

Red Clay Consolidated School District

Office of English Language Learners

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Introduction

The purpose of this guidebook is to provide Red Clay Consolidated School District staff with an understanding of the Delaware Department of Education policies, guidelines, and recommendations for developing and implementing programs for English language learners.

The Office of English Language Learners is committed to providing supports and services to all English Language Learners (ELs) in order to make their learning experience successful. All Red Clay Consolidated School District schools provide language development support to our ELs. Students who qualify for services will receive the additional support required to increase their English language skills. All ELs have access to the general education curriculum, as well as additional resources that target English language development.

Once a student is registered and there is a language other than English spoken in the home, the information is sent to the Office of English Language Learners in order for the student to be assessed. Based on their results, the level of support and services to be provided is determined. After students are identified as ELs and receiving the appropriate instructional support, they will continue to be assessed annually with the ACCESS for ELs until they meet the exit criteria set by the Delaware Department of Education.

The Office of English Language Learners provides interpreters to families for parent conferences, PTA/PTO meetings, Open House Nights, Family Fun Nights, School Board Meetings, and other school and district events. The Office of English Language Learners also translates documents that are sent home to families. These documents include student data cards, lunch menus, Student Code of Conduct, school newsletters, nurse forms, CHOICE forms, referendum information, transportation forms, website information, school calendars, teacher notes home, etc. Families should inform the school during registration of any interpretation or translation support needed.

EL Contact Information

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Federal Requirements

The Office of Civil Rights and federal law requires each Delaware district to develop a program for English Language Learners that is based on sound theory, implemented with support, and evaluated and revised regularly. All districts and charters are required to provide services to English language learner students.

The Office of Civil Rights outlines the eight steps below for local education agencies to follow when designing English as Second Language program plans.

Step 1. Educational Approach: The district or charter must select an educational approach based on research and sound theory for providing English language development while ensuring access to grade level academic content based on state standards.

Step 2. Identification: The district or charter is responsible for identifying all English language learners students. The district or charter is responsible for conducting diagnostic testing for all potential English language learners students to determine English language proficiency.

Step 3. Assessment: The district or charter is responsible for conducting the annual assessment of all identified English language learners students

Step 4. Placement into English as a Second Language Program Services: The district or charter is responsible for providing its English language learners students with a consistent program of services.

Step 5. Staffing and Resources: The district or charter is required to provide the necessary resources to implement the program of services, including qualified English as a Second Language staff.

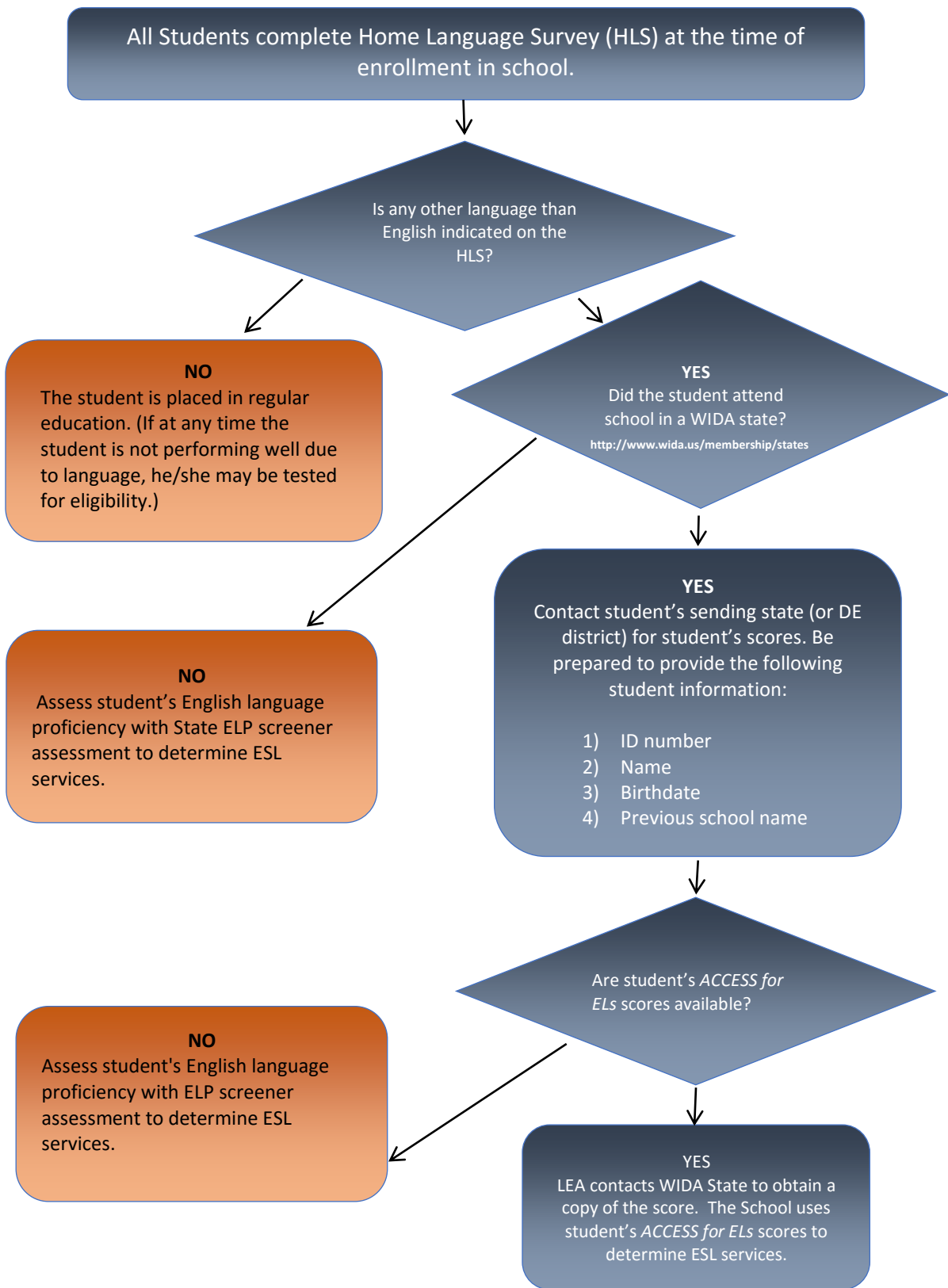
Step 6. Transition from English as Second Language Services: The district or charter is responsible for adhering to state-established criteria to determine when a student has sufficient English language proficiency to exit the program.

Step 7. Monitoring: The district or charter will ensure that students transitioned from the English as a Second Language program are monitored for two full academic years.

Step 8. Program Evaluation: The district or charter will develop evaluation procedures to periodically evaluate and revise, if necessary, its English as a Second Language program.

District or charter schools are required to provide services to English language learner students from the point of identification until they achieve English proficiency, which is established through the State's English language proficiency assessment. This requirement is based upon federal law and applies to district and charter schools regardless of the district or charter school's eligibility to receive Title III federal funding.

Standardized Entrance Procedures



The DDOE has clearly defined entrance criteria and is refining its statewide programmatic procedures for identifying ELs from kindergarten through grade 12.

English Learner Entrance Procedures

Step 1: Delaware Home-Language Survey

- Upon enrollment of any student, the school administers the statewide home-language survey.
- If a language other than English or non-US English is indicated on questions 1-3 of the statewide home-language survey, the school initiates the standardized identification screening process.

Step 2: Standardized Identification Screening Process

- A staff member completes the records review process for any student whose native language is not English to distinguish students who are proficient in English and therefore, need no further testing.
- The school implements the EL identification process if the screening process suggests the student may not be proficient in English.

Step 3: Administer WIDA Screener, Kindergarten MODEL assessment or DE Alternative EL Identification Protocol.

- Within 25 days of enrollment, the school uses the statewide identification criteria as determined by Delaware-approved WIDA language proficiency assessments to confirm a student's classification as an EL.
 - An oral proficiency level below 5.5 on the WIDA MODEL in first semester of Kindergarten or;
 - A composite proficiency level below 5.0 on the WIDA Screener or WIDA MODEL

English Learner Exit Procedures

ACCESS for ELs 2.0: Composite proficiency level (PL) 5.0 or greater

ACCESS-Alt.: Composite proficiency level of A3 Engaging or higher.

The transition or exit of English learners must occur in the statewide EL database prior to September 30th.



DEPARTMENT OF EDUCATION

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Delaware Department of Education Home Language Survey

Date: _____ School: _____

The Delaware Department of Education requires schools to determine the language(s) spoken at home by each student. The information provided will only be used to determine whether your student is eligible to begin the English as a Second Language process and will not be used for immigration matters or reported to immigration authorities.

Student Information			
First Name:		Country of birth:	
Last Name:		Date of entry in the US:	
Birthdate:		Date student first enrolled in a US school:	

Circle grades your child attended in US schools

PK K 1 2 3 4 5 6 7 8 9 10 11 12

How many total months has the student been enrolled in a US school? _____

1. What language did your child first learn?

Language: _____ | Dialect: _____

2. What language does your child most often use at home?

Language: _____ | Dialect: _____

3. What languages do you most often speak to your child?

Language: _____ | Dialect: _____

4. What language would you prefer to receive information from your school?

Language: _____ | Dialect: _____

Parent Name

Parent Signature

Date

LEA : Please have all families complete this home language survey at the student's initial enrollment in school. This form must be signed and dated by the parent or guardian and kept in the student's file. (If a language other than English or Non-US English is listed on questions 1-3, the LEA must continue with a records review, step 2 of the English learner identification process.)

THE DELAWARE DEPARTMENT OF EDUCATION IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, GENETIC INFORMATION, OR VETERAN'S STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.

Delaware English Learner Record Review Process



Student Name: _____

District/Charter: _____

Date of Completion: _____

EL Screening Required: Yes No

Delaware English Learner Record Review Process

Purpose: This process is the second of three steps to identify whether or not a student is eligible to be classified as an English learner (EL).

Directions: Based on oral interviews and/or review of available documents by teaching staff, determine the answers to the following screening indicators. Circle the answer for each indicator.

Indicator 1: The student has never been classified as an English learner and has been attending an English-language, U.S. school for three or more consecutive years.

No—Proceed to Indicator 2

Yes—Identification process is complete. Student is not an EL.

Indicator 2: The student tested proficient on the English language arts and math Delaware state assessment in English during the most recent administration.

No—Proceed to Indicator 3

Yes—Identification process is complete. Student is not an EL.

Not applicable (student is not in a tested grade)—Proceed to Indicator 3

Indicator 3: The student was classified as an English learner, but was exited using documented, Delaware measures, and has been attending U.S. schools since exit from EL status.

No—Administer appropriate WIDA screening tool (K MODEL, WIDA Screener).

Yes—Identification process is complete. Student is not an EL.

A copy of this form must be kept in student file.

WIDA Screener Online

The WIDA Screener is an assessment designed to provide an initial measure of a student's English language proficiency in Grades 1-12. The purpose of this assessment is to help educators make decisions and identify whether a student is a candidate for English language support services.

The WIDA Screener Online is divided into five grade-level clusters:



Adaptively

The WIDA Screener Online is administered in the following order: Listening, Reading, Speaking and then Writing.

The Listening Test and Reading Test:

- Both contain multiple-choice questions organized in thematic folders.
- Both include one entry folder, which all students will see.
- Both automatically use how a student performs on the entry folder to determine whether the student receives less challenging or more challenging folders for the remainder of that test.

