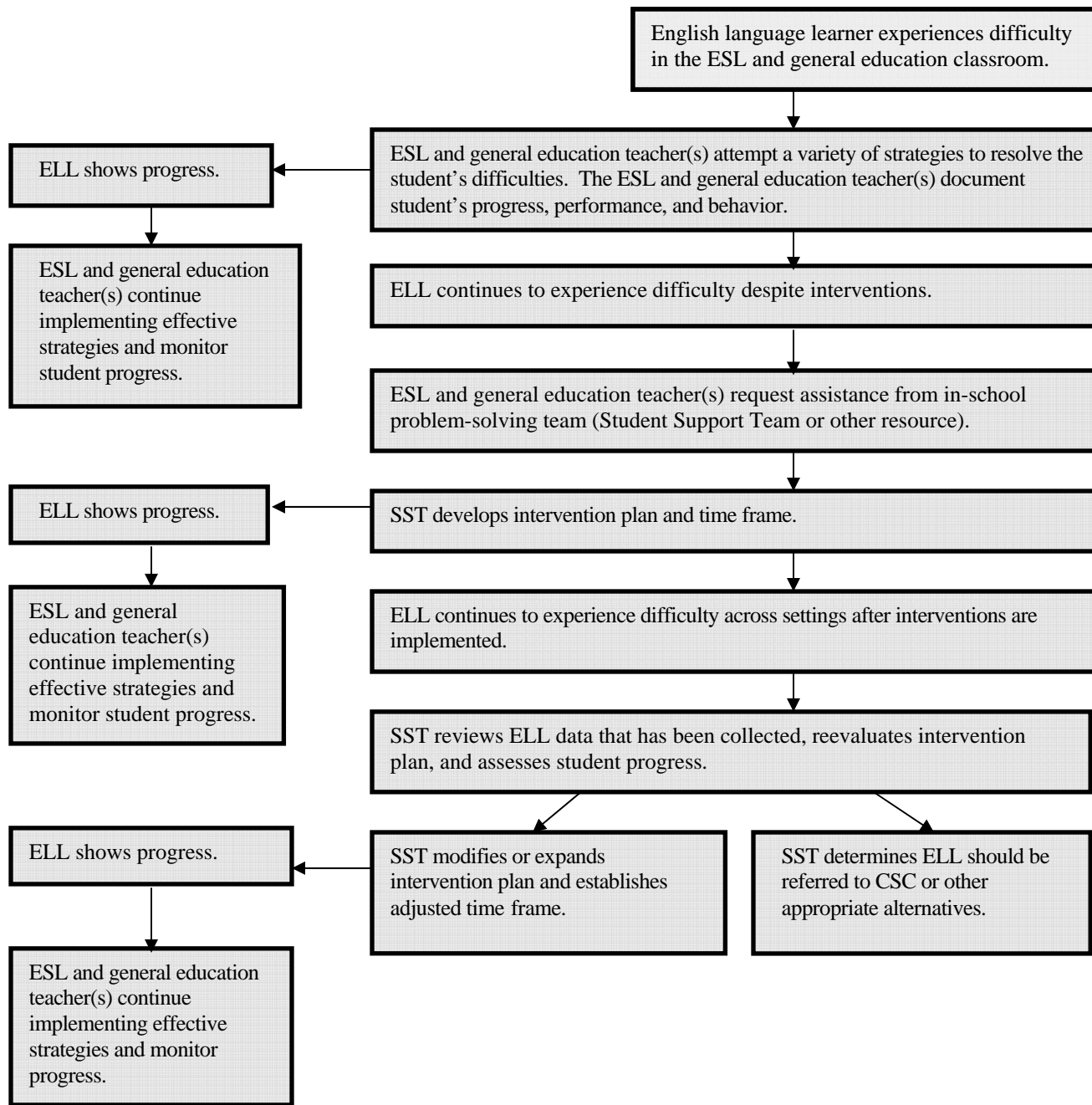
Step 3 The SST develops an intervention plan, time frame for implementation of interventions, and schedules date for follow-up meeting. The student's progress and responses to recommended interventions are carefully documented and monitored by the ESL and general education teachers and shared at follow-up meetings with the SST.

Step 4 The SST reviews the information, reevaluates the intervention plan, and assesses the student's progress. The team modifies or expands the intervention plan and adjusts the time frame.

OR

The SST determines the student should be referred for special education evaluation (i.e., to the Special Education CSC), or for consideration for other appropriate programs.

THE SPECIAL EDUCATION PRE-REFERRAL PROCESS



NOTE: *If a parent or educator working with an ELL believes that ELL has a disability, the student can be referred directly to the CSC. There is no predetermined period of time to wait before making a special education referral if a student is not making expected progress in learning in comparison to peers from similar backgrounds or if a parent requests a referral.*

Pre-referral information that may be gathered includes the following, but is not limited to:

- A comprehensive review of the student's academic record:
 - Years of formal schooling.
 - Grades and achievement data.
 - Frequency of school attendance.
 - Number of schools attended in the past.
 - Learning difficulties noted in the native country.
 - Language of instruction in native country.
- A review of family history including cultural economic background:
 - Socioeconomic background, the educational level, and occupation of family members.
 - Family cultural background including ethnic group, country, beliefs, language.
 - Medical history including a current vision and hearing evaluation.
- Information about language dominance and the student's motivation to learn English or speak in his/her native language:
 - Parents' fluency and level of proficiency in the native language and in English.
 - Acculturation levels of parents and student.
 - Duration and quality of instruction in the native language and English.
- Information about the student's proficiency in the use of language in the 4 modalities (speaking, listening, reading, and writing) (in English and native language- if feasible):
 - Basic interpersonal communication skills.
 - Cognitive/academic language skills¹¹.
 - Academic screenings.
 - Work samples.
 - Oral language samples.
 - Observations such as the SOLOM (Student Oral Language Observation Matrix).
 - Classroom observations including student's interaction and communication with peers and staff across settings.
- Information regarding services, interventions, and strategies previously used by the student:
 - Types of services.
 - Learning style.
 - Types of classroom adaptations including accommodations and modifications and their effectiveness.

¹¹ Cummins, J. (1984). Bilingualism and special education: Issues in assessment and pedagogy. Clevedon, England: Multilingual Matters.

Information that may be gathered during the pre-referral process when considering a referral for a young child includes but is not limited to:

- Information about the child's language dominance and proficiency, in both English and home language, of family members. An interpreter/translator may be needed to facilitate communication with the family.
- Information about the language dominance and proficiency of other caregivers or children who interact routinely with the child.
- Information from the family on their impressions of the child's development.
- Information obtained from a cultural guide, if needed, to help interpret the child's behavior.
- Information obtained from observing the child in both the early childhood environment and the home setting.
- Information about the length of time that the child has been exposed to the linguistic and social environment of the early childhood setting.
- Information on the child's social, cognitive, and motor skills when observed in an environment where language comprehension is not required.

Formal Referral to CSC

At the end of the pre-referral process, the ESL Student Team, and other appropriate educators reviews, the student's progress and information gathered with the parent to make the decision as to whether or not language acquisition can be ruled out as a factor affecting the child's performance. A formal referral to the CSC for a special education evaluation should be pursued and a formal language assessment conducted. Referral of the student to the Case Study Committee should indicate that all other avenues have been explored and the general education program alone can not meet the student's needs. *The CSC must include the ESL teacher for all ELL referrals.* An ELL is likely to be considered a candidate for an evaluation if:

- The curriculum and instruction have been appropriate for English language learners.
- The delays and difficulties are evident in **both** the native language and in English.
- Instruction has been continuous, appropriately sequenced, and has included teaching prerequisite skills.
- The student has not made satisfactory progress in comparison to his peers and the problem is exhibited across settings (school, home, and community).
- Best practice interventions have not been successful in increasing the student's academic progress.

- Work samples, teacher anecdotal records, instructional environment, and classroom characteristics support further investigation into possible disabilities.
- There is a significant history of medical and/or developmental problems.

Planning and Administering Language Assessments

The assessment of ELLs is challenging. The scores of children with language difficulties on standardized tests, such as the Woodcock Johnson and WISC, may be misleading. There is little guidance provided on how to administer the tests (i.e., how to provide appropriate accommodations to these children) to ensure that they understand the test questions. There is little guidance on how to apply the normed values for these tests to the population of students with ESL issues. Accordingly, it is important to use a wide variety of measures and assessment methods, as well as input from a variety of people familiar with the student, his/her culture, and primary language. This information is used to identify strengths and weaknesses as well as appropriate instructional methods for a particular child.

Assessment personnel should have a good understanding of first and second language acquisition theory, effective instructional practices for ELLs, and the influence of culture and socioeconomic status on student performance.¹² Best practice indicates individuals completing various parts of the evaluation must collaborate. This collaboration should take place prior to selecting and administering tests and other assessment strategies and prior to arranging for any interpretive service.

The following guidelines should be followed when planning and administering assessments for English language learners:¹³

- *When appropriate, available and possible*, assessment should be conducted in both the dominant language and English. If English is the dominant language, there is no requirement to assess in the student's native language.
- *When appropriate, available, and possible*, use equivalent instruments and procedures in the dominate language and English. With equivalent instruments, comparisons can be made as to what the student knows in each language and describe what the student knows cumulatively.
- Results of standardized tests should be cross-validated with data from other sources (e.g., observations, criterion-referenced tests, work samples, interviews, etc.).
- The use of translated tests should be considered carefully before administering. Many translated tests were not developed specifically for the intended cultural/linguistic group on which they are being used and the test content may be biased.

¹² Ortiz, A., & Yates, J. (2001). A framework for serving English Language learners with disabilities. *Journal of Special Education Leadership*, 14(2), 72-80.

¹³ Synthesis Brief: English Language Learners with Disabilities [NASDSE Project Forum, March 2004]. National Association of State Directors of Special Education, Alexandria, VA.

- Careful consideration should be given before using interpreters. It is critical that interpreters be trained to interview carefully, to not modify communication, to not let their perceptions or bias affect communication, to translate items accurately, and to understand test administration procedures. It is critical to document in the individual assessment report that an interpreter was used to administer the assessment.
- It is critical to document and fully discuss in the individual assessment report any modification in test administration.
- The use of appropriate testing of the limits, such as:
 - allowing extra time for timed verbal items,
 - substitution of dialectally/culturally appropriate vocabulary,
 - deletion/modification of culturally inappropriate items,
 - explicit instruction beyond that allowed in administration criteria and use of practice items,
 - dual scoring of test protocols- both with and without modifications,
 - probing for reasons for responses, and
 - translation.

Testing of the limits must be documented in the individual assessment report.

- In addition to the assessment information required by DS 2500.13, the individual assessment reports for ELLs should include:
 - The student's culture and possible significance.
 - The student's command of social and academic English skills and the implications.
 - Any informal assessment information and possible significance.
 - Any discrepancies in the data and possible significance.

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.

¹⁴ Collier, C. (1998). Separating differences from disabilities: assessing diverse learners. Ferndale, Wash.: CrossCultural Developmental Education Services.

- 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.

Language Proficiency/Dominance

The purpose of language proficiency testing and establishing the dominant language is to gain a measure of the student's language capabilities in both the native language and in English. It is important to gain an understanding of the language capability so that language proficiency will not impede the student's performance in the cognitive and academic assessments. The cognitive and academic assessments should measure the extent to which a student may have a disability and not the student's English language skills. Establishing language dominance cannot be done solely in the context of the school environment. Information critical to determining the dominant language comes from the parents and the student.

The acquisition of a second language does not develop evenly. A student may be more proficient in some aspects of his/her first or native language and in other aspects of the second language. As an example, a child may have a larger vocabulary in the second language but a stronger grasp of grammar in the first language. It is critical that the language proficiency level be determined. If the student is considered "fully proficient," it is still important to collect information regarding the student's rate of English language acquisition compared to his/her peers.

When students identified as limited English proficient experience academic difficulties, concerns regarding the nature of those difficulties, their relationship to the first language, and the level of English proficiency are critical. Language dominance and proficiency must address all four modalities: reading, writing, speaking, and listening. Documentation of the status of all languages is important for three primary reasons:

1. To establish the absence or presence of a primary learning impairment in the first language.
2. To determine the level of English proficiency.
3. To determine the language(s) of assessment should the CSC decide assessment is necessary.

Distinguishing Between Second Language Acquisition and Disability Characteristics

Differentiating between the characteristics of an English language learner and an ELL with a disability begins with the understanding of three things:

1. Many factors affect second language acquisition.
2. Language develops over an extended period of time.
3. The process of acquiring a second language is complex.

The acquisition process varies with each student and is greatly influenced by the context in which it takes place. Individuals will acquire language at varying rates as varying degrees of social and academic language proficiency skills are acquired. Observing and commenting on these factors in the ELL individual assessment report provides valuable baseline information on ELLs suspected of having a disability.

Tasks requiring language proficiency should be interpreted with the following considerations.

- As children are exposed to a second language, they may demonstrate a loss of receptive and expressive language skills in the first language. Thus, less developed skills in the first language may be due to the normal second language acquisition process and not to language disabilities.
- ELLs' proficiency may vary depending on the context in which the language is being used. For example, some dual language children are able to communicate well in the first language in interpersonal situations, but are more proficient in the second language in academic situations. On the other hand, some students may be able to communicate in the second language in interpersonal situations, but are more proficient in the first language within academic situations.

The normal process of second language acquisition is often confused with a learning disability because they both have similar surface characteristics. One way to tell them apart is through on-going classroom assessment and the documentation of patterns in those assessments. ELLs going through the normal process of second language acquisition make progress over time. The ELL with a learning disability is usually less responsive to interventions than the ELL in the early stage of second language acquisition.¹⁵

Eligibility for Special Education Services

Eligibility for special education services is based on the following three considerations:

1. Evidence that the disability exists in the student's first language as well as in English and across a variety of settings. For example, if a student is said to have a problem with "auditory processing," the problem should be evident not only on the tests, but also evident in the classroom and at home. The auditory processing problem for the ELL should also be evident in the student's first language as well as English.
2. Formal and informal assessment data indicates that the learning problem is NOT due primarily to cultural differences or factors related to learning English as a second language. This statement must be documented in the special education eligibility report. To determine whether an ELL is eligible for special education, consideration of his or her English language development should be through interdisciplinary collaboration. *Input from the ESL teacher or other personnel with*

¹⁵ Jittendra, A & Rohena-Diaz, E. (1996). Language assessment of students who are linguistically diverse: Why a discrete approach is not the answer. *School Psychology Review*, 25, 1,40-56.

expertise in the second language acquisition process at the eligibility meeting is strongly recommended. This interdisciplinary collaboration will help determine the extent of the need for both ESL and special education services.

3. The student meets other criteria used to determine eligibility for special education and related services required by DoD 1342.12.

Additional considerations when determining eligibility for special education services:

- Has the student's problem persisted over time?
- Has the problem resisted normal classroom instruction? Has the student received explicit instruction in the problem area and still not improved?
- Does the problem interfere with academic progress?
- Does the student have a clear pattern of strengths and weaknesses?
- Is there an irregular pattern of success? Does the student seem to get it one day and not the next?