The Speaking Test and Writing Test:

- Both consist of performance tasks, in which students have the opportunity to demonstrate their speaking and writing ability.
- Students' responses to both tests are captured by the testing platform:

- During the Speaking Test, students deliver their responses into a microphone and the responses are captured by the test platform. The recordings can be retrieved a short time after the test has been completed to be scored locally by a trained rater.
- During the Writing Test, students keyboard their responses and these responses are captured by the test platform. The written responses may be retrieved a short time after the test has been completed to be scored locally by a trained rater.
- Students in grades 1-3 handwrite their responses. This addresses concerns regarding the keyboarding skills of students at this age group.
- The tasks a student sees for both Speaking and Writing are determined by the student's performance on the Listening and Reading tests.

WIDA Screener information obtained from WIDA; www.wida.us



SAMPLE

WIDA Screener – Online

Score Report

Test Date: 09/21/2016

Test Administrator/Scorer:

Student Information

First Name: Hermione

Last Name: Granger

Birthdate: 09/19/1979

Current Grade: 05

State ID:

School: DRC Use Only-Sample School

District: DRC Use Only-Sample District WI

State: WI

Home Language(s):

This report provides information about the student's scores on the WIDA Screener. The WIDA Screener is designed to provide a snapshot of an English Language Learner's general English language proficiency. This test is based on the WIDA English Language Development Standards and is used as one criterion to determine a student's eligibility for English Language services. Please refer to state policy for making decisions about a student's eligibility for English Language services.

Scores are reported as Language Proficiency Levels. Proficiency Levels (PLs) are reported as whole numbers for the Language Domain Scores and the Composite Scores are reported to the whole PL or half PL.

Language Domain Scores	Proficiency Level
Listening	5.0
Speaking	6.0
Reading	6.0
Writing	6.0
Composite Scores	Proficiency Level
Oral Language	5.5
Literacy	6.0
Overall*	5.5

*Overall Score is calculated only when all four domains have been assessed. NA: Not Available

10/02/2016

Enrollment Services

All programs providing services to English language learners must address both English language development **and** academic content. In addition to the language instructional programs, there are requirements related to parent involvement and student advocacy that must also be fulfilled.

Planning Initial and Continued Instruction for ELs

Planned instruction in the ESL Program must include daily or weekly instruction that supports the program model chosen by the local education agency. Language instruction must be tailored to meet and be commensurate with the student's proficiency level.

For example, EL students at levels 1-3 require a greater amount of language instruction than students at levels 4 and 5. This includes both direct language instruction and adaptations to instruction and assessment in all content areas. The exact hours of direct language instruction according to the student's proficiency level must be determined and based upon both the EL students individual need, as determined by the diagnostic assessment and SIFE form, if applicable. As the student progresses along the continuum of language development, the program services provided in each successive year should be adjusted.

Acquiring academic English proficiency, according to multiple researchers, is a 5-7 year process. Those years are lengthened if ESL services lack consistency, rigor, and a focused attempt to advance a student to the next stage of language acquisition. In order to acquire English, students with limited English proficiency must receive instruction in the same way as they would receive instruction for other curricular areas. In other words, ESL/Bilingual classes must be part of the daily or weekly schedule and thoughtfully planned from the administrative level so that students are not removed from other content classes to receive instruction for English language acquisition.

As the proficiency of a student advances into the upper levels (i.e. Expanding/Bridging), a student will require less instructional time, but still require services to advance specific language domains levels. This support must be planned and structured for each subsequent year that a student is enrolled and eligible to receive ESL/bilingual services.

State Guidelines for Scheduling ESL Instruction with Recommended Minimum Weekly Contact Hours based upon WIDA English Language Development Levels:

Characteristics and definitions of the five limited-English language proficiency levels are:

Level 1- Beginning/Preproduction [WIDA level = Entering]: 2-3 Hours

Student does not understand or speak English with the exception of a few isolated words or expressions.

Level 2-Beginning/Production [WIDA level = Beginning]: 2-3 Hours

The student understands/speaks conversational and academic English with hesitancy and difficulty.

The student understands only parts of lessons with simple directions.

The student is at a pre-emergent or emergent level of reading and writing in English, and is significantly below grade level.

Level 3-Intermediate [WIDA level = Developing]: 1-2 Hours

The student understands and speaks conversational and academic English with decreasing hesitancy and difficulty.

The student is post-emergent, developing reading comprehension and writing skills in English.

The student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

Level 4-Advanced Intermediate [WIDA level = Expanding]: 1 Hour

The student understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy.

The student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

Level 5-Advanced [WIDA level= Bridging]: Up To 1 Hour Based Upon Student Need

The student understands and speaks conversational and academic English well.

The student may still not be completely proficient in reading, writing, and content area skills needed to meet grade level expectations.

The student still requires occasional support.

Maintaining English Language Learner Student Records

Districts and charters who serve English language learners are required to maintain documentation that demonstrates compliance with both the Office of Civil Rights, Title I, and Title III. EL students' cumulative folders or ESL-specific cumulative folders must ensure that records are easily accessible by teachers and administrators at the school and district levels. The ESL cumulative folder should contain at the minimum:

School Level:

1. Completed and signed Home Language Survey (a copy must still be sent to the EL Office)
2. Results of State assessments
3. Accommodations checklist for assessments (a copy must still be sent to the EL Office)

Provided by the EL Office:

1. Completed Immigrant Survey
2. Results of diagnostic tests
3. All Parental notification letters
4. English Language Acquisition Plans
5. Monitoring records for all ELs transitioned/exited from the program
6. Results of annual language proficiency assessments for each year of enrollment in the program

Note:

EL student records are auditable documents by both the Office of Civil Rights and Title III.

Annual ACCESS English Language Proficiency Test

ACCESS for ELs 2.0 is an English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English learners (ELs). It is given annually to monitor students' progress in acquiring academic English.

ACCESS for ELs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

Beginning in the 2015-2016 school year, ACCESS for ELs 2.0 summative assessment was administered online. Some of the benefits of the online assessment include:

- Increased student engagement through a more dynamic testing experience
- Built-in accommodations and accessibility features appropriate for a range of student needs
- Increased ease for test administrators
- Greater logistical flexibility as a result of being able to simultaneously administer multiple grades and proficiency levels
- Group administration for all domains
- Central scoring by Data Recognition Corporation (DRC) for all domains
- Test Administrators will not need to determine tiers

In order to better measure younger students' language development, ACCESS for ELs 2.0 Online includes a separate test form for Grade 1. Grades 2-3 will form a new grade cluster, as will Grades 4-5. The two remaining test forms will assess the proficiency of middle school (Grades 6-8) and high school (Grades 9-12) English language learners.

The new clusters for Grades 1-12 are:

**ACCESS for ELs 2.0
Online Grade Clusters**



The new online test is adaptive, meaning students will progress through the test based on their performance on previous folders (test items grouped around a common theme) and domains. Based on their performance in an individual folder, the test will determine the appropriate next folder for individual students.

Students must first take the Listening and Reading tests because their performance on those domains determines their placement on the remaining domains (Speaking and Writing). WIDA recommends that the students take the Listening test first, followed by the Reading test; however, this is not a requirement. Listening and Reading can be administered in either order. Then students may take Speaking and Writing in either order.

Due to the updated online ACCESS for ELs 2.0, a new Individual Student Report was developed for both families and educators. It includes scores for each language domain as well as composite scores (See sample report on following page).

* ACCESS information obtained from WIDA; www.wida.us







Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXX
School: sample school
District: sample district
State: sample state

Individual Student Report 2017

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening 				4.0						368		
Speaking 		2.2								320		
Reading 				3.4						356		
Writing 				3.5						355		
Oral Language 50% Listening + 50% Speaking				3.2						344		
Literacy 50% Reading + 50% Writing				3.5						356		
Comprehension 70% Reading + 30% Listening				3.7						360		
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking				3.4						352		

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...	
Listening	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example:	<ul style="list-style-type: none"> • Exchange information and ideas with others • Connect people and events based on oral information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:	<ul style="list-style-type: none"> • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example:	<ul style="list-style-type: none"> • Classify main ideas and examples in written information • Identify main information that tells who, what, when or where something happened • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
Writing	3	communicate in writing in English using language related to common topics in school, for example:	<ul style="list-style-type: none"> • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at www.wida.us/scorereport

Transitioning/Exiting EL Students

The transition or exit of EL students into the general education program is an expected part of the ESL program. Premature exit of EL students, however, who have not reached true proficiency may result in a student's failure of general education classes and/or discipline problems.

EL Exit Criteria for grades K-12

- An annual ACCESS Composite Proficiency Level (PL) of 5.0 or higher

Districts are reminded that Kindergarten students are now eligible to exit once they attain a Composite Proficiency Level of 5.0. They are no longer required to remain in the program through first grade.

English Learners with Disabilities Guidance

Delaware English Learners with Disabilities Guidance—

English Learner Entrance Procedures

All students registering in a Delaware public school must follow the same requirements including the Home Language Survey and records review process. If a student has an IEP or 504 plan or is suspected to have a disability the school should refer the student file to educational diagnostician to review IEP/504 accommodations. The student may be assessed in one of three ways as requiring English learner supports. The identification process must be complete within 25 days of enrollment.

1. Student can meaningfully participate in the traditional English language proficiency screener without accommodations.
2. Student can meaningfully participate in the traditional English language proficiency screener with accommodations. (The educational diagnostician and English learner specialist should complete the applicable WIDA accommodations sheet.)
3. If the student is unable to meaningfully participate in the traditional screener with accommodations, the student can be assessed using the DE Alternative English Learner Identification Protocol.

English Learner Supports & Required Documentation for all SWD/ELs

The “English Language Services Discussion for Students who are English Learners with Disabilities” form must be completed for all students that are identified as both having a disability and being an English Learner. The form is meant to drive collaborative planning between special educators, English learner specialists, and additional team members in order to best meet the linguistic needs of the student. This form is to be completed annually in consultation with the team, including the parent(s), an English Learner teacher that has knowledge of the student, the Special Educator, and if appropriate the Speech Language Pathologist.

English Learner services will be decided in collaboration with the parent and all educators working on language and/or communication. The continuum of services include both direct and indirect services.

Direct Services:

- Participates in the regular education LEA English Learner program with accommodations and/or additional supports (two-way immersion, bilingual, ESL pull-out, ESL push-in, etc.)
- Specially designed pull-out support provided by an EL teacher
- Specially designed push-in support provided by an EL teacher

Indirect Services:

- Specialized supports identified to meet language needs designed in consultation with an EL teacher/specialist, including services by a Speech Language Pathologist or additional staff developing language/communication.
- Consultative services provided by the EL teacher/specialist, in partnership with the classroom teacher and if appropriate the Speech Language Pathologist *Frequency should be determined based on the student’s level of English language and necessary supports for academic success.

This choice must be updated annually to ensure that a student can return to a less restrictive placement at any time.

Documentation within the IEP

The following information should be consistently present in the IEP for students identified as English learners.

Data Considerations:

- In the “Other Factors to Consider” portion of the IEP, “Language needs for students with Limited English Proficiency” must be checked.
- Box 3: “Multiple Data Sources” should include-
 - Results of the most recent ACCESS assessment (ACCESS for ELs 2.0, WIDA Screener, MODEL, Alt-ACCESS, DE Alt-Placement) at the domain and composite level.
 - Any additional classroom-based assessments used to measure language acquisition

Goals:

- The accommodation section of the goals should include any necessary accommodations or supports based on the English language needs. Having the necessary accommodations to meet English language needs will support the student in meeting their IEP goals.