If an ELL is determined eligible for special education services and the student is also enrolled in the ESL program, there are several program development factors to consider. It is important to develop the IEP for the least restrictive environment. This implies that the special education teacher and ESL teacher responsible for providing services team together so the student is not pulled from the content classroom an excessive amount of time and that the content and instructional strategies are complementary. Since the language and placement needs of ELLs with disabilities vary widely, it is important for the IEP team to consider a range of options in which the student can receive appropriate language and special education support. The focus should be on providing seamless services that allow for progress in the general education curriculum and toward the specific goals and objectives of the IEP.

If the ELL is found not eligible for special education services, the in-school problem-solving team may continue to serve as a resource and to provide support to both the student and his or her teachers as needed.

IEP Development

When an ELL is eligible for special education services, the CSC *should* include the student's English as a Second Language teacher to ensure that issues related to both the student's special education needs and language proficiency are carefully considered.

Essential attributes to consider in developing the IEP include:

- The student's disability and the degree it impacts second language development.
- The student's current stage of second language acquisition (both oral and literacy levels).
- The student's particular skills by area (strengths and weaknesses in listening, speaking, reading, and writing).
- The student's communication needs in the second language.¹⁶

In determining the type and intensity of the special education and ESL services needed, the CSC must consider what services are required to address the student's needs that enable the student to be involved and benefit from the general education curriculum, and to work toward the goals of the IEP. The student's need for specially designed language proficiency instruction *required to benefit from special education* must be addressed on the IEP and in the CSC minutes of the meeting. The information should include a description of the services to be provided, the location and the frequency, including the time and extent of services. Any accommodation required to meet the student's cultural and linguistic needs must also be addressed on the IEP.

The CSC is responsible for determining the appropriate participation in system-wide assessments for ELLs who receive special education services. The level 1 or, as appropriate, level 2 ELL is eligible to participate in the DoDEA Alternate Assessment either through ESL or special education. The CSC must also determine what assistive technology may be needed for the English language learner.

The IEP for ELLs

- Includes a statement of ESL and special education services needed to enable the ELL to benefit from special education and general education curriculum:
 - Description of ESL and special education services.
 - Location of ESL and special education services.
 - Frequency of ESL and special education services.
- Accommodations or modifications needed for the ELL to make progress in the general education curriculum and to work toward the goals of the IEP.

¹⁶ Cloud, N. (1988). ESL in Special Education. [ERIC Digest ED 303044]. ERIC Clearinghouse on Languages and Linguistics, Washington DC.

- Participation in system-wide assessment or the ESL Alternate Assessment, as appropriate.
- A statement regarding any assistive technology required.

Characteristics of ELL Students with and without a Disability

Characteristics	ELL Student	ELL Student with a Disability
Cause of Perceived Problem	Extrinsic. Adaptation process to environment.	Intrinsic. Physiological in nature
Social Abilities/Affective Factors	Demonstrates appropriate social skills for home country. May have some social problems due to lack of familiarity with American customs, language, and expected behaviors. May experience social isolation. Student may tend to interact more with pupils from own cultural group. May exhibit behavioral problems associated with experiences of failure in the regular or special education program.	May exhibit behavioral problems not attributable to adjustment and acculturation; may have difficulty forming appropriate social relationships; may have frequent fights or arguments. May experience cultural identity problems and have poor self-esteem.
Communication Skills	Normal language learning potential. Demonstrates ability to achieve communicative competence in first language. Errors are attributed to second language acquisition rather than speech/language disability. Eventually, the student communicates proficiently in the second language.	May not achieve communicative competence in either first or second language. Speech language disorders exhibited in the areas of articulation, voice, fluency, or receptive and expressive language. Student does not express basic needs adequately. Peers indicate that they have difficulty understanding the student.
Language Skills	First language is age appropriate. Nonverbal communications skills (such as eye contact, response to speaker, clarification or response, turn taking, etc.) are appropriate for age and culture. English language acquisition corresponds to that expected based on the student's length of time in English speaking schools. Student may demonstrate a loss of receptive and expressive language skills in first language when exposed to second language.	First language is not appropriate for age level. Student does not learn English at the same rate as student without disability. Nonverbal communication skills are not appropriate for age level. Sentence structure is shorter or disordered, and grammar is incorrect for age. Student may replace speech with gestures and communicate nonverbally when talking would be appropriate and expected. Student perseverates on a topic even after a topic has changed. May need to hear things repeated, even when they are stated simply and comprehensibly. Student may echo what she or he hears. English language acquisition does not correspond to that expected based on the student's length of time in English speaking schools.

Characteristics of ELL Students with and without a Disability

Characteristics	ELL Student	ELL Student with a Disability
Academic Functions	Normal potential. Apparent problems are related to lack of or inadequate schooling in home country.	Significantly below grade level performance may be due to inability to make progress in second language acquisition or difficulty retaining academic information despite a variety of interventions; history of academic difficulties in home country or first language.
Cognitive Abilities	Cognitive abilities are average. Students usually score better on nonverbal sections of cognitive tests and their scores on the verbal portion of the tests increase over the years.	Verbal and nonverbal abilities are inconsistent or significantly low. Students score better on nonverbal sections of cognitive tests and their scores on the verbal sections of the tests do not increase steadily over the years.
Progress	Shows expected progress in English acquisition and development of academic skills. No marked discrepancy between different areas (such as oral and writing skills). English progress should continue steadily even if slowly.	May show less than expected progress in English acquisition and development of academic skills. May show a marked discrepancy between different areas (such as oral and writing skills) which cannot be attributed to lack of sufficient time or appropriate interventions.
Health	No significant health characteristics.	History of ear infections, hearing problems, sleep or eating disturbances, incontinence, and family incidence of learning disability may have influence on learning.
Sensory Functioning	May exhibit periodic “overload” response such as gazing off and blanking out what is heard for short periods of time during an initial adjustment to new setting.	Auditory or visual processing difficulties exhibited over period of time without signs of improvement.
Motor Skills	Normal	Exhibits fine and/or gross motor impairments.
Productivity	May have difficulty with verbal and written directions or beginning/switching tasks due to insufficient English development but often finds strategies or techniques for coping.	May have difficulty with verbal and written directions or beginning/ switching tasks for a variety of reasons and may not acquire strategies for coping; has difficulty completing tasks following explicit instructions.

DoDEA**English as a Second Language Program Guide****Chapter 8- Other School Programs**

The English as a Second Language (ESL) program provides opportunities for ELLs to reach full parity with their native English Speaking peers. ELLs demonstrate a wide range of capabilities and have a variety of educational needs. School programs such as Gifted Education, AVID, Reading Recovery, READ180, and Special Education provide a continuum of educational opportunities and services for all students. The following is a brief description of school programs that are available to ESL students. Complete procedural guides for these programs and classes can be found on the DoDEA website www.dodea.edu. For all students, eligibility and participation in one program does not preclude participation in any other program.

NOTE: *A student's eligibility to participate in an ESL program does NOT preclude participation in other programs.*

Advanced Placement Courses

Advanced Placement (AP) courses enable students to pursue college-level studies while still in high school. AP courses are most appropriate for level 3 and 4 ELL's, who with support from the ESL teacher can handle courses that are more rigorous. Level 1 and 2 students who display an aptitude in a content area may also enroll in an AP course specific to that content area. The decision for participation in an AP course should be made by the ESL Student Team. *Participation in an AP course is not a replacement or substitution for ESL support.*

Advancement Via Individual Determination (AVID)

AVID is a college preparatory program for students, grades 6 through 12, who are performing in the academic "middle." The main components of the program are academic instruction in reading and writing skills, study skills, time management, test-taking strategies and college board test (PSAT, SAT, ACT) preparation, tutorial support, and motivational activities to explore college and careers. Qualifying students must:

Have standardized test stanines in language and math between 5-7.

Have a DEROS date at one year away (for first year AVID students only).
Have a GPA between 2.0-3.5.
Have a good discipline and attendance record.
Receive positive teacher recommendations.
Complete an AVID application.
Undergo a personal interview.
Show a desire to attend college.
Agree to follow a college preparatory curriculum.
Have a willingness to maintain a student binder (notebook).
Sign a contract of commitment to stay in AVID for at least one year.

Based on these components, the AVID site team determines a student's participation in the program. The AVID program is most appropriate for level 3 and 4 ELLs who can handle rigorous courses with support, want to attend college, and show responsibility for their own learning. AVID is not a remedial program. The decision for ELLs to apply to participate in the AVID program should be made by the student in conjunction with the ESL Student Team. *Participation in the AVID course is not a replacement or substitution for ESL support.*

Gifted Education

DoDEA defines gifted learners as students with outstanding abilities who perform academically or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. Giftedness is present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. The goal of the gifted program is to identify students with high potential and exceptional performance and to offer challenges that match their strengths. Students who are eligible for gifted services at one DoDEA school are automatically eligible at another DoDEA school. Students who transfer into a DoDEA school from a public or private school are referred to a Gifted Review Committee if there is evidence of participation in a gifted program or evidence of outstanding ability or potential. The decision for ELLs to participate in Gifted Education should be made the ESL Student Team in conjunction with the Gifted Review Committee. *Participation in programs for gifted learners is not a replacement or substitution for ESL support.*

Steps in the process of Gifted Education are:

Referral through screening group achievement scores, nomination by staff, parent/guardians, or self-nomination, and transfer records indicating eligibility services in a non-DoDEA school.

Assessment incorporates the use of multiple-measures such as observations, rating scales, work samples, tests and records of accomplishment.

Eligibility is determined by the Gifted Review Committee. No single score is used for eligibility but is based on the profile of the student's strengths.

Service options are matched to student needs and may vary by school district.

Students of limited English proficiency are continually underrepresented in programs for the gifted. Often ELLs are excluded from the gifted program because of their different experiences, values, and beliefs that prevent them from fully displaying their abilities. There is a lingering belief that

bilingualism is something negative, rather than positive.¹⁷ Research indicates that there is a positive association between bilingualism and cognitive development. Bilingual or English language learners often manifest great cognitive flexibility. Concepts learned in the native language transfer to the second language without the need to learn them again.¹⁸

Indicators of potential gifted ELLs include:

- Acquire English language skills rapidly once exposed to the language and given an opportunity to use it expressively.
- Manipulate a symbol system.
- Think logically or reason by analogy.
- Use stored knowledge to problem solve or to extrapolate knowledge to different circumstances.
- Exhibit leadership ability, although often in an open or unobtrusive manner, with strong interpersonal skills.
- Have older playmates and easily engage adults in lively conversation.
- Enjoy intelligent and (or effective) risk-taking behavior, often accompanied by a sense of drama.
- Keep busy, entertained, especially by imaginative games, and ingenious applications, such as getting the most of a few simple toys and objects.
- Accept responsibilities at home normally reserved for older children, such as the supervision of younger sibling or helping others do their homework.
- Have an advanced developmental history (met developmental milestones early).
- Differ cognitively from other ELLs: think more abstractly, more idealistically, and are more observant of similarities and differences in their multiple worlds¹⁹.

Language Arts, Reading, and Mathematics Lab Classes

The language arts and mathematics support classes are designed to meet the learning needs of students in grades nine through twelve who are not performing at grade level. The support classes carry elective credit, but do not fulfill the graduation requirements for language arts or mathematics. The goal of these classes is to support students so that they can be successful in their language arts and mathematics classes. ELLs must meet the same participation criteria as other students. The decision for ELLs to participate in the support classes should be made by the ESL Student Team. *Participation in a lab class is not a replacement or substitution for ESL support.*

¹⁷ Hakuta, K. (1990). Bilingualism and bilingual education: A research perspective. [NCB Occasional Papers in Bilingual Education, No. 1]. National Clearinghouse on Bilingual Education, Washington, DC.

¹⁸ U.S. Department of Education, Office of Educational Research and Improvement. (1998) Talent and Diversity: The emerging world of limited English proficient students in gifted education. Washington, DC: Author.

¹⁹ U.S. Department of Education, Office of Educational Research and Improvement. (1998) Talent and Diversity: The emerging world of limited English proficient students in gifted education. Washington, DC: Author.

Math Lab Requirements

The math support classes are appropriate for all levels of English language proficiency if the student requires the support to be successful in Algebra I, Algebra II, Geometry and Discreet Math classes. The student must meet at least one of the following criteria:

Standardized test scores (e.g., Terra Nova) below the 50th percentile.
Previous mathematics grades indicating difficulty.
Parent or teacher recommendations.

Language Arts Lab Requirements

The language arts support classes are most appropriate for level 3 and 4 English language proficient students but should not replace or be a substitute for ESL support. Language arts support classes are generally NOT appropriate for level 1 or 2 English proficient students. Level 1 and 2 ELLs require specialized instruction based on second language acquisition theory. The decision to place an English language learner in a reading support class should be made by the ESL Student Team. Students must meet one of the following criteria:

Standardized test scores (e.g., Terra Nova) between the 25th and 50th percentile in the areas of reading and/or language arts.
Previous grades in language arts indicating difficulty.
Lexile levels.
Teacher recommendations.

Reading Lab Requirements

The reading support classes are most appropriate for level 3 and 4 English language proficient students but should not replace or be a substitute for ESL support. Reading support classes are generally not appropriate for level 1 or 2 English proficient students. Level 1 and 2 ELLs require specialized instruction based on second language acquisition theory. In DoDEA the Reading Lab classes utilize the READ 180 program. READ 180 is available in most schools grades 3 through 12. The decision to place an ELL in a reading support class should be made by the student's ESL Student Team. Students must meet one of the following criteria:

- Standardized test scores (e.g., Terra Nova) below the 25th percentile in reading.
- Previous grades in reading and language arts indicating difficulty.
- Lexile levels.
- Teacher recommendations.

Reading Recovery

Reading Recovery is an early intervention program designed to assist children in the first grade that are having difficulty learning to read and write. The goal of Reading Recovery is to move children in a short time from the lower quartile of their classes to the average range. Children who are eligible for the program are:

- Not learning to read and write through regular instruction, and
- Would benefit from a **short-term**, individually designed program of instruction.

Reading Recovery is **not** appropriate for level 1, 2, and 3 English proficient students. This program may benefit children that are reaching full proficiency. *Reading Recovery should not replace or be a substitute for ESL support.* The reading strategies employed by Reading Recovery may be appropriate for ELLs, but they need more than short-term interventions. The student's ESL Student Team should make the decision for an ELL to participate in Reading Recovery.

Sure Start

Sure Start is a DoDDS program that provides comprehensive services in the areas of education, health, social services, and family involvement. Sure Start is founded on the principles of developmentally appropriate practices to comprehensively meet the needs of children and families. Sure Start's first responsibility is to the 4-year-old child (the child who turns 4 by October 31 of the enrolling year) of a military or eligible Department of Defense employee whose rank is E-1 to E-4, GS-1 to GS-4, or Non-Appropriated Fund (NAF), NAF-1 to NAF-2, rank equivalent at the date of application.