LEAs should not include additional information regarding English learner supports in the IEP. This includes, but is not limited to the following sections:

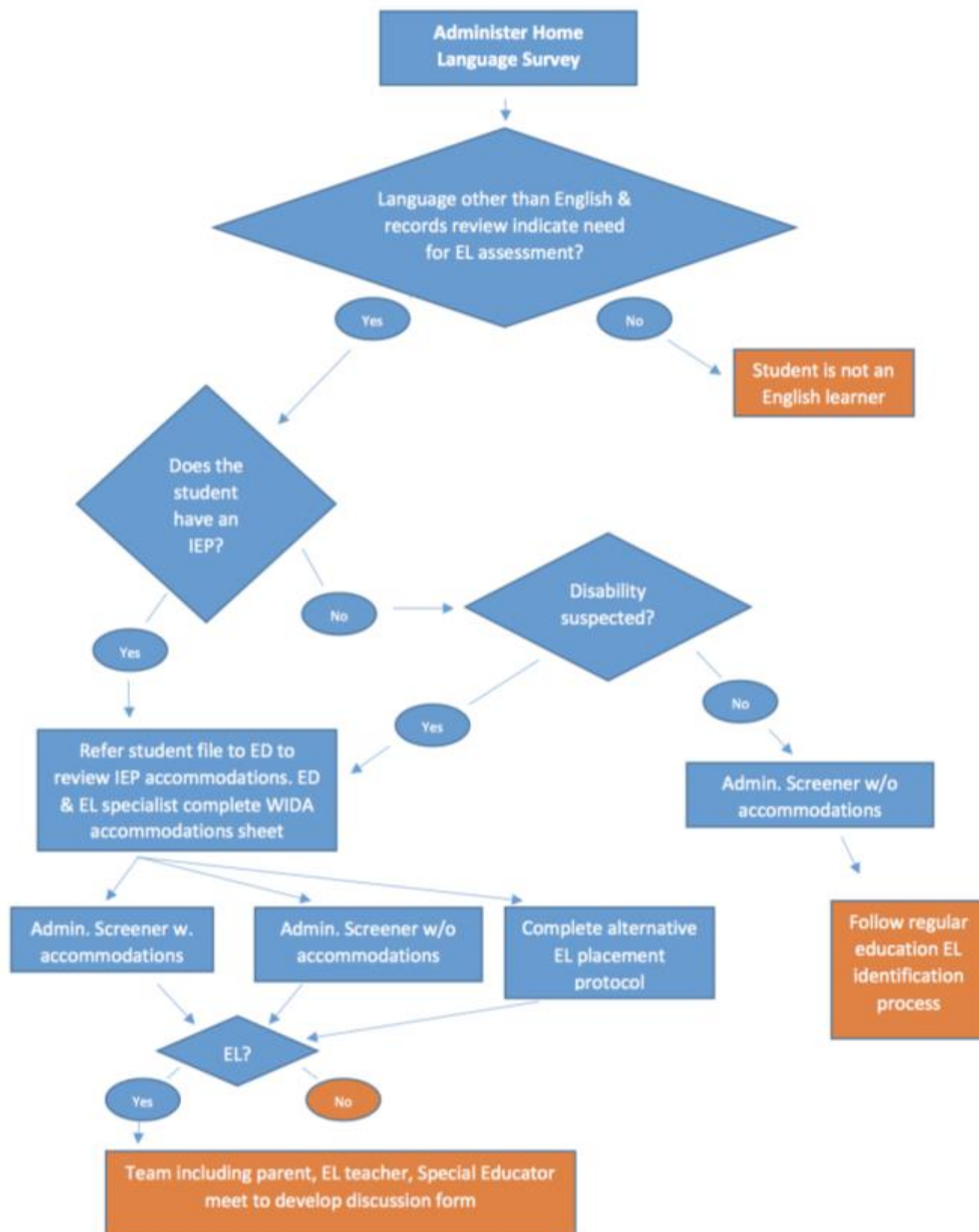
- SAM-Services, Aides and Modifications
- PLEP-Present Level Educational Performance
- Benchmarks and Annual Goals
- ESY-Extended School Year

English Learner Exit Criteria

All students taking the ACCESS for ELs 2.0 assessment with or without accommodations must obtain a 5.0 composite in order to be eligible for exit.

Alternate ACCESS for ELs is an English language proficiency assessment for ELs in grades 1-12 who have significant cognitive disabilities and take the alternate content assessment. A student can be eligible for exit with an Alternate ACCESS proficiency level of A3 Engaging or higher.

English Learner Identification Flow-chart



This discussion must be held annually for students who are identified as English Learners

District/School _____

Date _____

Legal Name of Student _____

Student DOB _____

English Language Service Discussion For English Learners with Disabilities

The following points should be considered to ensure that English learner services are designed in collaboration to meet the unique needs of the student. A team including the EL teacher, special educator, parent and a speech/language pathologist, when appropriate, should complete this discussion form and make an English learner service decision.

1. The students primary language or communication mode is one or more of the following:

☐

Spoken English/ASL

☐

Other mode of communication
Specify _____

☐

Other Spoken Language
Specify _____

☐

Non-English based sign system
Specify _____

2. An explanation of all English Learner educational options available for the student has been provided and the team has considered the appropriateness of each.

Issues considered (i.e. *two-way immersion, bilingual, ESL pull-out, ESL push-in, specialized support, etc.*):

Discussion Summary:

3. The Teachers, interpreters and other specialists developing and overseeing the plan on behalf of the student must have knowledge of the English acquisition and be able to accommodate for, the student's language needs.

Issues considered (i.e. *training/mentoring for staff, accommodations utilized for student, specific strategies used by staff*)

Discussion Summary:

4. The accessibility of academic instruction, school services and extracurricular activities the student will receive have been identified.
Issues considered (*i.e. assistive technology needed for student, access to communication in extension programs (field trips), support personnel available*)

Discussion Summary:

English Learner Services Decision

This choice must be updated annually to ensure that a student can return to a less restrictive English learner service at any time.

Direct Services:

- ☐ Participates in the regular education LEA English Learner program with accommodations and/or additional supports:

___ Two-way immersion
___ Bilingual program
___ ESL pull-out
___ ESL push-in
___ ESL co-teaching
___ Other _____

Indicate the required accommodation or support:

- ☐ Specially designed pull-out support provided by an EL teacher
☐ Specially designed push-in support provided by an EL teacher

Indirect Services:

- ☐ Specialized supports identified to meet language needs designed in consultation with an EL teacher/specialist, including services by a Speech Language Pathologist or additional staff developing language/communication.

- ☐ Consultative services provided by the EL teacher/specialist, in partnership with the classroom teacher and if appropriate the Speech Language Pathologist
Frequency: _____ Duration: _____

**Frequency should be determined based on the student's level of English language and necessary supports for academic success.*

Delaware Alternative English Learner Identification Protocol

Delaware Alternative English Learner Identification Protocol

Due to the nature of some disabilities, certain students will be unable to participate in the traditional screening process, even with accommodations. When the team has determined that the student cannot meaningfully participate with accommodations, the Alternative English Learner Identification Protocol should be followed.

There are three components to the Delaware Alternative English Learner Identification Protocol.

1. Parent Questionnaire
2. Observation Protocol
3. English Learner Determination Narrative

All components must be completed for students who indicate a language other than English on the Home Language Survey but cannot meaningfully participate in the traditional screeners.

District/School _____

Date _____

Legal Name of Student _____

Student DOB _____

- ☐ After careful review of the IEP and/or suspected disability the team has determined that the student is unable to participate in the Kindergarten MODEL assessment or the WIDA Screener with accommodations.

DELAWARE ALTERNATIVE ENGLISH LEARNER IDENTIFICATION PROTOCOL: SECTION 1 OF 2
PARENT/GUARDIAN QUESTIONNAIRE

Directions: This form is to be completed by the educational diagnostician and EL specialist through a parent/guardian interview using an interpreter when necessary.

1. What language do you use to communicate with your child?

2. How often do you use a language other than English to speak to your child?

Never

Sometimes

Always

3. Which language does your child best understand?

_____ *English* *Both English &* _____ *Neither*

- 3a. If both, does one language seem to be preferred? Yes _____ No

4. Which language does your child use to communicate?

_____ *English* *Both English &* _____ *Non-Verbal*

- 4a. If your child is non-verbal, how does your child communicate at home?

5. Does your child read/write in any language? Yes _____ No

Additional comments from parent/guardian:

DELAWARE ALTERNATIVE ENGLISH LEARNER IDENTIFICATION PROTOCOL: SECTION 2 OF 2
STUDENT OBSERVATION

Directions: This observation utilizes a team approach. The team includes the parent/guardian, student, EL specialist, and special education teacher.

The parent/guardian will assist in engaging the student using the native language during this observation in order to improve accuracy of response. The special educator will engage the student in English.

“I’m going to ask you some questions in both English and Spanish (native language). Do the best you can and remember to communicate to show us when you understand.” (Assessment administrator may refer directly to a communication system used by a student.)

Prompt	Observed Behaviors	Outcome
<p>1a. Special educator speaks in English about a topic that is highly engaging to the student with the object.</p> <p><i>TA Notes: Highly engaging objects vary depending on a student. Parents or staff with knowledge of the student may decide on this object. The same object should be used in both English and the native language.</i></p> <p><i>Highly engaging topic should be determined using the provided “Engagement Survey.”</i></p>	<p>Responds with sentence</p> <p>Responds with two words</p> <p>Responds with one word</p> <p>Vocalization</p> <p>Body movement</p> <p>Moves head toward object</p> <p>Eye gaze</p> <p>Facial expression</p> <p>No observed response</p>	<p>No response in either language (0)</p> <p>Student response observed only in native language (1)</p> <p>Student response observed only in English (0)</p> <p>Student response the same in both languages (0)</p> <p><i>Comments:</i></p>
<p>1b. Parent/guardian speaks in native language about a different topic that is highly engaging to the student with the object.</p>	<p>Responds with sentence</p> <p>Responds with two words</p> <p>Responds with one word</p> <p>Vocalization</p> <p>Body movement</p> <p>Moves head toward object</p> <p>Eye gaze</p> <p>Facial expression</p> <p>No observed response</p>	

Prompt	Observed Behaviors	Outcome
<p>2a. Special educator speaks in English and asks student to follow a different one-step direction.</p> <p><i>TA Note: (Example) "Pick up the ball." "Raise your hand." Student can use their mode of communication to respond.</i></p> <p><i>If student is unable to follow a physical direction, try-- "Smile" "Look up" "Look down" Use of eye gaze to activate a switch.</i></p>	<ul style="list-style-type: none"> ○ Responds with sentence ○ Responds with two words ○ Responds with one word ○ Follows one step direction ○ Vocalization ○ Body movement ○ Moves head toward object ○ Eye gaze ○ Facial expression ○ No observed response 	<ul style="list-style-type: none"> ○ No response in either language (0) ○ Student response observed only in native language (1) ○ Student response observed only in English (0) ○ Student response the same in both languages (0) <p><i>Comments:</i></p>
<p>2b. Parent/guardian speaks in native language and asks student to follow a one-step direction.</p>	<ul style="list-style-type: none"> ○ Responds with sentence ○ Responds with two words ○ Responds with one word ○ Follows one step direction ○ Vocalization ○ Body movement ○ Moves head toward object ○ Eye gaze ○ Facial expression ○ No observed response 	

Prompt	Observed Behaviors	Outcome
<p>3a. Special educator speaks in English and asks student a yes/no question</p> <p><i>TA Note: Allow student to use any communication system to demonstrate yes/no.</i></p>	<ul style="list-style-type: none"> ○ Responds with sentence ○ Responds with two words ○ Responds with yes/no ○ Vocalization ○ Body movement ○ Moves head toward object ○ Eye gaze ○ Facial expression ○ No observed response 	<ul style="list-style-type: none"> ○ No response in either language (0) ○ Student response observed only in native language (1) ○ Student response observed only in English (0) ○ Student response the same in both languages (0) <p><i>Comments:</i></p>
<p>3b. Parent/guardian speaks in native language and asks student a yes/no question</p>	<ul style="list-style-type: none"> ○ Responds with sentence ○ Responds with two words ○ Responds with yes/no ○ Vocalization ○ Body movement ○ Moves head toward object ○ Eye gaze ○ Facial expression ○ No observed response 	

Prompt	Observed Behaviors	Outcome
<p>4a. Special educator speaks in English and asks student an open ended question</p> <p><i>TA Note: Allow student to use any communication system to respond.</i></p>	<ul style="list-style-type: none"> ○ Responds with sentence ○ Responds with two words ○ Responds with one word ○ Vocalization ○ Body movement ○ Moves head toward object ○ Eye gaze ○ Facial expression ○ No observed response 	<ul style="list-style-type: none"> ○ No response in either language (0) ○ Student response observed only in native language (1) ○ Student response observed only in English (0) ○ Student response the same in both languages (0) <p><i>Comments:</i></p>
<p>4b. Parent/guardian speaks in native language and asks student an open ended question</p>	<ul style="list-style-type: none"> ○ Responds with sentence ○ Responds with two words ○ Responds with one word ○ Vocalization ○ Body movement ○ Moves head toward object ○ Eye gaze ○ Facial expression ○ No observed response 	

Total points: _____

Scale: 0-1= Not likely an English learner
2+ points= Likely English learner

DELAWARE ALTERNATIVE ENGLISH LEARNER IDENTIFICATION PROTOCOL

English Learner Determination Narrative

District/School _____	Date _____
Legal Name of Student _____	Student DOB _____

Directions: The Delaware Alternative English Learner Identification Protocol Determination Narrative must be kept in the student cumulative file. This form shall also be shared with the parent/guardian regarding English learner status determination.

- ☐ Using the Delaware Alternative English Learner Identification Protocol, the team has determined that the above named student is identified as an English Learner. Appropriate services to support English language development will be discussed with the team. The student will be assessed annually using the WIDA ACCESS Alternative Assessment.
- ☐ Using the Delaware Alternative English Learner Identification Protocol, the team has determined that the above named student is not identified as an English Learner at this time. The district/charter will continue to monitor the student's language development.
**If the student consistently did not respond in either language, the protocol must be administered annually as communication develops.*

Rationale for determination based on protocol:

<u>Title</u>	<u>Signature</u>
Parent/Guardian:	
Parent/Guardian:	
Special Educator:	
English Learner Educator:	
Administrator:	
Student (<i>if applicable</i>):	

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DSC

Quick Tips

Finding ELs in DSC



English Language Learners (ELL) Teacher QuickTips



Log into DSC Web Applications

www.dataservice.org

Click Login

Step 1

DSC Web Applications » Main Menu

Web Application Bulletin

Welcome to the DSC web accessible applications. Any questions about the system should be directed to the webdev@dataservice.org.

Select an Application

- *DSC Web Reports & Search
- Elementary Grade Reporting
- English Language Learners (ELL)
- Professional Development
- School Improvement Plan
- Standardized Test Reporting
- Teacher Transfer Request
- Change Preferences/Password
- Log-Off System

Once logged in, click on

English Language Learners (ELL)

Step 2

ELL - Main Menu

School Access

1. ELL Student Search
2. Change of Placement Request
3. View My Change Recommendations

Click on ELL Student Search

Interpreter

1. Language Interpreter Request
2. View My Interpreter Requests
3. Interpreter Calendar

[Questions or Comments](#)

Step 3

Please see reverse for additional data entry instructions.



Click on the Student's Name to access the student's ELL Student Detail page.

Annual ACCESS Teacher Report
The Annual ACCESS teacher report can be accessed by clicking on the year link for the desired ACCESS assessment.

Psychology Test Information
© 2009 Pearson Education, Inc. ISBN: 0P-100-1

Report Information: This report provides information regarding the results of verbal and academic aptitude (language) tests. The Student Test, placed below, is used to determine the best placement for students entering college. It is designed to assist in the determination of the amount of language instruction, mathematics, and social studies. The test is designed for students entering college who do not have prior college-level experience. The test is designed to be used by students entering college who do not have prior college-level experience. The test is designed to be used by students entering college who do not have prior college-level experience.

Student's level of English proficiency for language placement

Test Item	Score	Level	Comments
Listening	100	1.0	Strong
Reading	100	1.0	Strong
Writing	100	1.0	Strong
Speaking	100	1.0	Strong
Grammar	100	1.0	Strong
Vocabulary	100	1.0	Strong
Mathematics	100	1.0	Strong

Student's performance by AP® English Language proficiency standards

AP® English Language Proficiency Standard	Score	Level	Comments
Reading & Understanding	4	4	Strong
Language use	4	4	Strong
Writing	4	4	Strong
Speaking	4	4	Strong

AP® English Language Proficiency Standard

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English Language Acquisition Plan



ELL Acquisition Plan Teacher QuickTips

Log into DSC Web Applications

www.dataservice.org

Enter your username, password and district (if needed), then click the **Login** button

Step 1

DSC Web Applications

Applications
"DSC Web Reports & Search
Absence Request (Vacation, Personal, PD)
Curriculum Tracker
DPAS & Walkthrough
Elementary Grade Reporting
English Language Learners (ELL)
EPER Contracts
HR - Employee Transfer Request
HR - Employee Verification
I-Tracker Pro
Online Test Scoring
Professional Development
RAP - Referral Action Profile
Reported Time Payroll
Change Preferences/Password
Log-Off System

Once logged in, click on **English Language Learners (ELL)**

Step 2

Please see next page for additional data entry instructions.

School Access

1. ELL Student Search
2. ACCESS Tier Assignment
3. AMAO Progress Report
4. Add/Edit English Language Acquisition Plan
5. WIDA Can Do Report

Click on Add/Edit Acquisition Plan

Step 3

Schedule

School Year: 2017 Teacher: [v]

Course Title	Course#	Section	Period	Semester	Dept	English Language Acquisition Plans (#Submitted/#Students)
ELL Reading	E1100	1	1	1234	ENG	0 / 2
ELL Language Arts	E1100	2	2	1234	ENG	0 / 2
ELL Mathematics	E1200	1	2	1234	MAT	0 / 2
ELL Social Studies	E1600	1	3	1234	SST	0 / 2
ELL Science	E1700	1	4	1234	SCI	0 / 2

Secondary Schools
Click Edit for the desired courses

Elementary Schools
Click Edit for the desired homeroom

English Language Acquisition Plans
Homeroom (#Submitted/#Students)

ELL 227	0 / 2
---------	-------

Step 4

Teacher Name: [v]
Course Title: Homeroom / 00
School Year: Current School Year (2015 - 2016)

[Return to Schedule](#)

English Language Acquisition Plan	Student ID	Name	Grade	Student Entry Date	Student Data	Listening	Speaking	Reading	Writing	Other	ELA Score	Score
Add Plan			01	8/31/2015		N	N	N	N	N	0	0
Edit Plan			04	8/31/2015		N	N	N	N	N	0	0
Add Plan			04	8/31/2015		N	N	N	N	N	0	0
Edit Plan			04	8/31/2015		N	N	N	N	N	0	0
Add Plan			04	8/31/2015		N	N	N	N	N	0	0
Edit Plan			04	8/31/2015		N	N	N	N	N	0	0
Add Plan			04	8/31/2015		N	N	N	N	N	0	0
Edit Plan			04	8/31/2015		N	N	N	N	N	0	0
Add Plan			04	8/31/2015		N	N	N	N	N	0	0
Edit Plan			04	8/31/2015		N	N	N	N	N	0	0
Add Plan			04	8/31/2015		N	N	N	N	N	0	0
Edit Plan			04	8/31/2015		N	N	N	N	N	0	0
Total:	12											

Click on the Add Plan link to submit a plan for a student

Step 5

Please see next page for additional data entry instructions.



Data Service Center

HELP!

Have a question?
Call the DSC Help Desk
at: (302) 504-7222

English Language Acquisition Plan

Language Domain	Comments/Observations	Annual Goal
Listening		
Speaking		
Reading		
Writing		
Other (i.e. work habits, behavior, attendance)		

ELL Supports

Supports	ELA	Math	Science	Social Studies	Check All
Extra time to complete assignment and projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer and native language support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directions/instructions given orally and in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide multi-sensory hands-on instruction/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shorten length of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Divide assignments into steps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use manipulatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use visual aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide phrases, sentence stems, or sentence frames	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide alternatives such as oral presentation, illustrations, models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide a script/notes/study guide of lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphic organizers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary list prior to lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffold writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bilingual word to word dictionary as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repetition and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular feedback and progress check	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preferential seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Support 1:

Other Support 2:

Other Support 3:

Scroll down the page to enter **Acquisition Plan**


- Type your **Comments/Observations** for the Language Domain and Annual Goal
- Check **ELL Accommodations** boxes for the Subjects (mark all that apply)

*Note: When an accommodation applies to all subjects, click **Check All** box.*


- Enter up to three **Other Accommodations** in the box provided, if necessary
- Click the **Save** button

*Note: Scroll down the page to view **Marking Period Grades***

Interpreter Request



English Language Learners (ELL) Language Interpreter Request



Log into DSC Web Applications
www.dataservice.org
Click Login

Step 1

DSC Web Applications » Main Menu

Web Application Subsites

Welcome to the DSC web accessible applications. Any questions about the system should be directed to the helpdesk@dataservice.org.

Select an Application

- *DSC Web Reports & Search
- Elementary Grade Reporting
- English Language Learners (ELL)
- Professional Development
- School Improvement Plan
- Standardized Test Reporting
- Teacher Transfer Request
- Change Preferences/Password
- Log-Off System

Once logged in, click on English Language Learners (ELL)

Step 2

ELL - Main Menu

School Access

1. ELL Student Search
2. Change of Placement Request
3. View My Change Recommendations
4. ACCESS Tier Assignment

Interpreter

1. Language Interpreter Request
2. View My Interpreter Requests
3. Interpreter Calendar

[Questions or Comments](#)

Please see reverse for additional information

Important: Please allow 5 days for the ELL Office to schedule an interpreter.

Professional interpreters typically recognize three modes of interpreting:

- To submit a request for one or multiple students:

- Important:** Repeat the above steps, if you require interpreters for more than one day for a student or multiple students.

Step 4



Translation Request



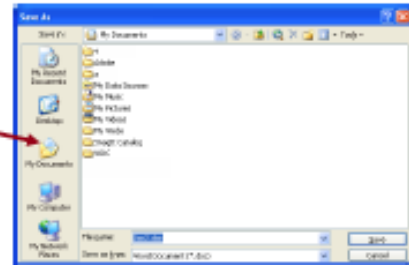
English Language Learners (ELL) Translation Request

A Summary of the Process

- Use DSC English Language Learners (ELL) system application to request a translation of a document.
- Once you save your request, it will automatically forward to the ELL Office for approval.
- You will receive an e-mail notification once your request is approved or denied.
- You will receive another e-mail notification once your request has been translated and loaded to the ELL system.
- You can access the translated document from the ELL system.