Sure Start eligibility criteria:

- Sponsor's rank.
- Single parent.
- Parent(s) not a high school graduate.
- Parent a teenager when first child was born.
- One or both parents speak a language other than English as their primary language.
- Low birth weight.
- Parent is on a remote assignment three months or more.
- Four or more children close in age, living in the home.
- Older sibling with a severe disability.

Sure Start provides an effective language and literacy-rich environment essential for the development of language. If there is time within the ESL teacher's schedule, he/she may consult with the teacher and provide information about effective teaching and learning techniques that impact second language acquisition and literacy skills for young ELL. Collaboration between the ESL and the Sure Start teacher helps to support the dual language and cognitive development of the child. Collaboration may be in the form of providing the parents and teachers examples of ways to support the child's language development and learning, using the home language as the basis for the development of English, without compromising the first language and culture.

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English as a Second Language Program Guide

Chapter 9- General Information

The following are brief descriptions of general DoDEA policy information needed for the implementation of the ESL program. Complete information on individual policies can be found on the DoDEA website: www.dodea.edu.

Record Keeping

Student records are maintained by the ESL teacher. The teacher is responsible for keeping appropriate records on all students in the ESL program. These records provide evidence that the placement and instructional decisions made regarding ELLs were based on sound educational judgment. The information may be kept in a file in the ESL classroom during the school year and relocated to the student's cumulative file at the end of the school year or when a student transfers during the school year. After an ELL transfers to another school, the file is kept for 5 years before being destroyed. Guidelines pertaining to file or folder retention are included in DS Manual 1100.2.

The ESL student record should include:

- Enrollment form.
- Home Language Questionnaire.
- Results of preliminary screening measures, language assessment, parent interviews, observations, and record reviews.
- Progress reports.
- Correspondence with parents (such as notifications, permission for assessment, and waiver of services).
- ESL Student Cumulative Profile (with signature page).
- Referral documentation.
- Language proficiency assessment information.
- Achievement assessment information.
- System-wide assessment information.

Copies of the following information are provided to the sponsor or parent when an ELL transfers to a Non-DoDEA school:

- Progress reports.
- Home Language Questionnaire.

- ESL Student Cumulative Profile (with signature page).

For students transferring to a DoDEA school, a copy of the complete record should be given to the sponsor.

Transferring Students

Students enrolling with current information indicating participation in a DoDEA ESL program are eligible for placement in an ESL program in any DoDEA school. It is not necessary to re-determine eligibility. Upon receipt of the records, the student's ESL Student Team will review the information and determine the degree or level of ESL services. Within the recommended 5 school days, the ESL teacher will submit the level of proficiency to the data clerk and implement ESL services.

Students enrolling with current²⁰ information from a non-DoDEA school indicating participation in an ESL program will receive ESL services if there is sufficient assessment information to determine eligibility for services under DoDEA guidelines. Upon receipt of the appropriate records, the student's ESL Student Team will review the information and determine the degree or level of ESL services. Within the recommended 5 school days, the ESL teacher will submit the level of proficiency to the data clerk and implement ESL services.

If there is not sufficient assessment information to determine eligibility for ESL services, the ESL Student Team will confer within the recommended 5 school days to develop an appropriate assessment plan and obtain parent permission for assessment, if not obtained on the HLQ. The student may receive ESL services until eligibility by DoDEA criteria is determined.

Guidelines pertaining to file or folder contents for transferring students are included in DS Manual 1100.2.

Grading

The ESL teacher will work in conjunction with the classroom teacher to evaluate ELLs' performance. Grades should reflect the ELL's academic achievement. The ELL who cannot fully comprehend the English language should not be assigned failing grades. Efforts must be made to assess the student's achievement in content areas and not his/her English language ability. The student should, however, be assigned grades based on demonstration of mastery of content standards and participation in classroom assignments to the degrees his or her English language proficiency allows. If an ELL is able to perform the skills in a particular subject, i.e., math, he/she should be given an achievement grade in that subject. The ESL teacher and the general education teacher should determine the method and criteria for grading prior to the completion of the assignment or course.

The student's grade should be determined according to the following criteria:

1. Participation in modified and/or accommodated class activities.

²⁰ Information from within the school year

2. Completion of modified and/or accommodated class and framework assignments.
3. Academic progress.

Progress Reports

It is the policy of DoDEA as outlined in DoDEA Regulation 2000.10, "Department of Defense Dependents Schools Progress Reports," dated August 1, 1995, to issue a progress report every nine weeks for any student present or enrolled for at least 20 days or more in a marking period. The ESL teacher will prepare a formal communication for the parents regarding their child's progress in developing English language proficiency.

The best evidence of ELL's language proficiency comes from performance in both content and ESL classes. Informal and formal assessments can be used to determine how students are progressing towards the ESL and the general education content standards. The progress report should address the four aspects of language development: speaking, listening, reading, and writing.

The assessment of an ELL's language progress is mainly designed to:

- Complement assessment/evaluation related to subject-specific learning outcomes.
- Serve as a planning tool, enabling the teacher to better decide which language skills or capacities to focus on with a particular group of students and in what order to proceed.
- Provide information that can be used to communicate with the parents or guardians of English language learners concerning their son's or daughter's progress.

Recommendation for General Grade/Program Placement

General grade/program placement should be based on a student's age and grade level. English language learners should be placed at the age-appropriate grade level similar to their peers. The ESL teacher should be involved in placing an English language learner into the general education program. Guidelines pertaining to student placement are included in DoDEA Regulation 2000.3, "Student Placement" dated March 26, 2004 and in DoDEA Manual 1005.1, "DoDEA's Administrator's Manual" dated October 2003.

Age of Student:

5
6
7
8
9
10
11
12
13

Grade Placement:

K
1
2
3
4
5
6
7
8

At the high school level, a student with transcripts from a school in another country should be placed in the grade that will allow completion of credits for graduation from DoDEA. ELLs should be informed that they must meet DoDEA graduation requirements if they intend to receive a DoDEA high school diploma.

If a student comes from another country without transcripts and has not previously attended school, the student should be placed at the appropriate grade level according to the above guidelines.

The following may be used for guidance:

Age of Student:	Grade Placement:
14	9
15	9/10
16	10
17	10/11

Retention

Retention is one of the most difficult decisions to make and one that carries far-reaching consequences for the student. The long-term effects of retention must be considered when making a decision. Research indicates that retention in a grade to bolster English language skills is not effective. Language proficiency gains were not greater for students who were retained than those that were promoted to the next grade level. Those students promoted to the next grade made the same amount of progress as those retained. Recommendation for retention will be made by the ESL Student Team and forwarded to the administrator for a final decision. Guidelines pertaining to student retention are included in DoDEA Regulation 2000.3, "Student Placement" dated March 26, 2004 and in DoDEA Manual 1005.1, "DoDEA's Administrator's Manual" dated October 2003.

NOTE: *ELLs cannot be retained based solely upon their level of English language proficiency or because of limited experience with the American educational system.*

DoDEA High School Graduation Requirement

According to DoDEA Regulation 2000.1, "Department of Defense Education Activity, Regulation 2000.1 High School Graduation Requirements," dated July 29, 2004, ESL students within DoDEA may substitute up to 2 ESL credits toward the 4-credit language arts requirement for graduation. The ESL credits must be earned through successful completion of 9th-12th grade ESL courses. Additionally, ELLs may apply credits earned in ESL courses toward the 4½ elective credit requirements beginning with the class of 2002. All other requirements for graduation as stipulated in DoDEA Regulation 2000.1 must be achieved.

DoDEA

Appendix A

Required Forms

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Guidelines for Completing the ELL Cumulative Profile Summary Signature Page

The ELL Student Cumulative Profile Signature Page is a Microsoft-WORD document. Use this form to document who participated in making the decisions about the student's eligibility for ESL services, reclassification, exiting from ESL services, and participation in system-wide assessments. The ELL Cumulative Profile Signature Page is kept in the ELL's cumulative file.

ELL Cumulative Profile Signature Page

1. Student Name: Last Name, First Name, Middle Initial
 2. Student Number: Student Identification Number
 3. School Year and Grade: Enter the current school year and grade
 4. Participants: Signature of ESL teacher and a general education teacher(s) involved in making educational decisions for the specific ELL. The administrator signs the page after the decisions are documented.
 5. Date: The date that the decision on eligibility for ESL services, participation in system-wide assessment or exiting of ESL services was determined.
-

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Guidelines for Completing the ELL Cumulative Profile Summary Form

The ELL Student Cumulative Profile Summary Form is a Microsoft-WORD document. Use this form to document educational decisions and information for a specific student. This form allows for the documentation of the ELL's educational information decisions for 3 school years. The ELL Cumulative Profile Summary Form is kept in the ELL's cumulative file.

ELL Cumulative Profile Page

1. Student Name: Last Name, First Name, Middle Initial
2. Student Number: Student Identification Number
3. Date of Birth: MM/DD/YYYY
4. Gender: Male or Female
5. Home Language Questionnaire (HLQ): Yes if the HLQ is completed and in the file.
6. Home Language: The home language indicated on the HLQ, if other than English.
7. Interpreter Needed: Yes, if either parent/guardian has limited English language skills and makes a request.
8. Previous Years of Schooling: Number of years the ELL has attended school prior to entering your school. In the comments section, indicate if the schooling was in another language besides English.
9. Literacy in First Language: Not Literate- No formal instruction in reading in the first language. Minimally Literate- Some formal reading instruction in the first language. Fully Literate- Reading skills at grade level in first language. If information regarding literacy skills is not available, use the comments section at the top of the page to document.
10. Grade/School Year: Enter the current grade and school year. (5th SY XX/XX) This form allows for the documentation of the ELL's educational information and decisions for 3 consecutive school years.
11. Participation in other school programs: Programs such as but not limited to: Reading Recovery, special education, READ 180, Gifted programs, AVID, AP courses, and Language Arts or Math Lab classes.
12. English Proficiency Level: The proficiency level based on all the data collected. This is not just the designation on a language proficiency test.
13. Eligible for Services: Decision made by the ELL's ESL Student Team.
14. ESL Instructional Services: The location and amount of instructional services the ELL requires. Examples: A) ESL classroom: 30 minutes 2x a week, General Classroom: Consultation with classroom teacher;
B) ESL Classroom: 2 hr class period (LAA 102), General Classroom: Consultation with the Science, PE, computer teachers.
15. Language Proficiency Test: Enter the form, level, and date the test was administered. Tables with percentiles and designation levels are found in the technical manual for the instrument.

16. Comments: Additional assessment information. Examples: criterion reference assessment, observations, language samples, SOLOM, DIBELS, checklists, and work samples.
17. System-wide Assessment- Alternate Assessment: Yes, if the ELL is eligible for the ESL Alternate Assessment. No, if the ELL will take system-wide assessment with or without accommodations. See Chapter 4 for system-wide assessment information.
18. System-wide Assessment Accommodations: If the ELL is taking system-wide assessment with accommodations, indicate “with” and the type of accommodation. See Chapter 4 for information on system-wide assessment and accommodations.
19. System-wide Assessment Percentile and Proficiency Level: Enter the percentile and designation level information from system-wide assessment or ESL Alternate Assessment.
20. NAEP: Enter the ESL Student’s Team decision regarding the ELL’s participation in NAEP testing. See Chapter 4 for information on allowable accommodations for NAEP testing.
21. Exit: Enter the date the student is exited from ESL services.

Department of Defense Education Activity

School Name

ELL Cumulative Profile Signature Page

Student Name:	Student Number:
----------------------	------------------------

School Year: _____ **Grade:** _____

Participants	Date	Signature
ESL Teacher		
General Education Teacher		
Others:		
Administrator		

School Year: _____ **Grade:** _____

Participants	Date	Signature
ESL Teacher		
General Education Teacher		
Others:		
Administrator		

School Year: _____ **Grade:** _____

Participants	Date	Signature
ESL Teacher		
General Education Teacher		
Others:		
Administrator		

School Year: _____ **Grade:** _____

Participants	Date	Signature
ESL Teacher		
General Education Teacher		
Others:		
Administrator		

Privacy Act Notice: Authority to Collect Information: 20 U.S.C. 927(c) and 10 U.S.C. 2164(f), as amended; E.O 9387; the Privacy Act of 1974, as amended, 5 U.S.C. 552a.
Principal Purpose: The information will be used within the DoD to determine the services to be provided to a student to assist the child to receive a free public education.
Disclosure to the Agency of the information requested on this form is voluntary; but failure to provide all requested information may result in the delay or denial of student services. DoDEA may disclose information requested in this form to other DoD activities and contracted service providers who require the information to deliver educational services to the child and for valid medical, law enforcement or security purposes, or for use in litigation concerning the delivery of student. **Routine Uses:** Disclosure of information contained in this form is authorized outside the DoD in accordance with the "Blanket Routine Uses" described at the beginning of the Office of the Secretary of Defense's compilation of systems of records notices, published at <http://www.defenselink.mil/privacy/notice/osd>.

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Department of Defense Education Activity
 School Name
 ELL Cumulative Profile

Student Name:		Student Number:		Date of Birth:		Gender: F M	
Home Language Questionnaire: Yes No		Home Language:		Interpreter Needed: Yes No			
Previous Years of Schooling:		Literacy in First Language: Not Literate		Minimally Literate		Fully Literate	
Comments:							
		Grade/School Year:		Grade/School Year:		Grade/School Year:	
Participation in other school programs:		Yes No		Yes No		Yes No	
		Program:		Program:		Program:	
English Proficiency Level:		Level: 1 2 3 4 FEP		Level: 1 2 3 4 FEP		Level: 1 2 3 4 FEP	
Eligible for ESL Services:		Yes No		Yes No		Yes No	
ESL Instructional Services		ESL classroom:		ESL classroom:		ESL classroom:	
Location/Time: (amount of daily/weekly instruction in the ESL classroom and/or general classroom)		General classroom:		General classroom:		General classroom:	
Language Proficiency Test: Form, Level, and Date:							
		Percentile		Designation Level		Percentile	
		Designation Level		Percentile		Designation Level	
Listening :							
Speaking:							
Reading:							
Writing:							
Total:							
Comments: (Additional assessment information)							

ESL Student Cumulative Profile

ESL Student Cumulative Profile										
Student Name:		Grade/SY:			Grade/SY:			Grade/SY:		
Participation in the ESL Alternate Assessment		Yes No			Yes No			Yes No		
System-wide Assessment Accommodations										
System-wide Assessment Accommodations:		Without With			Without With			Without With		
Linguistic		List:			List:			List:		
Presentation										
Response										
Socio-Cultural										
Linguistic Support		List:			List:			List:		
Setting										
Timing/Schedule										
System-wide Assessment Results										
System-wide Assessment (TerraNova, Alternate Assessment, etc.)		Proficiency Level (Above, At, Partial, Below)		Proficiency Level (Above, At, Partial, Below)		Proficiency Level (Above, At, Partial, Below)		Proficiency Level (Above, At, Partial, Below)		
		Percentile		Percentile		Percentile		Percentile		
Reading										
Language Arts										
Mathematics										
Science										
Social Studies										
NAEP Results										
NAEP		Without With Exempt			Without With Exempt			Without With Exempt		
Exit Information										
Exit Date:										

Department of Defense Education Activity
School Name
Parent Notification of Exiting

To the Parents of:

Date

Name of school is committed to providing instructional and enrichment programs that will meet the needs of students in our school. In accordance with the educational goals of this school, we have developed a program of academic instruction that addresses the special language needs of our students.