If you are not familiar with File Management, to save your file locally on your computer, please perform the following options, first!

With the file opened, click on File Save As
Click on the icon for My Documents



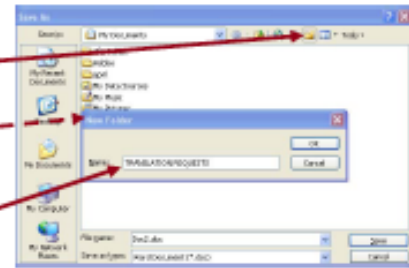
Note: Skip the next options, if a Translation Request folder exists.

Click on the icon for Create New Folder

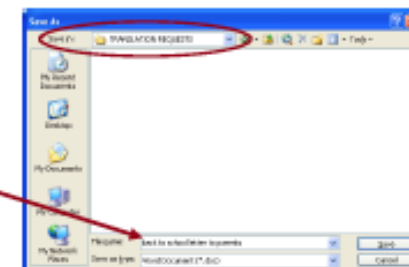


New Folder window opens

Type TRANSLATION REQUESTS as the name of the folder
Press the OK key



Double click on the Translation Requests folder, if it does not appear in field
Click in the box beside File Name
Type a file name
Click the Save button



Please see reverse for additional information

SUBMIT A TRANSLATION REQUEST



Welcome to the Data Service Center

The Data Service Center (DSC) provides school districts, large and small, with information processing, data mining, and data analysis services. For more than 25 years, DSC has worked closely with school districts, providing them with the tools and services they need to succeed in the 21st century. DSC is a web-based application that meets the ever-growing demands of schools and school districts. DSC is a web-based application that meets the ever-growing demands of schools and school districts. DSC is a web-based application that meets the ever-growing demands of schools and school districts.

Log into DSC Web Applications

www.dataservice.org

Click Login

step

1

DSC Web Applications » Main Menu

Web Application Subsites

Welcome to the DSC web accessible Applications. Any questions about the system should be directed to the Helpdesk@dataservice.org.

Select an Application

- *DSC Web Reports & Search
- Elementary Grade Reporting
- English Language Learners (ELL)
- Professional Development
- School Improvement Plan
- Standardized Test Reporting
- Teacher Transfer Request
- Change Preferences/Password
- Log-Off System

Once logged in, click on **English Language Learners (ELL)**

step

2

Translation Request

1. Translation Request
2. View My Translation Requests

step

3

Submit Translation Request

Request Information

Language: * Spanish

Date Needed: * 10/5/2009

Number Of Pages: * 1

Request Title: * back to school letter to pa

Requestor

Requested By Name: April Wilson

Requested By Email: * awilson@dataservice.org

Requested By Phone: (302) 504 - 7200

Comments: need by 10/21/09

Choose File: Browse...

Save
Cancel

No Translation Documents Uploaded

To submit a request for translation:

- Click the down arrow for Language
- Enter the Date Needed
- Type the Number of Pages
- Type the Request Title

Optional:

- Change your email
- Change your phone
- Type comments

step

4

Please see next page for details to Choose File

Submit Translation Request

Request Information

Language: * Spanish

Date Needed: * 10/5/2009

Number Of Pages: * 1

Request Title: * back to school letter to pa

Requestor

Requested By Name: April Wilson

Requested By Email: * awilson@datacenter.org

Requested By Phone: (302) 584-7300

Comments: need by 10/21/09

Choose File:

Browse...

Save **Cancel**

No Translation Documents Uploaded

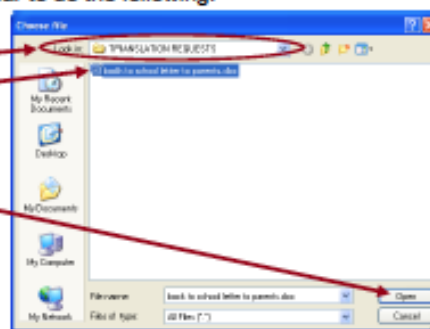
Choose File to attach by clicking the Browse button

When you click on Browse... the following will appear to do the following:

Click on Translation Requests folder

Click on the file name

Click the Open button



The following will appear as the file is uploading:

Choose File:
 Uploading 1 file, [Calculating].
 Currently uploading: back to school letter to parents.doc, file 1 of 1.
 Speed: [Calculating].
 About [Calculating] remaining.

0 %

Cancel

step 5

Submit Translation Request

Request Information

Language: * Spanish

Date Needed: * 10/5/2009

Number Of Pages: * 1

Request Title: * back to school letter to pa

Requestor

Requested By Name: April Wilson

Requested By Email: * awilson@datacenter.org

Requested By Phone: (302) 584-7300

Comments: need by 10/21/09

Choose File:

Browse...

Save **Cancel**

Documents

Filetype Size Delete

[back to school letter to parents.doc](#) 43 KB [Delete](#)

When the file has finished uploading, the document link will appear

Note: If translation request information is the same, you can upload additional documents.

Click the Save button to submit your request

Note: A message will appear that your request has been submitted.

step 6

VIEW MY TRANSLATION REQUEST

When you View My Translation Request, you can

- View your request
- Follow the Approval Status of your request
- View and retrieve your translated document

Translation Request

1. Translation Request
2. View My Translation Requests

Click on View My Translation Requests

Translation Requests

[Add New Translation Request](#)

	Submit Date	Language	Request Title	Date Needed	Approval Status
View Request	04/22/2009	Spanish	back to school letter to parent	04/22/2009	Approved
View Request	06/25/2009	Spanish	09-10 Student Data Card	07/07/2009	Emailed to Translator
View Request	08/03/2009	Spanish	HAC Parent QuickTips	08/10/2009	Emailed to Translator
View Request	10/02/2009	Spanish	Visiting Teacher Letters	10/09/2009	Emailed to Translator

Total: 4

Translation Request

Request Information	
Request Number:	22
Language:	Spanish
Date Needed:	10/6/2009
Request Title:	Test Test/Review
Number of Pages:	1
Translator Assigned:	Intelego Translation Services
Current Status:	Completed
Translator Email:	info@intelego.com
Now Status:	Completed <input type="button" value="Update Status"/>
Requestor	
Requested By:	Donna Frisco
Email:	dfrisco@dataservice.org
Phone:	(302) 504-7800
Comments:	Test Test

Original Documents	File Type	Size	Translated Documents	File Type	Size
Test Test.doc	Word Document	24 KB	Test Test.doc - Spanish.doc	Word Document	24 KB

Select the original file that you wish to upload the translation for: [Test Test.doc](#)

Choose Translated File:

Click your original document below the Original Documents column

Click your translated document below the Translated Documents column



Suggested English Language Learner Instructional Accommodations

- | | |
|--|--|
| <input type="checkbox"/> Peer and native language support | <input type="checkbox"/> Model pronunciation |
| <input type="checkbox"/> Gestures for added emphasis | <input type="checkbox"/> Tiered sentence stems |
| <input type="checkbox"/> Simple conversations (words/phrases) | <input type="checkbox"/> Organize reading in chunks |
| <input type="checkbox"/> Visuals and/or verbal cues to reinforce spoken or written words | <input type="checkbox"/> Adapted texts(s) |
| <input type="checkbox"/> Pre-teach vocabulary | <input type="checkbox"/> Clarification of word(s) or phrase(s) |
| <input type="checkbox"/> Short sentences and single words | <input type="checkbox"/> Oral translation |
| <input type="checkbox"/> Provide phrases or simple sentence frames | <input type="checkbox"/> Bilingual dictionary or glossary |
| <input type="checkbox"/> Rephrase, repeat, or slow down | <input type="checkbox"/> Clarify directions |
| <input type="checkbox"/> Waittime | <input type="checkbox"/> Translate word(s) phrase(s), or sentence(s) |
| <input type="checkbox"/> Extra time for complex material and/or assignments | <input type="checkbox"/> Read and model think aloud |
| <input type="checkbox"/> Non-participation in simple conversations | <input type="checkbox"/> Drawing or pictorial representation |
| <input type="checkbox"/> Word bank of key vocabulary | <input type="checkbox"/> Writing on familiar, concrete topics |
| | <input type="checkbox"/> Scaffold writing assignments |

PAGE INTENTIONALLY LEFT BLANK

Standardized Accommodations

Smarter Balance Accommodations

SECTION III. ENGLISH LEARNERS (ELs)

This section will guide Delaware educators through the decision-making process for participation in DeSSA for students who are English language learners (EL).

Eligibility

Students who have been formally identified as ELs are eligible to test with accommodations or supports on all or part of the Smarter (ELA/Math) and DCAS (Science), or DeSSA-Alt, or be exempted from the Smarter or DeSSA-Alt ELA tests. See the formal criteria for identifying the EL student below and on the following page.

An EL is a student who:

- Was either born in the United States or outside the United States and whose native language is a language other than English and comes from an environment where a language other than English is dominant; or
- Is a Native American, or Alaska Native, or a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the individual's level of English proficiency; or
- Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and
- Has sufficient difficulty speaking, reading, writing, or understanding the English language, which may interfere with the student's opportunity to learn successfully in classrooms where the language of instruction is English, or to participate fully in society.

Criteria for Identifying the EL Student

The formal process for identification of English learners requires several steps:

Step 1: Delaware Home-Language Survey

- Upon enrollment of any student, the school administers the statewide home-language survey.
- If a language other than English or non-US English is indicated in questions 1-3 on the statewide home-language survey, the school initiates the standardized identification screening process.

Step 2: Standardized Identification Screening Process

- A staff member completes the records review process for any student whose native language is not English to distinguish students who are proficient in English and therefore, need no further testing.
- The school implements the EL identification process if the screening process suggests the student may not be proficient in English.

Step 3: Administer WIDA Screener, Kindergarten MODEL assessment or DE Alternative EL Identification Protocol.

- Within 25 days of enrollment, the school uses the statewide identification criteria as determined by Delaware-approved WIDA language proficiency assessments to confirm a student's classification as an EL.

- An oral proficiency level below 5.5 on the WIDA MODEL in first semester of Kindergarten or;
- A composite proficiency level below 5.0 on the WIDA Screener or WIDA MODEL

After these steps are completed, the student is formally identified as EL and will maintain this status until he/she exits/transitions out of the EL program.

EL students are not eligible for exit/transition out of the EL program until student reaches a level of 5.0 on the annual WIDA ACCESS for ELs 2.0 test.

Former EL students who have been exited or transitioned are federally required to have a two-year monitoring period during which time they may be reclassified as active EL and returned to the EL program.

Home Language Survey

The school district must administer the home language survey upon enrollment to all new students entering Delaware schools, regardless of the date or academic term of their arrival. A student who speaks a language other than English as their native language, but who also speaks English, may still have insufficient academic language to be successful without the additional instruction offered through an EL program. A district's enrollment packet must include a home language survey form asking if a language other than English is spoken in the home or by the student.

ACCESS (Assessing Comprehension and Communication in English State-to- State)

The WIDA ACCESS for ELs 2.0 and ACCESS ALT tests are annual English language development assessments administered in the spring to all English Learners who have been identified through the Home Language Survey and WIDA MODEL or WIDA Screener. For more information concerning this assessment, contact Maria Paxson at 302-735-4180.