Based on *Student's Name* English proficiency test scores, review of school records, and classroom observations, we are pleased to inform you that *Student's Name* is no longer in need of our English as a Second Language program. The information that has informed our decision is attached.

English Proficiency Information: (See Attached)

Designated Proficiency/Classification: Fully English Proficient

If you have any questions or would like additional information, please contact me at XXX-XXXX.

ESL Teacher

Date

Note: Attach *ESL Program Exit Form*

Privacy Act Notice: Authority to Collect Information: 20 U.S.C. 927(c) and 10 U.S.C. 2164(f), as amended; E.O 9387; the Privacy Act of 1974, as amended, 5 U.S.C. 552a. **Principal Purpose:** The information will be used within the DoD to determine the services to be provided to a student to assist the child to receive a free public education. **Disclosure** to the Agency of the information requested on this form is voluntary; but failure to provide all requested information may result in the delay or denial of student services. DoDEA may disclose information requested in this form to other DoD activities and contracted service providers who require the information to deliver educational services to the child and for valid medical, law enforcement or security purposes, or for use in litigation concerning the delivery of student. **Routine Uses:** Disclosure of information contained in this form is authorized outside the DoD in accordance with the "Blanket Routine Uses" described at the beginning of the Office of the Secretary of Defense's compilation of systems of records notices, published at <http://www.defenselink.mil/privacy/notice/osd>.

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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

ESL Home Language Questionnaire

Privacy Act Notice: Authority to Collect Information: 20 U.S.C. 927(c) and 10 U.S.C. 2164(f), as amended; E.O 9387; the Privacy Act of 1974, as amended, 5 U.S.C. 552a.
Principal Purpose: The information will be used within the DoD to determine the services to be provided to a student to assist the child to receive a free appropriate public education. **Disclosure** to the Agency of the information requested on this form is voluntary; but failure to provide all requested information may result in the delay or denial of student services. DoDEA may disclose information requested in this form to other DoD activities and contracted service providers who require the information to deliver educational services to the child and for valid medical, law enforcement or security purposes, or for use in litigation concerning the delivery of student. **Routine Uses:** Disclosure of information contained in this form is authorized outside the DoD in accordance with the "Blanket Routine Uses" described at the beginning of the Office of the Secretary of Defense's compilation of systems of records notices, published at <http://www.defenselink.mil/privacy/notice/osd>.

THIS FORM IS COMPLETED AT THE TIME OF STUDENT ENROLLMENT

Child's Name: _____

Date: _____

Grade: _____

Date of Birth: _____

Age: _____

1. What language is commonly spoken in your home?
___ English ___ Another Language (Please specify): _____
2. Does the child you are registering speak a language other than English? (Excluding foreign languages studied in school.)
___ No ___ Yes If yes: What language is spoken? _____
3. What language did your child use when he/she first began to talk?
___ English ___ Another Language (Please specify) _____
4. Has your child attended English speaking schools?
___ No ___ Yes If yes: How many years? _____
5. What language does your child read and/or write?
___ English ___ Another Language (Please specify) _____
6. What language do you most often use when speaking with your child?
___ English ___ Another Language (Please specify) _____
7. What language does your child use most often when speaking to you?
___ English ___ Another Language (Please specify) _____
8. If your child is cared for by another person on a regular basis, what language is most often used?
___ English ___ Another Language (Please specify) _____
9. Do you as a parent need to communicate with the school in a language other than English?
___ No ___ Yes If yes, in what language? _____

Continued on the next page

Department of Defense Education Activity
Name of School
English as a Second Language

Waiver of ESL Language Proficiency Assessment

Parent/Sponsor of: _____
Student Name

I understand that my child is a candidate for the assessment of his/her English language proficiency. I wish to decline the assessment services at this time. I have discussed this decision with school personnel.

I understand that my child will remain in the general education program without ESL support, the regular grading procedures will be used, and that my child will participate in all system-wide assessments without accommodations.

I understand that ESL language proficiency assessment remains available to my child and that I can rescind this waiver at anytime.

Signature of Parent/Sponsor Date

Signature of interpreter if used

Privacy Act Notice: Authority to Collect Information: 20 U.S.C. 927(c) and 10 U.S.C. 2164(f), as amended; E.O 9387; the Privacy Act of 1974, as amended, 5 U.S.C. 552a.
Principal Purpose: The information will be used within the DoD to determine the services to be provided to a student to assist the child to receive a free public education.
Disclosure to the Agency of the information requested on this form is voluntary; but failure to provide all requested information may result in the delay or denial of student services. DoDEA may disclose information requested in this form to other DoD activities and contracted service providers who require the information to deliver educational services to the child and for valid medical, law enforcement or security purposes, or for use in litigation concerning the delivery of student. **Routine Uses:** Disclosure of information contained in this form is authorized outside the DoD in accordance with the "Blanket Routine Uses" described at the beginning of the Office of the Secretary of Defense's compilation of systems of records notices, published at <http://www.defenselink.mil/privacy/notice/osd>.

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Department of Defense Education Activity
Name of School
English as a Second Language

Waiver of ESL Services

Parent/Sponsor of: _____
Student Name

I understand that my child is eligible to receive English as a Second Language services. I wish to decline those services at this time. I have discussed this decision with school personnel.

I understand that my child will remain in the general education program without ESL support, the regular grading procedures will be used, and that my child will participate in all system-wide assessments without accommodations.

I understand that ESL services remain available to my child as long as he/she meets the eligibility criteria and that I can rescind this waiver at anytime.

Signature of Parent/Sponsor

Date

Signature of interpreter if used

Privacy Act Notice: Authority to Collect Information: 20 U.S.C. 927(c) and 10 U.S.C. 2164(f), as amended; E.O 9387; the Privacy Act of 1974, as amended, 5 U.S.C. 552a.
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**Department of Defense Education Activity
School Name
English as a Second Language Program**

Referral

Student Name:		Date of Birth:		Date:	
Student ID#:			Grade/Teacher:		
Referring Individual(s):			Position(s):		
Description of concerns: (Be as specific as possible)					

Are the parents aware of your concerns?				Yes	No
Date and method of contacting parent:		Phone	Email	Conference	
Is a translator required?				Yes	No
Parental concern(s) if any:					

Vision and hearing screening does not have to be completed prior to submission of the referral.					
Vision	Screening Date:	Pass	Fail	Corrective Lens:	Yes No
Hearing	Screening Date:	Pass	Fail	History of ear infections:	Yes No
Developmental problems:					

Other health concerns:					

Please attach student work samples

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Department of Defense Education Activity
School Name
Exit from ESL Program

Student Name:		Grade:			
Date of Exit Meeting:		Date Exit Effective:			
Total Number of Years In ESL:		Date of Birth:			
Language Proficiency Test, Form and Date	Oral	Reading	Writing	Listening	Total
Achievement Tests Formal and Informal	Reading	Lang. Arts	Math	Science	Social Studies
Other Test/Performance Data:					
Other Relevant Information:					
Specific Recommendations:					
Participant's Signature		Date	Position		
			Parent (as appropriate)		
			ESL Teacher		
			Regular Classroom Teacher		
			Other		
			Student (as appropriate)		

Attach a copy to the Parent Notification of Exiting.

Privacy Act Notice: Authority to Collect Information: 20 U.S.C. 927(c) and 10 U.S.C. 2164(f), as amended; E.O 9387; the Privacy Act of 1974, as amended, 5 U.S.C. 552a.
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**Department of Defense Education Activity
English as a Second Language Program
Parent Permission for Assessment**

Dear *Parent's name*,

Name of school is requesting permission to assess your child in order to provide information to help us plan a more effective educational program for *Student's Name*. Your child was referred for a comprehensive assessment to determine English language proficiency and eligibility for ESL services. This referral is based upon a review of the Home Language Questionnaire, current classroom performance, past educational records, and/or screening information. Testing is required for identification purposes and may include group or individual English language proficiency and achievement tests.

In early spring of each school year the progress of every English language learner eligible for ESL services is reviewed for increased English proficiency and academic achievement. The monitoring of the ELL's progress is conducted to determine what growth he/she has made during the year as well as continued eligibility and provision of services for the next school year.

Your signature indicates that you give permission for:

1. Individual and/or group assessment to determine your child's eligibility for ESL services; and
2. If your child is eligible for ESL services, annual spring assessment to measure his/her progress.

It is the policy of DoDEA to inform and involve parents in any school recommendations related to your child's program. The results of the assessments will be reviewed with you after the testing is completed. No testing will be done without your written permission. If you have any questions please contact _____ at XXX-XXXX.

Return this form to your child's teacher, as soon as possible.

_____ Yes, I give permission for my child to be evaluated for ESL services and for annual assessment to measure academic and English language progress.

_____ No, I do not wish for my child to be evaluated at this time.

Signature of parent/sponsor

Date

Privacy Act Notice: Authority to Collect Information: 20 U.S.C. 927(c) and 10 U.S.C. 2164(f), as amended; E.O 9387; the Privacy Act of 1974, as amended, 5 U.S.C. 552a.
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Department of Defense Education Activity
School Name
English as a Second Language Program

Parent Notification and Consent

To the Parents of _____

Date _____

Name of school is committed to providing instructional and enrichment programs that will meet the needs of students in our school. In accordance with the educational goals of this school, we have developed a program of academic instruction that addresses the special language needs of our students.

Based on *Student Name* English proficiency test scores, review of school records, and classroom observations, we are pleased to inform you that *Student Name* is eligible for our English as a Second Language program.

ESL Team's Designated Proficiency/Classification:

Level 1 _____ Level 2 _____ Level 3 _____ Level 4 _____

Eligibility Criteria:

___ A designation of less than "Fully English Proficient" based on information gathered from a DoDEA approved language proficiency test and informal assessments;

AND

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

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

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

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

Description of our English as a Second Language Program:

English as a Second Language (ESL) is a language acquisition program designed to teach English language learners social and academic skills as well as the cultural aspects of the English language necessary to succeed in an academic environment. It involves teaching listening, speaking, reading, writing, and study skills, content vocabulary, and cultural orientation at appropriate developmental and proficiency levels. The two primary goals of the ESL program

are to help your child learn English and to help him/her meet DoDEA's content standards. English language learners are involved in general education classes during the day. ESL instruction is in English and can be provided in a variety of settings. *Student's Name* will receive instruction in:

- ESL specialized language instruction in the ESL classroom.
- ESL instruction provided by the ESL teacher in the general education classroom for part of the school day.
- General education classroom instruction for the entire school day, with instructional modifications through consultative support by the ESL teacher.
- Other _____

Exit Procedures:

Once *Student's Name* is considered a fluent English speaker, he/she will be exited from the ESL program. We will monitor his/her progress and if *Student's Name* should continue to need support of the ESL program, we will provide him/her with the necessary assistance.

Parental Agreement Section:

Please note you have the right to decline to have your child participate in the ESL program proposed above. Upon your request, your child will be removed from the ESL program. If you would like more information about the program, please contact _____ at XXX-XXXX.

- No**, I do not want my child to participate in the ESL program described above.
- Yes**, I agree with the decision of the ESL Student Team to place my child in the ESL program and fully understand the benefits of enrollment in this program.

Parent's Signature

Date

Please return to your child's teacher.

Retain one copy for your records

Privacy Act Notice: Authority to Collect Information: 20 U.S.C. 927(c) and 10 U.S.C. 2164(f), as amended; E.O 9387; the Privacy Act of 1974, as amended, 5 U.S.C. 552a. **Principal Purpose:** The information will be used within the DoD to determine the services to be provided to a student to assist the child to receive a free public education. **Disclosure** to the Agency of the information requested on this form is voluntary; but failure to provide all requested information may result in the delay or denial of student services. DoDEA may disclose information requested in this form to other DoD activities and contracted service providers who require the information to deliver educational services to the child and for valid medical, law enforcement or security purposes, or for use in litigation concerning the delivery of student. **Routine Uses:** Disclosure of information contained in this form is authorized outside the DoD in accordance with the "Blanket Routine Uses" described at the beginning of the Office of the Secretary of Defense's compilation of systems of records notices, published at <http://www.defenselink.mil/privacy/notice/osd>.

Department of Defense Education Activity

School Name _____

School Year _____

English as a Second Language Program Self –Study Guide

This guide is constructed to provide the school with a comprehensive overview of its practices and procedures for English language learners.

Identification		
1. Procedures are in place to identify all students who have a primary or home language other than English. Notes:	YES	NO
2. Parents and/or students participate in the identification process, as appropriate. Notes:	YES	NO
Assessment and Evaluation		
1. English language proficiency of all students identified as limited English language proficient (level 1- 4) is annually assessed in the four domains of reading, writing, speaking, and listening. Notes:	YES	NO
2. A variety of information is used to determine language proficiency and eligibility for ESL services. Types of information used: Notes:	YES	NO
3. The ELL's academic skills are assessed in relation to grade level. Notes:	YES	NO
Instructional Program		
1. There are no substantial delays in placing ELLs into an appropriate program. Notes:	YES	NO
2. All English language learners participate in the system-wide assessment program including the ESL Alternate Assessment. Notes:	YES	NO
3. Procedures exist to determine how an ELL participates in the system-wide assessments. (With or without accommodations or an alternate assessment) Notes:	YES	NO

4. ELLs are acquiring English language skills at a pace that is consistent with ELL program goals or expectations. Notes:	YES	NO
5. ELLs have access to the full school curriculum and all school programs, including honors, awards, and other special recognitions, and are available to them while they are participating in the ESL program. Notes:	YES	NO
6. ELLs are learning course content in addition to English language development. Notes:	YES	NO
7. Parents are encouraged to be active participants in decisions regarding the ESL services for their children. Notes:	YES	NO
8. There is coordination of curriculum between teachers for ELLs and teachers in the general education program. Notes:	YES	NO
Notice to Parents		
1. Communication with parents/guardians with a primary home language other than English is conducted in a manner that they will understand. Notes:	YES	NO
2. Parents are notified no later than 30 days after the beginning of the school year of their children's eligibility for ESL services. Notes:	YES	NO
Exit Criteria		
1. The established exit criteria are used. Notes:	YES	NO
2. Number of ELLs who exited the program in the past school year. Notes:	Number	
Program Review		
1. Review of the program is conducted to determine effectiveness and covers all elements of an ESL program including implementation practices and student performance. Notes:	YES	NO

2. Needed improvements are identified and a timeline for completion is set. Notes:	YES	NO
Recommendations	Timeline	
Signature and Title of ESL Review Team Members	Date	

Administrator's Signature and Date: _____

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DoDEA

Appendix B

Optional Forms

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**Department of Defense Education Activity
School Name**

Parent Notification of Screening

To the Parents of *Student's name*

Date:

Name of school is committed to providing instructional and enrichment programs that will meet the needs of students in our school. In accordance with the educational goals of this school, we have developed a program of academic instruction that addresses the special language needs of our students.

Name of school reviews the Home Language Questionnaire and previous school records of all students with a background in languages other than English during enrollment. This screening allows us to provide the best educational program for the student. Recently, your child's Home Language Questionnaire and previous school records were reviewed.

The screening indicated that *Student's name* is a fluent English speaker and is not in need of any further assessment or specialized English language services.

If you have any questions, please feel free to contact me at XXX-XXXX.

ESL Teacher


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ESL Eligibility

Part I

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

 YES
↓ **NO** → 

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?

 YES
Proceed to Part III **NO**
↓

2. Although the student has limited English proficiency, can the student fully access the general education curriculum at grade level?

 YES
Proceed to Part III **NO**
↓

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

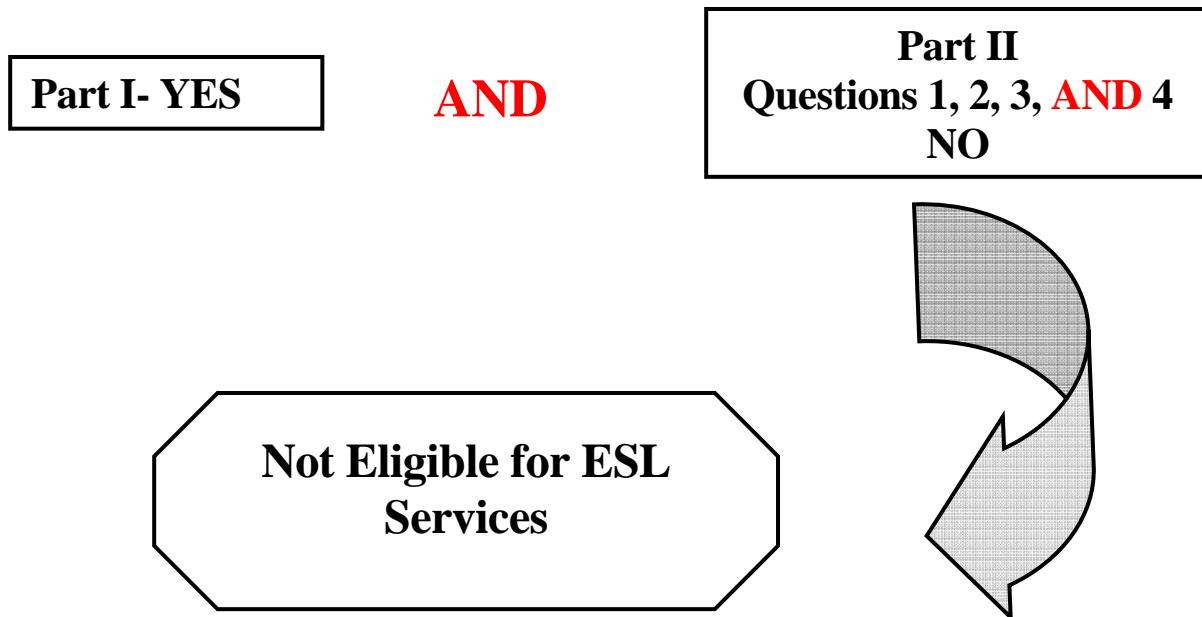
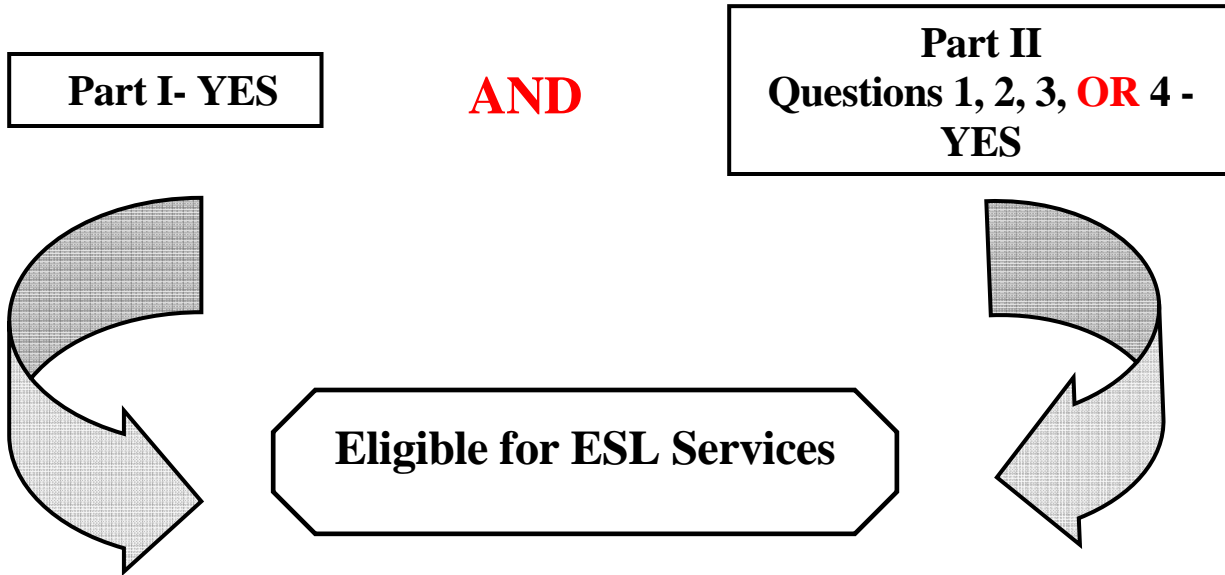
 YES
Proceed to Part III **NO**
↓

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

 YES
Proceed to Part III **NO**

ESL Eligibility

Part III



Department of Defense Education Activity
School Name
Parent Notification of Ineligibility

To the Parents of _____

Date _____

Name of school is committed to providing instructional and enrichment programs that will meet the needs of students in our school. In accordance with the educational goals of this school, we have developed a program of academic instruction that addresses the special language needs of our students.

Based on *Student's Name* English proficiency test scores, review of school records, and classroom observations, we would like to inform you that *Student's Name* is not eligible for our English as a Second Language program. Below please find the information that has informed our decision.

English Proficiency Information: (See Attached Assessment Summary)

Testing indicates that *Student's Name* has normal English fluency for his/her grade level and services are not indicated at this time. We will monitor his/her progress and if *Student's Name* should need support of the ESL program, we will reassess his/her language skills and provide the necessary assistance.

If you have any questions or would like additional information, please contact me at XXX-XXXX.

ESL Teacher

Date

Privacy Act Notice: Authority to Collect Information: 20 U.S.C. 927(c) and 10 U.S.C. 2164(f), as amended; E.O 9387; the Privacy Act of 1974, as amended, 5 U.S.C. 552a. **Principal Purpose:** The information will be used within the DoD to determine the services to be provided to a student to assist the child to receive a free appropriate public education. **Disclosure** to the Agency of the information requested on this form is voluntary; but failure to provide all requested information may result in the delay or denial of student services. DoDEA may disclose information requested in this form to other DoD activities and contracted service providers who require the information to deliver educational services to the child and for valid medical, law enforcement or security purposes, or for use in litigation concerning the delivery of student. **Routine Uses:** Disclosure of information contained in this form is authorized outside the DoD in accordance with the "Blanket Routine Uses" described at the beginning of the Office of the Secretary of Defense's compilation of systems of records notices, published at <http://www.defenselink.mil/privacy/notice/osd>.

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Department of Defense Education Activity
School Name

Student Home Language Interview Questions

Student Name:
Student ID#:
Completed By:

Date:
Grade/Teacher:
Title:

1. Was the first language you learned English?	Yes	No Language:
2. Can you speak, read or write a language other than English?	Yes	No Language:
3. What language do you understand best?	English	Other:
4. What language do you prefer to use at school to communicate?	English	Other:
5. When you watch TV/listen to music, which language do you prefer?	English	Other:
6. In what language do you prefer to read for pleasure?	English	Other:
7. Which language(s) do you most often use when you speak with your friends?	English	Other:
8. Which language(s) do you most often use when you speak to your parents?	English	Other:
9. Which language(s) do you most often use when you speak to your siblings?	English	Other:
10. Does anyone in your home speak a language other than English?	English	Other:

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**Department of Defense Education Activity
School Name**

Invitation to ESL Meeting

Date:

Dear Parents of *Student's name*:

A meeting has been arranged to discuss your child's assessment results and possible placement in English as a Second Language services. This meeting is very important to your child's education. The meeting is scheduled for:

Date of Meeting: _____ Time of Meeting: _____

Location of Meeting: _____

The meeting will take approximately _____ minutes.

The following people will attend the meeting to provide information about your child and to assist in formulating any plan or program development:

Name	Position
_____	_____
_____	_____
_____	_____

If you are unable to attend at this time, but would be able to attend if the meeting was rescheduled, or conducted by phone, or if you have any questions concerning the meeting, please contact _____ at XXX-XXXX.

_____ I will attend the meeting.

_____ I can not attend at this time. Please reschedule for another day.

_____ I will not be attending. Please have the meeting without me.

Signature: _____

Date: _____

Please return to your child's teacher.

Retain one copy for your records.

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Department of Defense Education Activity
School Name

Parent Home Language Interview Questions

Student Name:	Date:
Student ID#:	Grade/Teacher:
Completed By:	Title:

As in all matters dealing with personal information, confidentiality should be maintained. Note: Parents may be reluctant to answer some or all of these questions; therefore a thorough explanation of the purpose of the interview is necessary. Questions about the family's experiences need to be approached with sensitivity and confidentiality.

General Family Information

What language do you prefer for school communication? Would you like us to provide an interpreter when we discuss your child with you?
How long has your family lived in this community? Where was your child born?
In what country(s) has your child lived?
How would you describe your child's behavior at home?
What activities does your child enjoy at home?

Education

What schools has your child attended? Has any of his/her schooling been in another language or in bilingual education?
Has your child ever been retained? If so, please explain.
Have there been significant gaps in his/her school attendance? (Travel/family visits?)
Did your child have any difficulty with reading in your home language? If so, what type of difficulty?
Does your child enjoy coming to school?

What activities does your child enjoy the most in school?

Do you or other family members assist your child with homework?

Have you observed any problems in your child's development in the following areas: motor skills (movement); memory; eye-hand coordination; playing with others; or paying attention?

Health

Were there any complications during pregnancy or delivery of this child?

Has your child had any problems with vision or hearing? (ear infections?)

Has your child had any medical conditions or hospitalizations?

Has your child's health and development differed from that of his/her siblings?

Is your child currently on any medication?

Communication

When did your child speak his/her first "real" words? When did your child first begin to put words together in sentences?

When did your child first start to follow simple directions? Can he/she follow verbal directions now? Can he/she follow multi-step directions?

What language(s) do you and your spouse or other adults in the home use to communicate with one another and with your child?

What language(s) are used in the community (i.e. stores, church)?

What language(s) does your child use with playmates/friends? With the childcare provider?

When your child watches TV/listens to music, which language does he/she prefer?

Do you read or tell stories to your child? If so, in what language?

What language do you think your child understands best?

How does this child's language use compare to his/her siblings?

Are there any other issues related to your child that you feel the school should know?

Comments:

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Department of Defense Education Activity
School Name
ESL Assessment Summary

Student Name:		Grade:			
Language Proficiency Test, Form and Date	Oral	Reading	Writing	Listening	Total
Achievement Tests Formal and Informal	Reading	Lang. Arts	Math	Science	Social Studies
Other Test/Performance Data:					
Other Relevant Information:					
Specific Recommendations:					

Attach a copy to the *Parent Notification and Consent* if not present for the meeting.

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ESL Annual Monitoring of Student Progress Summary Form School Year

School:

District:

ESL Teacher/s:

Student Name	Student ID Number	Grade	Current ESL Level	Language Proficiency Assessment						System-wide Assessment Scores		ESL Level SY XX-XX	Comments
				Date	R	W	O	C	Des/LPI	Lang	Read		

Department of Defense Education Activity

ESL Annual Monitoring of Student Progress Summary Form Guidelines

The ESL Annual Monitoring of Student Progress Summary Form is a WORD document table. Use this form to collect testing data of the ESL students. A copy of this summary is given to the building administrator.

1. Student Name: Last Name, First Name, Middle Initial.
2. Student Identification Number
3. Grade: The grade the student is currently in this school year.
4. ESL Level: _____ (The identified level of the student at the time of the assessment.)
5. English Language Proficiency Scores: For students in grades Pre-K to one, leave the reading and writing columns blank.
6. System-wide Assessment Scores: Provide the Language and Reading scores from the most recent test date. Use N/A for those students below grade 3. If the student received accommodations, please put an A next to the score. If the student took part in the Alternate Assessment, please put ALT.
7. ESL Level SY XX-XX: This is the recommended placement based on the annual assessment of progress. The ESL Level is a combination of a student's language proficiency scores and professional judgment. Professional judgment is based on the student's performance both in the ESL classroom and the general education classrooms. **Please note: Proficiency levels and placement cannot be based on one piece of information—a language proficiency test. Multiple sources of information must be used to make decisions about the type and level of ESL services. Possible sources include: proficiency test scores, informal proficiency observations, content knowledge and skills, records of previous schooling, data from parents, and observations.*
8. Comments: Information from observations and/or comments about particular students, additional reasons for placement, etc.

DoDEA

Appendix C

System-wide Assessment
Information & Resources

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SYSTEM-WIDE ASSESSMENT QUESTIONS AND ANSWERS

1. What is an accommodation?

An accommodation for an ELL student is a change in the test administration or testing environment. Its use is to help “level the playing field” for students who received it, by neutralizing the effect of language proficiency on the opportunity for students to demonstrate their academic achievement. Accommodations should provide students with the opportunity to demonstrate what they know, in a similar way that students who do not need an accommodation.

2. Is out-of-level testing allowed on system-wide assessments?

Out-of-level testing is not authorized in DODEA. That is, a student in one grade level will not be allowed to substitute a lower grade-level test for his/her actual grade level test.

3. What factors need to be considered when determining if an ELL should participate in an alternative assessment or the system-wide assessment with accommodations?

The ESL Student Team (ESL and general education teachers and others, as appropriate) should consider the following factors:

- The student’s level of proficiency in English.
- The student’s literacy in his/her home (native/first) language.
- Language of instruction.
- Prior academic background and experience with system-wide assessments.
- Extent of schooling in the student’s home country.
- Accommodations that are used in the classroom, as part of instruction.
- Culture and cultural experiences.
- Content and nature of the assessment.
- Characteristics of the student.
- Parent wishes.

4. Who is eligible for testing accommodations?

An ELL is eligible for testing accommodations when his/her home language is not English and he/she is not yet proficient/fluent in listening, speaking, reading and writing the English language (Proficiency levels 1, 2, and 3), as assessed through:

- Home Language Questionnaire and informal assessments;
AND
- Standardized English language proficiency assessment;
AND
- Student academic performance scores at or below the 50th percentile rank in Reading, Language Arts, Math, Science or Social Studies on a system-wide assessment.