Transitioned (Former English Learners EL students who reach a performance level of 5.0 or greater on the ACCESS for ELs 2.0 assessment no longer qualify for Level 2 Designated Supports as an EL student. They may not receive Level 2 supports on DeSSA tests unless they are identified as a General Education student receiving supports or are eligible for accommodations related to a disability.

Students who have been exited or transitioned may not receive the exemption for recently arrived EL students. Students who receive an EL exemption are not required to take the Smarter ELA test.

Parent Withdrawals from English as a Second Language or Bilingual Service

Some students are evaluated and have received English learner services but are withdrawn from these services by their parent or guardian. This means that, although these students qualify as an English learner, the parent or guardian chooses not to have the students continue to receive English learner services.

If a student has been identified, but the parent or guardian withdraws the student from services, the student may still receive testing accommodations or supports, including but not limited to the EL exemption (exemption from the Smarter ELA test). Students must meet the criteria on pages 19 and 17 in order to receive an exemption from ELA as a recently arrived EL.

The decisions regarding which accommodations and supports should be given to a student should be made on an individual basis using the information in these Accessibility Guidelines.

Justifiable Rationale for Selection and Deletion of EL Accommodations

Best practice dictates that an accommodation may not be introduced for the first time in a testing situation—it must be introduced during instruction and then only used during assessment after the student is comfortable using the accommodation. For example, the accommodation of using a bilingual dictionary would not be appropriate during testing if the student has not been taught how to use one and has not been practicing using a bilingual dictionary. On the cover page of the Accommodations and Supports Form, there is space to identify any new accommodations being used by the student and what sort of practice the student may need before the accommodation or support may be used on a test.

Accommodations and support decisions for EL students must be made on an individual basis and must be based only on the following:

- information regarding the student’s English Language Proficiency
- information regarding any student disabilities
- scores from student evaluations and assessments
- student’s formative classroom evaluation information
- documented student observation
- documented student preference

Accommodations and support decisions for EL students must NOT be made based on any of the following:

- a student’s membership in a particular demographic group,
- a particular label that applies to a student, or
- concerns external to the student such as
 - school or district staffing issues,
 - cost to the district of providing the accommodation or support; or
 - other logistic or political concerns.

Criteria for Receiving an Exemption from the Smarter ELA/Literacy or DeSSA-Alt Reading

If an EL student receives an exemption, he or she is not required to take the Smarter ELA/Literacy Assessment or the DeSSA-Alt (DLM) Reading assessment. Students receiving an exemption should have the EL exemption for ELA entered into DeSSA TIDE student settings. The following are the criteria for receiving an exemption from these language arts tests:

1. The student has not been transitioned or exited;
2. It is the student's first year of enrollment in U.S. schools.

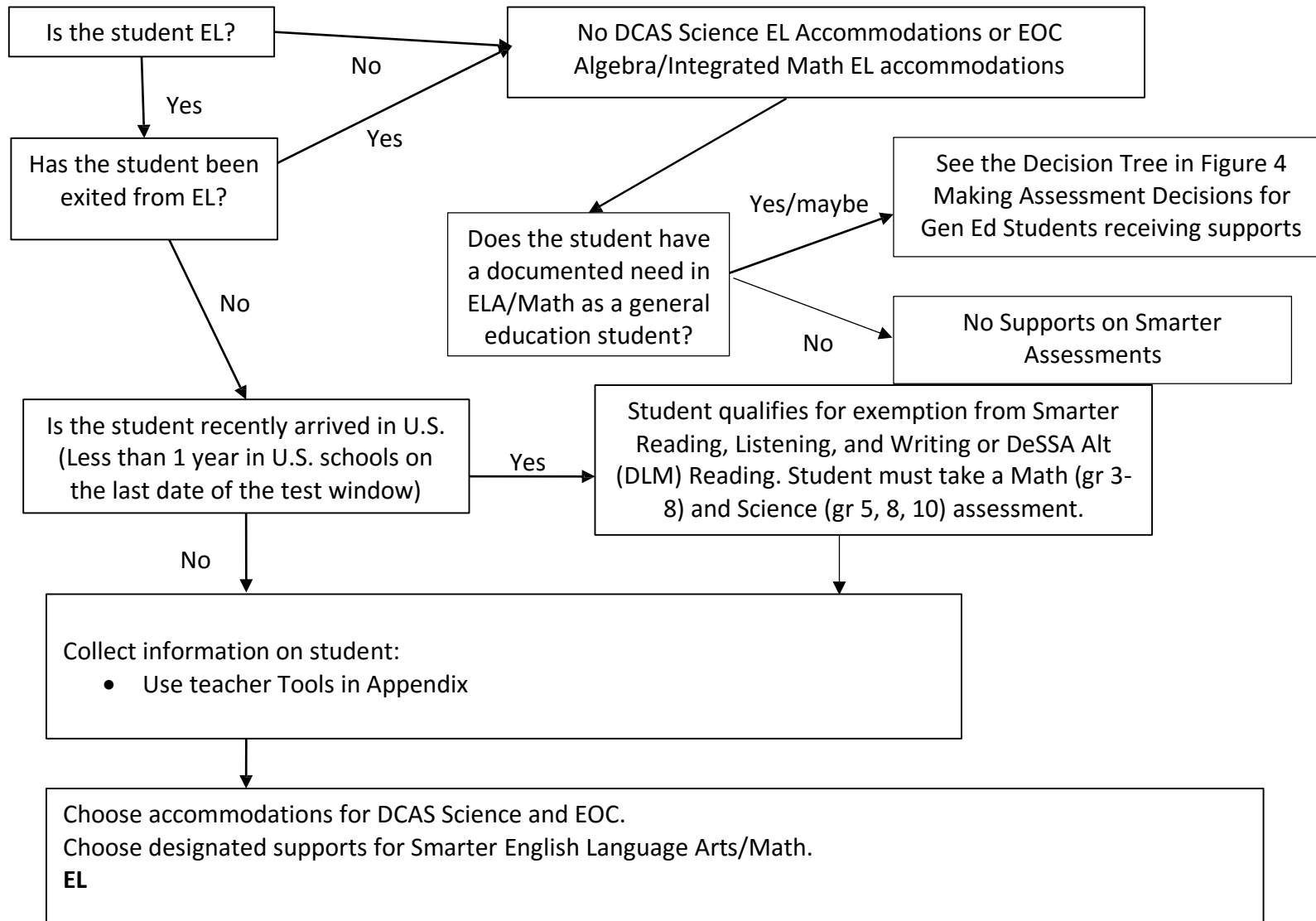
An EL student is considered to be in the first year of enrollment in U.S. schools or “recently arrived” if the student’s “Immigrant date” (a field in the EL database) is less than 1 year from the last day of the Smarter ELA test window or DeSSA-Alt ELA test window (whichever test the student is to take).

The DDOE defines recently arrived ELs as an EL whose enrollment in any public school in the United States have been less than 12 cumulative months (not consecutive).

What to enter in the “immigrant date” field in the EL database if the student has entered and withdrawn from U.S. schools to leave the country multiple times: Enter the *most recent* date of enrollment in U.S. schools immediately preceded by at least a 90-day time period out of the U.S. which falls within the academic year (excludes June, July, and August) in the “immigrant date” field in the EL database.

The decision to grant an exemption is made on an individual basis weighing the factors outlined in these Accessibility Guidelines.

The Department of Education expects that a student’s accommodations and supports on the Accessibility Form and entered in the TIDE/DLM/SAT database will be available, offered, and provided on the days of testing.



SECTION IV. STUDENTS WITH DISABILITIES WHO ARE ALSO ENGLISH LEARNERS

This section will inform the participation decision for students who are dually identified as students with disabilities and as English learners (SwD/EL)

Identification of Dually Identified Students (SwD/EL)

It is very important that all new students be screened as potential ELs and that if students qualify for both EL and SwD services, that they be provided both types of service. Students who receive both types of services may receive all three levels of Accessibility Features and supports in the classroom and on state assessments. Educators in many parts of Delaware now frequently encounter students who have learning disabilities and who are also English learners. A smaller but growing group of students is the group of students with significant intellectual disabilities that are also English Learners.

Eligibility for Accommodations

The decision trees on pages 16 and 21 give guidance on the steps in the decision regarding identification of and assessment of students with disabilities and English learners, respectively. Additional guidance may be found in Appendix E-2 and F-3.

Two groups of educators are involved in selecting instructional and testing accommodations for a SwD/EL student—the IEP team or 504 Committee and the EL instructional team. It is recommended that these groups consult each other, stay in contact, and/or meet as one group to ensure the most informed and appropriate testing accommodations for the student. When the two groups meet in isolation, they may make contradictory decisions about accommodations that cause logistical and preparation problems for the student and the instructors.

Students who are dually identified as SwD/EL, but withdrawn from EL services by the parent or guardian, are eligible for EL accommodations despite the parent's withdrawal from services.

Participation and Exemption Decisions

Students who are dually identified must take content area tests in reading, mathematics, and science to measure academic achievement and must also take tests in reading, writing, speaking, and listening to measure English language acquisition.

To measure academic achievement, students take either the general assessments or the alternate assessments. The decision regarding whether to take the general test or the alternate test is made separately for each individual content area. SwD/ELs may be eligible for an exemption from language arts testing if they are recently arrived (see pages 19 and 17).

The Accessibility Form (found in Appendix A) must be completed for each SwD/EL student and entered into TIDE/DLM/SAT. Copies should be placed in the student, district, or school file prior to the administration of the test.

The Department of Education expects that a student's accommodations and supports on the Accessibility Form and entered in the TIDE/DLM/SAT database will be available, offered, and provided on the days of the testing.

ACCESS For ELs 2.0

Introduction

This document provides information for educators as they guide English Learners (ELs), with and without disabilities, through ACCESS for ELs 2.0, and English language proficiency (ELP) assessment from WIDA. ACCESS for ELs 2.0 allows educators, students, and families to monitor students' progress in acquiring academic English across the four language domains of Listening, Reading, Speaking, and Writing. These guidelines explain recommended accommodations and accessibility support that can help ensure all ELs in grades 1-12 participate fairly and equitably in ACCESS for ELs 2.0.

This document includes information on

- EL participation in ACCESS for ELs 2.0 and the Alternate ACCESS for ELs
- The WIDA Accessibility and Accommodations Framework
- How to determine which ELs are eligible to use the accommodations described in this document
- Decision-making strategies to help schools and districts meet the accommodation needs of ELs through the use of accommodations before and during ACCESS for ELs 2.0 administration

People who should read this document include

- SEA and LEA staff who work with ELs
- School staff who administer ACCESS for ELs 2.0
- Teachers who work with ELs, including those with disabilities

This document is meant to supplement the ACCESS for ELs 2.0 Test Administration Manual, which provides standard test administration procedures for administering the Listening, Reading, Speaking, and Writing tests.

Participation by ELs in ACCESS for ELs 2.0

State and federal law require that all ELs participate in annual ELP assessments.¹ These annual tests are designed to measure ELs' proficiency and progress in learning English in the four domains of Listening, Reading, Speaking, and Writing. No students identified as ELs may be exempted from these tests, including students with disabilities.

¹ These guidelines are outlined in Title I and Title III of the Federal No Child Left Behind Act of 2001 and statutes that may exist in individual states.

In addition, the Individuals with Disabilities Education Act (IDEA) requires that states provide appropriate accommodations where needed, in accordance with a student's Individualized Education Program (IEP).² A student who has a 504 Plan is also eligible to receive accommodations, and in rare cases, a student who does not have an IEP or 504 Plan may be permitted accommodations due to, for example, a recently occurring illness or disability, such as a fractured arm or hand. In such cases, the student would be allowed a scribe for the test, if no other option were available.