5. What is the appropriate procedure for determining accommodations for English Language Learners (ELLs)?

The ESL Student Team meets to consider the appropriateness of using one or more test accommodations for an individual ELL.

6. Who should participate on the student specific ESL Student Team to determine accommodations or participation in the ESL Alternate Assessment?

Personnel designated to serve on the student's ESL team should include: the student's ESL teacher and the student's general classroom teacher(s). Other pertinent educators that may be included are a counselor for secondary students, parent, and student when appropriate.

7. What procedure(s) must be followed for documentation of accommodations?

For each year that the ELL receives accommodation(s) or participates in the ESL Alternate Assessment, documentation of the ESL Student Team's decision must be placed in the student's ELL Cumulative Profile Form and documented in the student information system.

8. If an ELL is eligible to receive an accommodation on one system-wide assessment, can he/she also receive this accommodation on the other system-wide assessments?

Yes, for that year. A student's accommodation(s) must be reviewed annually.

9. Is translation of test items/questions allowed?

Translations of any items or questions of the system-wide assessments are NOT allowed.

10. When may students use bilingual dictionaries?

Students may use bilingual dictionaries to understand either the test directions or test items, EXCEPT on the Reading passages of the Reading or Language Arts subtests. When students are using a bilingual dictionary, it is also appropriate to allow them to have more time.

11. Must the student be familiar with the accommodation(s) selected before he/she receives that accommodation on a standardized test?

Yes, the test situation should not be the first time a child uses an accommodation; both test administrator and student should already know "how it works" from previous classroom experiences.

12. If a student is Fully English Proficient (FEP) with academic needs, is he/she eligible to use accommodations?

No, the FEP is not eligible for accommodations on system-wide assessments. Accommodations are for Level 1 through Level 3 ELLs.

13. If an ELL uses accommodations such as books on tape and modified reading materials during classroom instruction, may the system-wide assessment be read to the student?

Yes, except for the Reading portion of the assessment. Specific accommodations are available on the system-wide assessments for an ELL to provide greater access to the testing situation. Since accommodations do not change the instructional level, content or the performance criteria of the assessment, only certain accommodations are allowed. Reading items within the system-wide assessment is an allowable accommodation for certain content areas only.

Allowable accommodations include reading aloud the directions, word problems, designated writing, math, social studies, science questions and glossary terms with their definitions on the Mathematics, Social Studies, Science and specified sections of the Writing. The student's knowledge of mathematical computation and/or scientific reasoning and expressive language (not reading) is being assessed. It is important to note that when the mathematics and science assessments are being read to a student, response options on the multiple choice questions may not always be read aloud since the assessments measure a student's understanding of number and symbol values. Guidance is provided in the [TerraNova, The Second Edition, Multiple Assessments, Assessment Coordinator's Manual 2006](http://www2.ctb.com/stateprograms/dodea/) .
(<http://www2.ctb.com/stateprograms/dodea/>)

The Reading section, however, measures a student's ability to decode and construct meaning from words, sentences, and paragraphs. Reading the passages, responses and certain writing prompts changes or modifies what the student is expected to know and demonstrate. Therefore reading the Reading sections to students invalidates the test.

If the Writing, Mathematics or Science component is read to a student, staff will need to carefully review all administration and accommodations procedures to ensure a valid assessment. These procedures should include review and practice of how to read the test to the student so that unintended leading does not occur.

14. Are there guidelines or procedures that should be followed when a student needs a scribe?

It is important to remember that handwriting or penmanship is not scored on the system-wide assessments, and should not be a factor when determining the need for a scribe. In fact, research has shown that students may actually score better when answers are presented in his/her own handwriting. However, when the ESL Student Team decides a student requires a scribe to complete the assessments both the general educator and English as a Second Language teacher, when indicated, should meet together to determine the most appropriate and qualified staff member to serve that function. Test security should be of utmost concern when scribing for a

student. Personnel must scribe exact student responses, including grammatical errors and incorrect responses.

15. Can an ELL use assistive technology, such as an Alpha Smart or a computer and word predictor program, to respond to the assessment items? Can the scribe write the student's responses in the test booklet?

If the student uses assistive technology accommodations as a part of general classroom instruction and assessment for at least three months prior to the system-wide assessment, then these devices may be used when taking any content area assessment. Note, however, if a scribe is used, the response from the student must be scribed into the test booklet exactly as the student created it.

**Questions To Help Determine Appropriate Accommodations
For English Language Learners**

Student ID #:	Name of Student:	Date:
Questions		General Considerations and Comments
What are the requirements of the test?		
What is the student's oral, reading, listening, and writing language proficiency in English?		
How long has the student attended English language schools?		
How long has the student been receiving English as a Second Language services?		
How are the student's English language limitations likely to interfere with performance of the task?		
What accommodations are currently being used during instruction to help him/her acquire the knowledge and skills?		
What accommodations would assist this student to best demonstrate his/her skills and knowledge in the area covered by the test?		
What types 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?	YES NO
Can the student complete the task with assistance or with one or more of the allowed accommodations?	YES NO
Can the student complete the task if provided a separate location with minimal distractions?	YES NO
Linguistic Support Timing/Scheduling	
Can the student work continuously for 20-30 minute periods? If not, how long can the student work continuously?	YES NO

Can the student complete the task if provided periodic breaks or other timing considerations?	YES NO
Linguistic Accommodations Presentation	
Can the student listen to and follow oral directions given by an adult?	YES NO
Can the student read and comprehend written material?	YES NO
Can the student comprehend written directions if the directions are repeated, paraphrased, or simplified?	YES NO
Linguistic Accommodations Response	
Can the student use a pencil to fill in the bubbles for the answers in the test book?	YES NO
Can the student use paper and pencil to write short-answer or paragraph-length responses to open-ended questions?	YES NO
Can the student respond to open-ended questions by dictating answers to a scribe who records verbatim the oral response?	YES NO
Linguistic Accommodations Socio-cultural	
Can the student complete the task if provided a familiar location?	YES NO
Can the student complete the task if a familiar person administers the test?	YES NO
Can the student complete the task if provided special test preparation?	YES NO

DoDEA

Appendix D

Special Education

Frequently Asked Questions

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ESL Students and SPED Frequently Asked Questions

1. Can an ELL be referred for Special Education services?

Enrollment in the ESL program should not preclude referral to the CSC. If the CSC believes there is documentation supporting the existence of a disability, the CSC should accept the referral and develop an appropriate assessment plan.

2. What happens before the ESL/SPED referral is reviewed and accepted by the CSC?

Whether the learning behaviors observed in the student are related to second language acquisition or a disability is the initial and critical question addressed by the team conducting the pre-referral prior to submitting a referral to the CSC.

A problem solving team or other group of individuals who have been designated to serve in a similar capacity gathers and reviews information, suggests interventions and makes recommendations about the nature of the concerns. If the team determines that the learning behavior is not reflective of second language acquisition behaviors then a referral is forwarded to the CSC.

The data collected during the pre-referral process provides critical data to the CSC eligibility process.

3. What kind of information is included in the pre-referral/referral packet?

The information provided by the ESL teacher includes: 1) biographical information about the student, 2) a history of the student's progress through the ESL program, 3) the results of assessment of language dominance, and 4) a description of the student's use of and contact with languages. Any informal or formal pre/post assessment or progress data can be used to support documentation of these factors. This information serves the following purposes: 1) describes the student's progress in English, 2) determines the student's dominant language, and 3) documents the student's typical language of communication, even if it is nonverbal.

The specific information relevant to the CSC eligibility process includes:

Educational Background:

- a. Educational opportunities in the primary language.
- b. Years of attendance in English speaking schools.
- c. Experience in ESL classes, or other supplemental language programs.
- d. Degree of progress in supplemental programs.
- e. Curricular assessments that indicate academic difficulties and successes, noting the language of instruction.

Primary/Native/First Language Development:

- a. Attainment of linguistic developmental milestones.
- b. Age at which student presented evidence of language problems, if any.
- c. Parental concerns, especially developmental differences among siblings.
- d. Influence of second language on primary language development.
- e. Current level of primary language development.
- f. Degree and quality of parental language usage in the home, community, and other social situations.
- g. Degree and quality of student's language usage in the home, community, and other social situations.

English Language Development:

- a. Age and amount of exposure to English, especially academic English.
- b. Current level of English language development.
- c. Degree and quality of parental English language usage in the home, community, and other social situations.
- d. Degree and quality of student's English language usage in the home, community, and other social situations.

Language Proficiency/Dominance

Language dominance is the language in which a student is most proficient and, usually, most comfortable. Language dominance can change according to environment, i.e., a student's dominant language may be English in an academic environment where only English is spoken, but another language in the home or social environment where that language is the norm. Examples of ways to determine a student's dominant language:

- a. Examine previous or current language proficiency test information.
- b. Gather information about the student's use of language in different settings (home, community and school).
- c. Record conversational samples from different settings (SOLOM).
- d. Interview parents and students regarding language usage and preferences.
- e. Have the student retell a story- Both in English and home language.

Data regarding educational history should be closely examined to determine if the student has had sufficient instruction in and exposure to English to rule out "lack of opportunity to learn" and "cultural differences." Documentation of language development and usage in both languages should be collected to help differentiate between whether there is reason to suspect a language development problem (i.e., an impairment based on difficulties acquiring the first language) and limited English proficiency. Documentation of language development and usage in both languages also helps determine the student's dominant language.

4. What happens after the referral is reviewed and accepted by the CSC?

The CSC must investigate and establish whether the learning behaviors in question result from problems associated with acquiring a second language and/or disability. Evidence that a child developed appropriately and/or performed appropriately in a language other than English prior to enrolling and experiencing difficulties in an English speaking school is conclusive evidence neither that the child's problems are language based nor that the child has a disability. If sufficient evidence supports the acceptance of the referral by the CSC, then the CSC must establish an assessment plan to investigate and address the suspecting handicapping concerns in a manner that is not based upon a child's limited English language proficiency and that is free from cultural bias.

DoDI 1342.12 requires that assessment and evaluation procedures be non-discriminatory. Therefore, educational decisions for culturally and linguistically diverse students cannot be based on formal assessment data alone. The development of additional diagnostic information through such informal assessment techniques, such as observations, interviews, performance-based assessment, and diagnostic teaching is essential as part of the non-discriminatory assessment process. Regardless of the type of assessment, variables such as response patterns, comprehension of directions, learning preferences, trail/error learning patterns, rate of responses, perseverance to task, and diagnostic observations should be included in each assessor's report.

The effective use of informal measures, diagnostic tools, and professional judgment requires a complete review of all documented information. A thorough document review and assessment of all information gathered on a student with a bilingual background must be analyzed carefully in order to distinguish the effect of language or culture from an underlying disability. These factors must be carefully documented in the preparation of an eligibility report that supports the eligibility determination.

5. Once an ELL has been placed in a special education program, whose responsibility is it to monitor his/her progress?

In addition to the general education teacher(s), the ESL teacher and the special education teacher are jointly responsible for monitoring the ELL's progress toward the individual educational goals.

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Appendix E

ESL Alternate Assessment

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Specific information on the ESL alternate assessment will be included after review of student performance and feedback from pilot locations that implemented current assessment process: Language Proficiency Assessment and Math section of the Terra Nova.

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Appendix F

Course Descriptions

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DoDEA's English as a Second Language Courses Descriptions

Course Title: English as a Second Language 1 hr	Grade Level: 7-8
Code: LAA 101	Course Length: 36 Weeks

Major Concepts/Content: English as a Second Language Communication course is designed to develop and increase English language proficiency and academic skills for students whose primary language is not English. All areas of communication skills, i.e. listening, speaking, reading, writing, and comprehension are developed and strengthened through the integrated learning of language and academic content. Socio-cultural knowledge is emphasized throughout the learning process. The content of ESL Communication includes the development of both social and academic listening and speaking skills through dialogues, conversations, chants, role-playing, and oral reporting; the development of reading strategies, in both fiction and nonfiction, through previewing, determining main idea and details, inferring, analyzing, and evaluating written material; and the development of writing, both factual and creative, at all stages of the writing process including prewriting, drafting, responding to peer writing, revising, editing, and publishing. Vocabulary and syntax are presented and developed in context and in authentic situations using the language of the general education content classes. The development of critical thinking and study skills, and socio-cultural knowledge is emphasized throughout the learning process.

Major Instructional Activities: Instructional activities are provided in individual, small group, and whole class settings. To develop listening skills, student activities include, but are not limited to, listening to material for information and response, following oral directions, and participating in conversations and discussions. To develop speaking skills, student activities include responding to information, participating in conversations and discussions, oral reading, oral reporting, and pronunciation practice. Reading activities in both fiction and nonfiction include previewing, reading, evaluating and recommending articles, stories, plays, essays, and poetry. Writing activities include sentence, paragraph, letter, and essay writing, and creative writing of stories, plays, and poetry. Instructional activities to support the student in mastering the general content standards will include, but not limited to, pre-teaching the language or vocabulary, activating prior knowledge, and building background knowledge of the content class material.

Major Evaluation Techniques: Students will be evaluated on skills growth in comprehending and creating spoken and written English for academic purposes, and in the application of learning strategies to acquire both academic language and content. Assessment can be formal and informal. Formal assessment measures can include language proficiency tests, achievement measures in the content areas, and unit tests. Informal, or alternative assessments, can include teacher observations, holistic ratings of student writing, student journals, or self-ratings. Portfolio assessment is also recommended to monitor student growth.

Essential Objectives: Relative to language level, students should be able to:

- Understand and follow oral and written directions and instructions.
- Comprehend, respond to, and evaluate written information.
- Write both factually and creatively in English for both social and academic purposes.

- Demonstrate verbal skills necessary to function effectively in English in real life and academic settings.
- Speak with accurate English pronunciation.
- Use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- Use a variety of appropriate learning strategies to construct and apply academic knowledge.
- Recognize and understand differences between their own culture and that of the US school system.

Course Title: English as a Second Language 2 hr Building Language	Grade Level: 7-8
Code: LAA 102	Course Length: 36 Weeks

Major Concepts/Content: English as a Second Language Building Communication is designed to prepare level one and level 2 English language learners (ELL) for success in academic subject areas. Academic language development, high-priority content, and direct instruction in learning strategies are integrated into lessons that encourage student analysis and critical thinking. The content includes topics such as an introduction to the American school system and school activities, community life, and major concepts and academic language associated with math, science, social studies, and literature. Cultural differences in such areas as school systems, methods of instruction, and testing systems are explored. Students are provided experiences that engage their higher level thinking skills as they use English for authentic purposes. The course prepares the student to participate fully in the regular school program.

Major Instructional Activities: Student activities include, but are not limited to, individual, small group, or whole class development of academic language skills needed to comprehend the core curriculum standards and direct instruction and practice in using learning strategies to acquire both academic language and content. Academic language would be learned in association with curriculum content, rather than in isolation. Content topics provide students with opportunities to think and reflect on relationships between their own cultural background and American secondary school curricula. Student activities will also include the development of learning strategies so that students become independent and self-directed learners and gain a variety of techniques to assist them in mastering academic content and language. Learning strategies include, but are not limited to, using prior knowledge, using selective attention in listening and reading, taking notes, making inferences, predicting, using resources, working cooperatively with peers, developing and using graphic organizers.

Major Evaluative Techniques: Students will be evaluated on skills growth in comprehending and creating spoken and written English for academic purposes, and in the application of learning strategies to acquire both academic language and content. Assessment can be formal and informal. Formal assessment measures can include language proficiency tests, achievement measures in the content areas, and unit tests. Informal, or alternative assessments, can include teacher observations, holistic ratings of student writing, student journals, or self-ratings. Portfolio assessment is also recommended to monitor student growth.

Essential Objectives: Upon completion of ESL Building Communication, the ELL should be able to:

- Use English to interact in the classroom
- Use English to obtain, process, construct, and provide subject matter information in spoken and written form
- Use a variety of appropriate learning strategies to construct and apply academic knowledge
- Recognize and understand differences between their own culture and that of the US school system

Course Title: English as a Second Language 2 hr Building Communication 5 - 6	Grade Level: 5 - 6
Code: LAAE02	Course Length: 36 Weeks

Major Concepts/Content: English as a Second Language Building Communication is designed to prepare level one and level 2 English language learners (ELL) for success in academic subject areas. Academic language development, high-priority content, and direct instruction in learning strategies are integrated into lessons that encourage student analysis and critical thinking. The content includes topics such as an introduction to the American school system and school activities, community life, and major concepts and academic language associated with math, science, social studies, and literature. Cultural differences in such areas as school systems, methods of instruction, and testing systems are explored. Students are provided experiences that engage their higher level thinking skills as they use English for authentic purposes. The course prepares the student to participate fully in the regular school program.

Major Instructional Activities: Student activities include, but are not limited to, individual, small group, or whole class development of academic language skills needed to comprehend the core curriculum standards and direct instruction and practice in using learning strategies to acquire both academic language and content. Academic language would be learned in association with curriculum content, rather than in isolation. Content topics provide students with opportunities to think and reflect on relationships between their own cultural background and American secondary school curricula. Student activities also include the development of learning strategies so that students become independent and self-directed learners and gain a variety of techniques to assist them in mastering academic content and language. Learning strategies include, but are not limited to, using prior knowledge, using selective attention in listening and reading, taking notes, making inferences, predicting, using resources, working cooperatively with peers, developing and using graphic organizers.

Major Evaluative Techniques: Students will be evaluated on skills growth in comprehending and creating spoken and written English for academic purposes, and in the application of learning strategies to acquire both academic language and content. Assessment can be both formal and informal. Formal assessment measures can include language proficiency tests, achievement measures in the content areas, and unit tests. Informal, or alternative assessments, can include teacher observations, holistic ratings of student writing, student journals, or self-ratings. Portfolio assessment is also recommended to monitor student growth.

Essential Objectives: Upon completion of ESL Building Communication, the ELL should be able to:

- Use English to interact in the classroom
- Use English to obtain, process, construct, and provide subject matter information in spoken and written form
- Use a variety of appropriate learning strategies to construct and apply academic knowledge
- Recognize and understand differences between their own culture and that of the US school system

Course Title: ESL- Beginning Communication	1 hr	Grade level: 9-12
Course Code: LAA 301		Course Length: 36 Weeks
Course Title: ESL- Beginning Communication	2 hr	Grade Level: 9-12
Course Code: LAA303		Course Length: 36 Weeks
Course Title: ESL- Beginning Communication	3 hr	Grade Level: 9-12
Course Code: LAA 304		Course Length: 36 Weeks

Major Concepts/Content: The English as a Second Language Beginning Communication course is designed to develop and increase English language proficiency and academic skills for students whose primary language is not English and who are at a level 1 English proficiency. This course actively involves students in developing the skills of understanding, listening, speaking, viewing, reading, and writing to support the student's mastery of DoDEA's general education content standards. Emphasis is placed on the acquisition of Basic Interpersonal Communication Skills (BICS) related to meeting everyday needs and participating in the American school culture, and on the cognitive academic language needed for success in the general education classroom. The content includes the development of both social and academic listening and speaking skills through dialogues, conversations, chants, role-playing, and oral reporting. The content also includes the development of reading strategies, in both fiction and nonfiction, previewing, determining main idea and details, inferring, analyzing, and evaluating written material; and the development of writing, both factual and creative, at all stages of the writing process including prewriting, drafting, responding to peer writing, revising, editing, and publishing. Vocabulary and syntax are presented and developed in context and in authentic situations using the language of the general education content classes. The development of critical thinking and study skills, and socio-cultural knowledge is emphasized throughout the learning process.

Major Instructional Activities: Instructional activities will be provided in individual, small group, and whole class settings. Student activities will include, but will not be limited to, improving speaking and listening skills through listening to material for information and response, following oral directions, participating in conversations and discussions, responding to information, oral reading and reporting, pronunciation practice, and language games. Activities to develop and improve comprehension of written English, both fiction and nonfiction, will include, but will not be limited to, previewing reading selections; decoding vocabulary from context; and shared/paired reading. Writing activities include sentence, paragraph, and letter writing; note-taking; and creative writing of dialogues, stories, plays, and poetry. Instructional activities to support the student in mastering the general content standards include, but not limited to, pre-teaching the language or vocabulary, activating prior knowledge, and building background knowledge of the content class material.

Major Evaluation Techniques: Students will be evaluated on skill growth in the comprehending and creating of written and spoken English. Evaluation instruments include both summative and formative assessments such as: interdisciplinary activities, projects, diagnostic testing, content-based tests, and both teacher- and textbook-created assessments.

Essential Objectives: Upon completion of the English as a Second Language Beginning Communication course, students should be able to:

- Demonstrate confidence in social interactions.
- Use English in socially and culturally appropriate ways.
- Participate in conversations and discussions for both social and academic purposes.
- Speak with comprehensible English pronunciation.
- Understand and follow oral and written directions.
- Use learning strategies to extend communicative competence.
- Comprehend written material, and respond to and evaluate it orally and in writing.
- Create a variety of print and non-print documents to communicate information and/or stories.
- Write accurate English sentences and paragraphs.
- Actively participate in the general education content classroom.

Course Title: Entrance Into English	Grade Level: 9-12
Code: LAA 302	Course Length: 36 Weeks

Major Concepts/Content: The Entrance into English course is designed to prepare students for the different activities that they are expected to perform in English classes (classroom survival skills), to identify the basic terms that students should know prior to entering the mainstreamed English class, to identify in a check list the specific experiences and developed skills that ESL students should have prior to entering the mainstreamed English class, and to provide the receiving English teachers with a clear profile of the developed skills and experiences of ESL students who are entering the English class. The specific course content develops listening skills through the use of dictation, tapes of stories in the text, lectures and class discussion; speaking skills through the use of group discussion, preparation and delivery of a self-introductory speech, and oral reading; reading skills through the use of context clues, the study of vocabulary reading tapes, book reports, books in the media center/library, and the dictionary; and writing skills through the composing of correct sentences, friendly letters and journals. Other content areas are study skills, including how to take a short answer test, study for a test, use the glossary in a textbook, record an assignment presented orally or on the board, look up a word in the dictionary, and use the SQ3R study approach; grammar/editing skills, including the study of simple sentences (subject and verb) parts of speech [noun, pronoun, adjective, verb, adverb, conjunction] in sentences, spelling, punctuation, and capitalization; and literature, including the study of short stories, character, plot, setting, poems, dramas, and novels.

Major Instructional Activities: Although the content check list indicates techniques to use in the areas of speaking, listening, reading and writing, the specific techniques will be determined by the nature of the individual class and the needs of individual ESL students in the class.

Major Evaluative Techniques: Students will be evaluated on their progress in mastering or completing the following tasks: looking up an assigned word in the dictionary, looking up the correct spelling of frequently-used words in the dictionary when confronted with misspellings, preparing and presenting a short self-introductory speech before class, presenting such a speech when called on in the regular classroom, locating a book in the media center or library when given the title and author, writing a correct simple sentence, identifying the subject of a simple sentence, identifying the simple subject as being either a noun or pronoun, identifying the verb in a simple sentence, using the correct end punctuation in a simple sentence, capitalizing the opening word in a sentence, capitalizing proper nouns used in a sentence, writing down a class assignment presented orally by the teacher, taking an active part in class discussion on topics such as adapting to American schools and lifestyles, knowing how to mark the different types of short answer questions used in an objective test, using context clues to help determine the meaning of a word in a sentence, being able to orally request permission to leave the class to use the rest room or to see another member of the school staff, reading at approximately third-grade level or above, reading and preparing a book report, using a taped reading of a story to help him/her follow and understand the written text, working with other students to improve and rewrite something she/he has written, revising his/her writing by adding or changing adverbs or adjectives, revising his/her writing by using a conjunction to combine two simple sentences, keeping a class journal in which she/he has written daily for more than two weeks, and writing a friendly letter.

Essential Objectives: Upon completion of the Entrance into English course, students should be able to function effectively in the regular secondary English classroom.

Course Title: ESL- Developing Communication	1 hr	Grade level: 9-12
Course Code: LAA 401		Course Length: 36 Weeks
Course Title: ESL- Developing Communication	2 hr	Grade Level: 9-12
Course Code: LAA 402		Course Length: 36 Weeks

Major Concepts/Content: The English as a Second Language course Developing Communication is designed to increase English language proficiency and to enhance academic skills for students whose primary language is not English and who are at a level 2 English proficiency. All areas of communication skills, i.e. listening, speaking, viewing, reading and writing, are strengthened through the integrated learning of language and academic content. The content includes, but is not limited to, development of both social and academic listening and speaking skills through dialogues, conversations, chants, role-playing, and oral reporting; the development of reading strategies, in both fiction and nonfiction, through previewing, determining main idea and details, inferring, analyzing, and evaluating written material; and the development of writing, both factual and creative, at all stages of the writing process including prewriting, drafting, responding to peer writing, revising, editing, and publishing. Vocabulary, syntax, and verbal skills necessary for the world of work and/or for mastering content curriculum standards are presented and developed in context and in authentic situations.

Major Instructional Activities: Instructional activities will be provided in individual, small group and whole class settings. Student activities will include, but will not be limited to, improving speaking and listening skills through listening to material for information and response, following oral directions, participating in conversations and discussions, responding to information, oral reading and reporting, pronunciation practice, language games and Reader's Theater. Activities to develop and improve comprehension of written English, both fiction and nonfiction, will include, but will not be limited to, previewing reading selections, decoding vocabulary from context, determining main idea and details, restating or summarizing materials, using reference materials, and recognizing plot elements. Writing activities include sentence, paragraph, essay, and letter writing, note-taking, and creative writing of dialogues, stories, plays, and poetry. Instructional activities to support the student in mastering the general content standards will include, but not limited to, pre-teaching the language or vocabulary, activating prior knowledge, and building background knowledge of the content class material.

Major Evaluation Techniques: Students will be evaluated on skill growth in the comprehending and creating of written and spoken English. Evaluation instruments include both summative and formative assessments such as: interdisciplinary activities, projects, diagnostic testing, content-based tests, and both teacher- and textbook-created assessments.

Essential Objectives: Upon completion of the English as a Second Language course, Developing Communication, students should be able to:

- Demonstrate confidence in social interactions.
- Use English in socially and culturally appropriate ways.
- Demonstrate oral skills necessary to communicate effectively in social and academic environments.

- Understand and verbalize concrete and abstract experiences.
- Speak with comprehensible English pronunciation.
- Generate and organize ideas using a variety of planning strategies, such as graphic organizers.
- Apply learning strategies to improve comprehension and fluency.
- Comprehend written material, and respond to and evaluate it orally and in writing.
- Write accurate English sentences and paragraphs in a variety of forms.
- Write both factually and creatively in English for both social and academic purposes.
- Actively participate in the general education content classroom.

Course Title: ESL- Expanding Communication 1 hr	Grade Level: 9-12
Course Code: LAA 501	Course Length: 36 Weeks

Major Concepts/Content: The English as a Second Language course Expanding Communication is designed to increase English language proficiency and to enhance academic skills for students whose primary language is not English and who are at a level 3 English proficiency. All areas of communication skills, i.e. listening, speaking, viewing, reading and writing, are strengthened through the integrated learning of language and academic content. The content includes, but is not limited to, the development of both social and academic listening and speaking skills through dialogues, conversations, lectures, chants, role-playing, oral reporting, and practicing the English sound system; the development of reading strategies, in both fiction and nonfiction, through previewing, determining main idea and details, inferring, analyzing, synthesizing, and evaluating written material; and the development of writing, both factual and creative, at all stages of the writing process including brainstorming, prewriting, drafting, responding to peer writing, revising, editing, and publishing. Vocabulary, syntax, and verbal skills necessary for the world of work and/or for mastering content curriculum standards are presented and developed in context and in authentic situations.

Major Instructional Activities: Instructional activities will be provided in individual, small group and whole class settings. Student activities will include, but will not be limited to, improving speaking and listening skills through listening to material for information; note-taking; following oral directions; participating in conversations and discussions; responding to information; oral reading and reporting; presentations; pronunciation practice; language games; and Reader's Theater. Activities to improve comprehension of written English, both fiction and nonfiction, will include, but not be limited to, previewing reading selections, decoding vocabulary from context, determining main idea and details, restating or summarizing materials, using reference materials, and recognizing plot elements, tone, voice and genre. Writing activities include sentence, paragraph, and essay writing in a variety of forms such as, letter writing, research and report writing, note-taking, use of graphic organizers; and creative writing of dialogues, stories, plays, and poetry. Instructional activities to support the student in mastering the general content standards will include, but not limited to, pre-teaching the language or vocabulary, activating prior knowledge, and building background knowledge of the content class material.

Major Evaluation Techniques: Students will be evaluated on skill growth in the comprehending and creating of written and spoken English. Evaluation instruments include both summative and formative assessments, such as: interdisciplinary activities, projects, diagnostic testing, content-based tests, and both teacher and textbook assessments.

Essential Objectives: Upon completion of the English as a Second Language course, Expanding Communication, students should be able to:

- Demonstrate confidence and oral skills necessary to communicate effectively in social and academic environments.
- Use English in socially and culturally appropriate ways.
- Speak with accurate/comprehensible English pronunciation.

- Generate and organize ideas using a variety of planning strategies, such as graphic organizers.
- Comprehend most grade-level written and oral English.
- Apply learning strategies to improve comprehension and fluency.
- Comprehend written material, and respond to and evaluate it orally and in writing.
- Communicate information and ideas in a variety of written forms to accomplish different purposes.
- Use an increasingly comprehensive vocabulary in conversation and discussion.
- Actively participate in the general education content classroom.