Students who are unable to take ACCESS for ELs 2.0, even with accommodations, who are identified with a significant cognitive disability should be considered for Alternate ACCESS for ELs.

Alternate ACCESS for ELs

Alternate ACCESS for ELs is intended primarily to serve the needs of ELs with significant cognitive disabilities. Most students with significant cognitive disabilities have intellectual disabilities and may have additional disabilities such as autism, physical disabilities, or sensory impairments. However, depending on the severity and complexity of the disability, not all students with these disabilities are considered to have a significant cognitive disability. Refer to your state's policy for identification of students with significant cognitive disabilities.

Alternate ACCESS for ELs is intended for ELs who participate in their state's alternate Title I content assessment or who are enrolled in a grade in which the Title I content assessment is not offered (e.g., a student in Grade 2 who would be likely to participate in an alternate content assessment beginning in Grade 3), who would be likely to participate once it was required. The student's IEP team should decide whether the EL student with a disability is unable to participate in the standard ACCESS for ELs 2.0, even with accommodations, due to the severity or complexity of his or her disability, and if so, designate the student for Alternate ACCESS for ELs in order to assess his or her language proficiency appropriately.

Students demonstrating academic difficulties due to learning disabilities, speech–language impairments, and emotional–behavioral disabilities, or other mild to moderate cognitive disabilities may not necessarily qualify for participation in Alternate ACCESS for ELs, and may be served more appropriately by taking ACCESS for ELs 2.0 with accommodations.

The decision regarding which ELP assessment is most appropriate for each student, as well as decisions regarding the accommodations required by the student, either on the ACCESS for ELs 2.0 or the Alternate ACCESS for ELs, are made by the student's IEP team (or 504 Plan

² IDEA guidance is treated in detail in the U.S. Department of Education's July 2014 *Questions and Answers Regarding Inclusion of English Learners with Disabilities in English Language Proficiency Assessments and Title III Annual Measureable Achievement Objectives*.

coordinator), and must be listed either in the student's IEP or 504 Plan, and in the student's EL Plan, if applicable.

Alternate ACCESS for ELs is available in Grades 1–2, 3–5, 6–8, and 9–12. (Note: There is no Kindergarten Alternate ACCESS for ELs at this time.) WIDA-recommended participation criteria for Alternate ACCESS for ELs can be found on the WIDA website at <http://www.wida.us/assessment/alternateaccess.aspx>. Check with your state education agency for your state's specific participation criteria for this assessment.

The WIDA Accessibility and Accommodations Framework

The WIDA Accessibility and Accommodations Framework described in this section consists of the following elements: (a) application of **effective linguistic scaffolding** and **Universal Design principles** to the development of test directions, practice tests, and test items, and (b) provision of **accommodations**, **accessibility tools**, and **test administration procedures** during test administration.

ACCESS for ELs 2.0 was designed to incorporate effective linguistic scaffolding and Universal Design principles in order to provide greater accessibility for all ELs. The transition from the paper ACCESS for ELs to the online ACCESS for ELs 2.0 has afforded WIDA Consortium member states the opportunity to rethink accommodations and accessibility issues, based on what has been learned over the past 10 years about the administration of English language proficiency assessments. In the online administration of ACCESS for ELs 2.0, test directions are provided to all students using embedded recordings of human voices and written text. The test items have been designed using multiple modalities, including supporting prompts with appropriate animations and graphics, embedded scaffolding, tasks broken into "chunks," and modeling using task models and guides. The online version of ACCESS for ELs 2.0 contains an assessment design that will support online delivery and can be supported by a set of appropriate accommodations for ELs with disabilities.

Support Available Only to ELs with IEPs and/or 504 Plans

Accommodations include allowable changes to the test presentation, response method, timing, and setting in which assessments are administered. Accommodations are intended to provide testing conditions that (a) do *not* result in changes in what the test measures, (b) provide comparable test results to those students who do not receive accommodations, and (c) do *not* affect the validity and reliability of the interpretation of the scores for their intended purposes.

Accommodations are available *only* to ELs with disabilities when listed in an approved IEP or 504 Plan, and only when the student requires the accommodation(s) to participate in ACCESS for ELs 2.0 meaningfully and appropriately. Accommodations may be embedded in and delivered within the online test platform, or non-embedded and delivered locally by a Test

Administrator. Although the vast majority of accommodations are available to any EL with a disability at the time of testing, a small number of accommodations will need to be preselected for students prior to testing in the WIDA Assessment Management System, as noted in the *ACCESS for ELs 2.0 Accessibility and Accommodations Descriptions*.

Support Available to All ELs

While provision of *accommodations* is required by federal and state laws, additional support is available to all ELs (including those with disabilities); educators may use this support at their own discretion. They include what WIDA calls *accessibility tools* and *test administration procedures*.

Accessibility tools³ are available to *all* ELs taking ACCESS for ELs 2.0. Accessibility tools may either be embedded in the online test or provided to ELs by Test Administrators for online or paper tests. Examples of accessibility tools include highlighter, line guide, magnifier, and color overlay. All accessibility tools are available to *all* ELs during testing, and do not require specific designation prior to testing in order to be made available to the student during testing.

In addition to the accessibility tools, Test Administrators may employ a range of **test administration procedures** to provide flexibility to schools and districts in determining the conditions under which ACCESS for ELs 2.0 can be administered most effectively. These procedures are available to *any* student, as needed, at the discretion of the Test Coordinator (or principal or designee), *provided that all security conditions and staffing requirements are met*. Examples of test administration procedures include using familiar school personnel to administer the assessment; administering the assessment individually or in a small group, or in a separate room; providing frequent supervised breaks; or allowing students to take the assessment in short segments.

The use of accessibility tools and test administration procedures provide enhanced flexibility when provided in a manner that ensures a secure and appropriate delivery of the assessment. These supports and administration procedures do not change what items are designed to measure, nor the way test scores are interpreted. Educators in WIDA Consortium member states are encouraged to make available, as appropriate, all of the accessibility tools and test administration procedures described in the *ACCESS for ELs 2.0 Accessibility and Accommodations Descriptions*. The accessibility tools and the test administration procedures are intended to diminish barriers and maximize opportunities for all ELs to demonstrate their English language proficiency. Schools and districts should consider how accessibility tools and test administration procedures can be used to support accessibility to the test for all ELs.

³ Several WIDA Consortium member states refer to *accessibility tools* as *universal tools*.

A complete list of the allowable accommodations, accessibility tools, and test administration procedures is available in the *ACCESS for ELs 2.0 Accessibility and Accommodations Descriptions* at <http://www.wida.us/accommodations/descriptions>.

Maintaining ACCESS for ELs 2.0 Validity

ACCESS for ELs 2.0 is designed to produce valid determinations of English language proficiency when administered using any combination of the approved accommodations, accessibility tools, and test administration procedures listed in the *ACCESS for ELs 2.0 Accessibility and Accommodations Descriptions*. Modifications or additions to the list of approved accommodations *may* produce valid test results, *but WIDA cannot guarantee this*. States and districts that limit or expand the use of the WIDA-recommended accommodations will likely need to conduct their own validity studies to ensure that federal ELP testing requirements are being met.

Appendix E: Accommodation Checklists

The following accommodation checklists may be used by an IEP or 504 plan team in determining appropriate accommodations for the ELP assessment.



ACCESS for ELs® 2.0 Accommodation Selections - Online

(Place an "x" in the empty box below. TA = Test Administrator)

Student:	Student ID:				Date:
Grade:	Recommended test administration (check state policy): Online? Paper?				Team Members:
School:	District:				Completed by:
Accommodation	ACCESS for ELs 2.0 Test Domains				Key Information Refer to the <i>Accessibility and Accommodations Supplement</i> for complete information
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM)					Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing, to the state assessment office.
Extended Speaking test response time (ES)	N/A	N/A		N/A	This feature provides twice the programmed time to complete. Must be pre-selected in AMS.
Extended testing time within the school day (ET)			N/A		Listening, Reading and Writing domains may have until the end of the school day. Speaking domain see ES.
Human reader for response options (HR)		No	N/A	N/A	The reader must read answer choice text exactly as it appears on screen.
Human reader for repeat of response options one time (RR)		No	N/A	N/A	Option to repeat 1x only. The reader must read text exactly as it appears on screen.
Interpreter signs test <u>directions</u> in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Manual control of item audio (MC)		No			Allows the play button to be enabled by the student one time but cannot be paused or stopped. Must be pre-selected in AMS.
Repeat item audio (RA)		No			Listening audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. Must be pre-selected in AMS.
Scribed response (SR)			N/A		For students who are unable to write due to a disability. TA types student responses as the student dictates responses directly into the test platform.
Student responds using a recording device, which is played back and transcribed by the student (RD)					Student uses a recording device to respond; and then the student transcribes the response into the test.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim onscreen as soon as possible after testing by TA.

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ACCESS for ELs® 2.0 Accommodation Selections - Paper

(Place an "x" in the empty box below. TA = Test Administrator)

Student:	Student ID:		Date:	
Grade:	Recommended test administration (check state policy): Online? Paper?		Team Members:	
School:	District:		Completed by:	

Accommodation	ACCESS for ELs 2.0 Test Domains				Key Information Refer to the <i>Accessibility and Accommodations Supplement</i> for complete information
	Listening	Reading	Speaking	Writing	
Braille with Tactile Graphics (Braille Writer/Braille Note-taker)			No		Tier B (Grades 1- 12) Must be ordered in either contracted or uncontracted UEB.
Extended testing of a test domain multiple days (EM)					Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing, to the state assessment office.
Extended Speaking test response time (ES)	N/A	N/A		N/A	This feature provides twice the recommended time to complete.
Extended testing time within the school day (ET)			N/A		Listening, Reading and Writing domains may have until the end of the school day. Speaking domain see ES.
Human reader for items (HI)		No			The reader must read item text exactly as it appears in the test book. Dialogue in the Listening and Speaking recording scripts may require two trained test administrators.
Human reader for response options (HR)		No	N/A	N/A	The reader must read answer choice text exactly as it appears in the test booklet.
Human reader for repeat of test items (RI)		No			Oral repetition of Listening, Speaking, and Writing test items by in- person human reader. Listening items may be repeated only one time.
Human reader for repeat of response options one time (RR)		No	N/A	N/A	Option to repeat one time only. The reader must read text exactly as it appears in the test booklet.
Interpreter signs test directions in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Large Print (LP)					18 point font. Responses must be transcribed.
Manual control of item audio (MC)		No			Allows the TA to ask if the student is ready before each item audio is played.
Repeat item audio (RA)		No	N/A		TA may repeat item audio files. Listening items may be repeated only one time. Speaking items can be repeated multiple times.
Scribed response (SR)			N/A		For students who are unable to write due to a disability. TA writes student responses as the student dictates responses directly into the test book during testing.
Student responds using a recording device, which is played back and transcribed by the student (RD)					Student uses a recording device to respond; and then the student transcribes the response into the test.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim in test booklet as soon as possible after testing by TA.