Course Title: ESL- Bridging Communication 1 hr	Grade Level: 9-12
Course Code: LAA 601	Course Length: 36 Weeks

Major Concepts/Content: The English as a Second Language course Bridging Communication is designed for the advanced English language learner who is at a level 4 English language proficiency level. This course focuses on expanding the student’s range of vocabulary, refining grammatical structures, sharpening writing skills, and developing critical reading and thinking skills. All areas of communication skills are strengthened through the integrated learning of language and academic content. The content includes, but is not limited to, the development of academic listening and speaking skills through dialogues, conversations, lectures, presentations, and oral reporting; the development of reading strategies, in both fiction and nonfiction, through previewing, inferring, analyzing, synthesizing, and evaluating written material; and the development of writing, both factual and creative, at all stages of the writing process including brainstorming, outlining, prewriting, responding to peer writing, revising, editing, and publishing. Vocabulary, syntax, and verbal skills necessary for the world of work and/or for mastering content curriculum standards are presented and developed in context and in authentic situations.

Major Instructional Activities: Instructional activities will be provided in individual, small group, and whole class settings. Student activities will include, but will not be limited to, improving speaking and listening skills through listening to material for information, note-taking, following oral directions, participating in conversations and discussions, responding to information, oral reporting and presentations, pronunciation practice, and Reader’s Theater. Activities to improve comprehension of written English, both fiction and nonfiction, will include, but will not be limited to, previewing reading selections, decoding vocabulary from context, restating or summarizing materials, using reference materials, and recognizing plot elements, tone, voice and genre. Writing activities include sentence, paragraph, and essay writing in a variety of forms, letter writing, research and report writing, note-taking, use of graphic organizers, and creative writing of dialogues, stories, plays, and poetry. Instructional activities to support the student in mastering the general content standards will include, but not limited to, pre-teaching the language or vocabulary, activating prior knowledge, and building background knowledge of the content class material.

Major Evaluation Techniques: Students will be evaluated on skill growth in the comprehending and creating of written and spoken English. Evaluation instruments include both summative and formative assessments, such as: interdisciplinary activities, projects, diagnostic testing, content-based tests, and both teacher and textbook assessments.

Essential Objectives: Upon completion of the English as a Second Language course, Bridging Communication, students should be able to:

- Demonstrate confidence and oral skills necessary to communicate effectively in an English academic environment.
- Communicate verbally and nonverbally in socially and culturally appropriate ways.
- Use an increasingly comprehensive vocabulary in conversation and discussion.
- Speak with accurate/comprehensible English pronunciation.
- Generate and organize ideas using a variety of planning strategies, such as graphic organizers.

- Comprehend most grade-level written and oral English.
- Apply learning strategies to improve comprehension and fluency.
- Identify and understand how literary elements and techniques are used to convey meaning.
- Engage in perceptive reading and critical analysis of literature.
- Communicate information and ideas in a variety of written forms to accomplish different purposes.

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Appendix G

Glossary

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Glossary

Academic language: Language used in the learning of academic subject matter in formal schooling context; aspects of language strongly associated with literacy and academic achievement, including specific academic terms of technical language and speech registers related to each field of study.

Academic language proficiency: Refers to an individual's knowledge of technical vocabulary, jargon, and concepts of a particular discipline and to skills in comprehending, speaking, reading, and writing such language.

Accommodation: An alteration in the environment or equipment. Accommodations are changes in assessment administration and response format, (e.g., setting, timing/scheduling, presentation, or response) that are not intended to alter in any significant way what the test measures but may influence the interpretation of assessment results. Accommodations do not change the curriculum so the same grading scale can be used.

Activity: task(s) that a student might perform to demonstrate proficiency towards or mastery of a standard.

Adapted: modified; usually refers to authentic materials that have been simplified for lower-level students.

Alternate Assessment: an evaluative or diagnostic procedure or process that varies from the usual, customary, or standardized way a measurement is derived, either by some special accommodation made to the assessment or by alternative methods designed to measure the same variable(s)

Basic Interpersonal Communication Skills (BICS): language used in face-to-face communication; needed for social interaction; sometimes called playground language, everyday language, social language, or surface fluency. It is the language of everyday communication contexts. BICS is more easily and quickly acquired than CALP, but it is not sufficient to meet the cognitive and linguistic demands of an academic classroom.

Bilingual instruction: provision of instruction in school settings through the medium of two languages, usually a native and a second language; the proportion of the instructional day delivered in each language varies by the type of the bilingual education program in which instruction is offered and the goals of the program.

Cognitive Academic Language Proficiency (CALP): language needed to learn new information, think in more abstract ways, and carry out more "cognitively" demanding communicative tasks required by the core curriculum; referred to as school language, academic language, or the language of academic decontextualized situations. This dimension of language is transferable across languages.

Competencies: survival skills; the minimum amount of language necessary to get by in society.

Components: skill(s) required to demonstrate mastery of the standard. Mastery of a component suggests mastery of the selected standard.

Content area: academic subject areas, e.g. math, science, or social studies.

Content-based ESL: a model of language education that integrates language and content instruction in the second language classroom; a second language learning approach where second language teachers use instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing second language, content, cognitive and study skills.

Content standards: statements that define what one is expected to know and be able to do in a content area; the knowledge, skills, processes, and other understandings that schools should teach in order for students to attain high levels of competency in challenging subject matter; the subject-specific knowledge, processes, and skills that schools are expected to teach and students are expected to learn.

Cooperative/collaborative group: a grouping arrangement in which positive interdependence and shared responsibility for task completion are established among group members; this type of organizational structure encourages heterogeneous grouping, shared leadership, and social skills development.

Co-teaching: an instructional practice in which two or more educators share instructional responsibility for a single group of students mostly in a single classroom for specific content/objectives.

Criterion-referenced tests: tests that compare student performance to a standard that has been established for a particular set of test questions or statements.

Culture: the sum total of the ways of life of a people; includes norms, learned behavior patterns, attitudes, and artifacts; also involves traditions, habits or customs; how people behave, feel, and interact; the means by which they order and interpret the world; ways of perceiving, relating and interpreting events based on established social norms; a system of standards for perceiving, believing, evaluating, and acting.

Delivery models: means of providing instruction to students; models for ESL instruction include pull-out, scheduled classes, integrated, and instructional support.

Dialect: a regional or social variety of language distinguished by features of vocabulary, grammar, pronunciation, and discourse that differ from other varieties.

DoDEA Home Language Questionnaire: DoDEA survey to be filled out by parent/guardian at time of registration; used to determine if language other than English is spoken and/or understood; based on the results of this survey, the student may be screened for ESL services.

Dominant language: language in which a student is most proficient and, usually, most comfortable; dominance can change according to environment, i.e., a student's dominant language may be English in an academic environment where only English is spoken, but another language in the home or social environment where that language is the norm.

Dynamic Assessment: refers to several different approaches to evaluating student learning. One chief characteristic is that it includes a dialogue or interaction between the examiner and the student. The interaction allows the examiner to draw a conclusion about the student's thinking process and his or her response to the learning situation.

English Language Arts (ELA): K-12 national language arts standards for both native and non-native speakers of English.

English language learners (ELL): learners who are identified as still in the process of acquiring English as an additional language; students who may not speak English at all or, at least do not speak, understand, and write English with the same facility as their classmates due to a second language influence.

English as a Second Language (ESL): the field of English as a second language; courses, classes and/or programs designed for students learning English as an additional language.

ESL Review Team: a team that monitors the overall effectiveness of the ESL program. The team members include, but are not limited to, the ESL teacher(s), student's general education teacher(s), and specialists within the school, parent, and student, as appropriate. The administrator in collaboration with the ESL teacher determines the composition of the review team to complete the ESL Self-Study Guide.

ESL Student Team: refers to a group of individuals who make educational decisions for English language learners. The team is comprised of the ESL teacher, general education teacher(s) and other specialists, as appropriate. The parent and student, when appropriate, may be members.

English to Speakers of Other Languages (ESOL): English to speakers of other languages; refers to learners who are identified as still in the process of acquiring English as an additional language; students who may not speak English at all or, at least do not speak, understand, and write English with the same facility as their classmates because they did not grow up speaking English (rather they primarily spoke another language at home).

Fully English Proficient (FEP): a language proficiency category which refers to formerly limited English proficiency students who have become capable of functioning in an English-only educational environment in the skill areas of comprehension, speaking, reading, and writing. FEP students perform at the Cognitive Academic Proficiency (CALP) level.

Functional assessment: uses multiple methods of assessment such as checklists, rating scales, self-reports, interviews, and observations to identify a student's practical, "real world" skills and the interaction between student characteristics and the contexts in which he/she routinely operates.

Gifted learners: children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.

Home language: language(s) spoken in the home by significant others (e.g., family members, caregivers) who reside in the child's home; sometimes used as a synonym for first language, primary language, or native language.

Informed Parental Consent: the permission of a parent to enroll their child in an ESL program or the refusal to allow their child to enroll in such a program after the parent is provided effective notice of the educational options and the school's educational recommendation.

Language acquisition: the process of acquiring a first or second language.

Language dominance: language in which a student is most proficient and, usually, most comfortable; dominance can change according to environment, i.e., a student's dominant language may be English in an academic environment where only English is spoken, but another language in the home or social environment where that language is the norm.

Language disorder: impairment in comprehension and/or use of spoken, written, and/or other symbol systems. The disorder may involve (a) the form of language (phonology, morphology, and syntax), (b) the content of language (semantics) and/or (c) the function of language communication (pragmatics) in any combination.

Language learning: being taught a language in a classroom or tutorial situation.

Language minority: a student who comes from a home in which a language other than English is primarily spoken. The student may or may not speak English well.

Language proficiency: the level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes. To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols.

Language proficiency test: measures student ability in relation to an established competency threshold; designed to measure a student's ability in a language, irrespective of any prior schooling. Proficiency tests are not directly related to course content and do not measure how well a student retains instructed knowledge. A comprehensive language proficiency assessment should have oral, reading, and writing test components.

Learning strategies: mental activities or actions that assist in enhancing learning outcomes; may include meta-cognitive strategies (e.g., planning for learning, monitoring one's own comprehension and production, evaluating one's performance); cognitive strategies (e.g., mental or physical

manipulation of the materials), or social/affective strategies (e.g., interacting with another person to assist learning, using self-talk to persist at a difficult task until resolution).

Limited English Proficient (LEP): a descriptor for one who comes from a non-English language background and whose language skills limit that person's ability to function successfully in an all-English classroom. A LEP student is not fluent in all communicative skill areas of English speaking, listening, writing, or reading and cannot compete with peers in an English-only academic setting.

Linguistic Accommodations: (presentation and response) an accommodation that assists the ELL in processing the language of the test.

Linguistic competence: a broad term used to describe the totality of a given individual's language ability; the underlying language system believed to exist as inferred from an individual's language performance.

Linguistic Support Accommodations: (timing/schedule, setting, and socio-cultural) an accommodation that helps the ELL in processing the language of the test by adjusting the context in which the test is administered.

Modification: a change in the curriculum or an alteration in what is being measured. Modifications are considered substantial changes in the way a test (assessment) is given or taken (e.g. extended time on a speeded test for reading fluency, spell checker on a spelling test, calculator on test of computation of basic four operations).

Multicultural assessment: is the determination of a culturally and linguistically diverse student's intellectual, academic, communication, social/emotional, and behavioral capabilities in terms of strengths and weaknesses utilizing assessment techniques that can measure student aptitudes and abilities in light of socio-cultural factors in a nonbiased and nondiscriminatory manner.

Native language: the first language the student acquired and which he/she normally uses; generally, but not always, the language used by the parents of the student. This is frequently referred to as the first or heritage language.

No Child Left Behind Act (2001): this act is the most recent authorization of the Elementary and Secondary Education Act of 1965. The act contains the President's four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods based on scientifically-based research.

Non-English proficient (NEP): the student has virtually no command of English in the communicative skill areas of speaking, listening, reading, or writing.

Norm-referenced tests: designed to compare an individual's performance to performance of a defined group of students, rather than to a predetermined set of criteria.

Performance assessments: require students to construct a response or product that demonstrates their knowledge or skill. These assessments are based on instructional techniques and application of higher

level thinking skills practiced during regular instruction. Students have a clear understanding of what is expected and how they will be evaluated. The criteria or standards for judging degrees of success are clearly outlined.

Performance indicators: indicators of acceptable performance toward the mastery of a standard that can be obtained from performance tasks such as oral language samples, the Student Oral Language Observation Matrix (SOLOM), teacher observations, oral proficiency interviews, anecdotal notes, CLOZE reading tests, Scholastic Reading Inventory (SRI), Developmental Reading Assessment (DRA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), story retelling, writing samples, running records, and student and parent interviews.

Performance standards: specify how students must demonstrate their knowledge and skills and can show student progress toward meeting a standard.

Primary language: the first language the student acquired and which he/she normally uses; generally, but not always, the language used by the parents of the student. This is frequently referred to as the heritage language.

Progress indicators: assessable, observable activities that students may perform to show progress toward meeting the standard.

Pull-out instruction: an instructional model where students are withdrawn from the regular classroom for one or more periods a week for specialized instruction in small groups.

Regular/General education class: refers to regular elementary classes or subject area classes at a secondary level where all instruction is delivered and materials are provided almost exclusively in English; sometimes referred to as a mainstream class.

Second language: term is used in several ways and can refer to (a) the second language learned chronologically, (b) a language other than the native language, (c) the weaker language, (d) the less frequently used language.

Social language: the aspects of language proficiency strongly associated with basic fluency in face-to-face interaction; natural speech in social interactions, including those that occur in a classroom.

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.

Standard: Statement of specific expectations.

Strands: Headings that organize the content or performance standards.

Structured Oral Language Observation Matrix (SOLOM): a rating scale that teachers can use to assess students' command of oral language on the basis of what they observe on a continual basis in a variety of situations, e.g. class discussions, playground interactions, and encounters between classes. The teacher is responsible for matching students' performance in five domains to the rating scale. SOLOM scores represent whether a student can participate in oral language tasks typically expected in the classroom at his or her grade level. It should not be used as the sole measure of a student's proficiency in academic English.

Student Support Team: a school-based problem-solving team composed primarily of general education teachers who work together to develop and implement interventions for struggling learners to improve their academic and social achievement in school. A problem solving process is used by the team in order to determine the most appropriate interventions. This team supports and helps students, teachers, and parents. Some other commonly used titles for these teams are School Assistance Team, Teacher Assistance Team, and Child Help Team.

Task time line: recommended times which may vary depending on circumstances.

Team teaching: refers to a situation in which two general education teachers combine classes and share instruction.

Testing of the limits: a process of going beyond standardized procedures on an individually administered standardized test in order to gain information about a child. Testing of the limits techniques should be used only after the entire test has been administered using standardized procedures.

Transfer: one of the fundamentals of bilingual education is that knowledge and skills learned in the native language may be transferred to English. The transfer of skills shortens the developmental progression of these skills in the second language.

Transition years: the school years of second, fourth and seventh grade levels; the components of the language proficiency tests become more challenging for students entering these grades and proficiency levels may fluctuate.

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Appendix H

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