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Kindergarten ACCESS for ELLs® Accommodation Selections

(Place an "x" in the empty box below. TA = Test Administrator)

Student:	Student ID:				Date:
Grade:					Team Members:
School:	District:				Completed by:
Accommodation	ACCESS for ELLs Test Domains				Key Information Refer to the <i>Accessibility and Accommodations Supplement</i> for complete information
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM)					Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing, to the state assessment official.
Extended Speaking test response time (ES)	N/A	N/A	N/A	N/A	Untimed.
Extended testing time within the school day (ET)	N/A	N/A	N/A	N/A	Untimed.
Interpreter signs test <u>directions</u> in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Large Print (LP)					Response options may be enlarged at the local level if allowable per state policy.
Scribed response (SR)	N/A	N/A	N/A		For students who are unable to write due to a disability. TA writes student responses as the student dictates responses directly into the test book during testing.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim in test booklet as soon as possible after testing by TA.

June 2, 2016



Alternate ACCESS for ELLs® Accommodation Selections

(Place an "x" in the empty box below. TA = Test Administrator)

Student:	Student ID:				Date:
Grade:					Team Members:
School:	District:				Completed by:
Accommodation	ACCESS for ELLs Test Domains				Key Information refer to the <i>Accessibility and Accommodations Supplement</i> for complete information
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM)	N/A	N/A	N/A	N/A	Allowable per administration procedures
Extended Speaking test response time (ES)	N/A	N/A	N/A	N/A	Untimed
Extended testing time within the school day (ET)	N/A	N/A	N/A	N/A	Untimed
Human reader for items (HI)	N/A	N/A	N/A	N/A	Embedded in administration procedures
Interpreter signs test <u>directions</u> in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Large Print (LP)					Response options may be enlarged at the local level if allowable per state policy.
Scribed response (SR)	N/A	N/A	N/A		For students who produce text by means other than a pencil.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim in paper test booklet after testing by TA. For Writing test, spell and grammar checker, dictionary/thesaurus, and access to Internet must be turned off. Delete once finished.

June 2, 2016

References

Selected Terms and Definitions

- **Basic Interpersonal Communication Skills (BICS)** refers to a student's social English language skills. Research indicates that a student takes 1-3 years to acquire functional social language skills (Cummins, 1981), but academic content instruction should be provided to ELs still in the process of acquiring BICS.
- **Bilingual Teacher** is dually certified in (a) a secondary content area or elementary education and (b) bilingual education. This teacher may provide bilingual or ESL instruction or support services to the ELs.
- **Cognitive Academic Language Proficiency (CALP)** refers to the English language skills necessary to perform successfully in academic content. Research indicates that it takes a student from 5-7 or more years to acquire such academic language skills (Cummins, 1981), depending on the students' literacy background, native language proficiency, and prior level of education. Instruction in academic language should occur simultaneous to instruction in social language (or BICS) for ELs at beginning levels of English proficiency.
- **Co-Teaching** is defined as having an ESL/Bilingual teacher plan and implement instruction for content area classes whenever there is a significant population of ELs in the building. Effective co-teaching occurs when both the language and content teacher share responsibilities of a class and requires regular shared planning time.
- **Dually Identified Students** refer to students who have been identified as both EL and as having a disability. These students must receive services from both the ESL and the Special Education department.
- **English learners (ELs)** refer to a student whose first language is not English, and includes students from beginning to advanced English proficiency levels.
- **English as a Second Language (ESL)** refers to the instruction that is used to teach English language skills in reading, writing, listening, and speaking to ELs.

- **ESL Teacher** is certified in ESL. The role of the ESL teacher is to provide language instruction through ESL, sheltered content, co-teaching, or bilingual classes. ESL teachers also provide consultation to general education teachers who serve ELs and former ELs.
- **Formerly Limited English Proficient (FLEP)** Students have been exited from Title 111/ESL program based on results from the WIDA ACCESS and content assessments
- **Transitioned ELs** (also known as **Monitored ELs**) are students who have been exited from ESL services within the past two years. Schools and districts should monitor these students systematically, and districts are required to report these students' content test results as part of the LEP sub-group for accountability purposes.
- **WIDA ACCESS** is the annual assessment that measures English language proficiency in listening, speaking, reading, writing and comprehension and it is administered in the spring.
- **WIDA ACCESS-ALT** is the version of the WIDA ACCESS designed for students with disabilities. In order to administer students the WIDA ACCESS-alt, schools must adhere to the guidelines listed in WIDA's Alternate ACCESS for ELs: Participation Guidelines.
- **WIDA W-APT** is the placement test for identifying students entering grades 1-12 as either English proficient or ELs. The W-APT is provided in four different grade spans (1-2; 3-5; 6-8; 9-12) and includes components for reading, writing, listening and speaking.
- **WIDA MODEL** is the placement test for identifying students entering kindergarten as either English proficient or ELs. The MODEL includes components for reading, writing, listening, and speaking. In Delaware, only the oral components (speaking and listening) are administered to incoming kindergarten students during the first semester of school, but all four components (reading, writing, listening, speaking) are administered to incoming kindergarten students during the second semester of school.

- **Migrant student** A student may be considered to be a migrant student if either the parent or guardian, or the child or child's spouse, have been employed within the past three years (or are any of the aforementioned currently employed) in some form of temporary or seasonal agricultural or agricultural-related work such as: planting or harvesting crops (vegetables, fruit, cotton, etc.), feeding or processing poultry, beef, or hogs, gathering eggs or working in hatcheries, working on a dairy farm or in the fishing industries(shrimping crabbing or processing fish)
- **Migratory Child (Federal Definition)** A child who is, or whose parents, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher; and who, in the preceding 36 months, accompanies such parent, spouse, or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work and has moved from one school district to another. (From Education of Migratory Children under Title I, Part C of the Elementary and Secondary Education Act of 1965)(U.S. Department of Education, 2000)
- **Bi-National student** A binational student is an eligible migrant student who has moved between Mexico and the U.S. with his/her parents or as an emancipated youth at least once in the last 36 months. (Retrieved from The Binational Migrant Education Teacher Exchange Program: A Guide for Supporting "Education Without Borders")
- **Foreign exchange students** A foreign exchange student is a student who is enrolled in a study abroad program in which students travel to another country for a period of academic study. Foreign exchange students who are enrolled in US schools must be screened for English Language Proficiency and if necessary provided services.
- **Refugee Student** A refugee student is a student who has fled his/ her home country due to persecution or fear they will be persecuted on account of race, religion, nationality, and/or membership in a particular social group or political opinion and may be in the process of applying for asylum. Refugee student may have been house temporarily in a refugee camp immediately prior to their enrollment in a US School
<http://www.uscis.gov/humanitarian/refugees-asylum/refugees>

Internet Resources

- U.S. Department of Education: <http://www2.ed.gov/about/offices/list/oela/index.html>
- Delaware Department of Education: <http://www.doe.k12.de.us>
- DDOE Title III webpage: <http://www.doe.k12.de.us/Page/1049>
- Delaware English Language Learners Teachers & Advocates (DELLTA): <http://www.dellta.us>
- Official WIDA website: <https://www.wida.us/>
- Application of the Common Core State Standards for English Language Learners: <http://www.corestandards.org/resources>
- Preschool English Language Learners: http://www.isbe.state.il.us/earlychi/preschool/preschool_ell.htm
A resource list from the state of Illinois that has a variety of support resources for preschool English language educators, with scholarships, journals, books, and more.
- What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/> This site has a collections of scholarly publications for effective outcomes in English language learning.
- National Council of Teachers of English: <http://www.ncte.org/>
This professional association for educators in English studies, literacy, and language arts offers plenty of benefits for bilingual teachers.
- National Clearinghouse for English Language Acquisition: <http://www.ncela.us/publications> Find data, grants, even professional development resources for EL educators from the National Clearinghouse for English Language Acquisition
- TOEFL: <http://www.ets.org/toefl/> As the official language test for education, the TOEFL website is incredibly useful for sharing test-taking and studying information with students.
- International Reading Association: <http://www.reading.org/Resources/ResourcesByTopic/EnglishLearners/Overview.aspx> This association of literacy professionals has excellent resources for literacy educators, including journal articles and an educator community.
- Internet TESL Journal: <http://iteslj.org/> The Internet TESL Journal website has over 500 articles on teaching ESL and around 200 lesson plans. It offers a useful list of resources regarding food, habits, holidays, sports and more.

Learning Resources

- Culturally Authentic Pictorial Lexicon <http://www.pictolang.com/> Offers images demonstrating the true meaning of the word, making it easier for English language learners to understand.
- ESL Basics: <http://en.bab.la/games/> site offers free English videos for both students and teachers.
- ESL Gold <http://www.eslgold.com/> This site offers learning resources for EL students to practice pronunciation. Student's can also find a book to study, and even talk to someone in English.
- Real English <http://www.real-english.com/> This site offers a collection of videos from real English speakers, plus quizzes and community support.
- Repeat After Us <http://repeatafterus.com/> This site offers students a collection of English texts and scripted recordings.
- ESL Cyber Listening Lab <http://www.esl-lab.com/index.htm> This is ESL cyber listening lab with study guides, quizzes, and even teacher features.
- Vocabulix <http://www.vocabulix.com/> This online tool is designed to help jumpstart students' vocabulary skills, with more than 90 vocabulary lessons.
- Wordsteps <http://wordsteps.com/> This site offers ways for students to build their own vocabulary collection, and even access their vocabulary through a mobile device for English language learning on the go.

Teaching Resources

- Utah Education Network English Language Learner Resources <http://www.uen.org/k12educator/eii/> This site has a collection of resources for EL, with teaching ideas, forums, and even news and research.
- www.kizclub.com This site provides activities for pre-reading skills to young children and hands-on activities.
- www.englishgrammar101.com This site includes free grammar exercises and lesson modules.
- <http://www.corestandards.org/resources> Application of the Common Core State Standards for English Language
- Grammar Bytes <http://www.chompchomp.com> This site contains grammar rules, handouts, interactive exercises, videos and definitions of common grammar term and offers grammar instruction
- Daily Grammar <http://www.dailygrammar.com> This site offers a archive of 440 grammar lessons and quizzes. It covers the eight parts of speech, parts of the sentence and the mechanics of grammar.
- ReadWriteThink <http://www.readwritethink.org/> This site offers a comprehensive collection of classroom resources for teachers. It includes searchable lesson plans, student interactives, activities and printouts. It allows students to explore elements of books and stories, develop characters, and create poems, comic strips, newspapers, flyers and more.
- www.UsingEnglish.com This site offers a collection of tools and resources for learning and teaching English as a second language, including a grammar glossary, printables, and teacher handouts.
- EverythingESL <http://www.everythingsl.net/> This site offers s collection of ESL teaching resources, from lesson plans to teaching tips and resources.
- Colorin Colorado <http://www.colorincolorado.org> This site contains useful information, activities, and resources for EL teachers, especially those at the Pre-K to third grade level.
- One Stop English <http://www.onestopenglish.com/> This site is designed for English language teachers, it has a monthly topics series, news lessons, and even an app for on the go EL teaching.
- Casa Notes <http://casanotes.4teachers.org/> This site is designed to allows EL teachers to effectively communicate with non-English speaking parents. in this site, teachers will be able to customize notes that can translate and send home to parents, effectively communicating information about field trips, conduct, homework, and more.
- ESL Party Land <https://www.eslpartyland.com/> This site contains lesson plans, strategies, worksheets, flashcards, quizzes, games, and even vocabulary resources to help EL teacher.

- Clip Art Collection <https://openclipart.org/collections> This site offers a collection of free, language-neutral clip art designed to be used for foreign language instruction.
- Activities for ESL Students <http://a4esl.org/> This site offers a collection of quizzes, exercises, and tests for teaching English as a second language contributed by thousands of teachers.
- Szoter <http://www.szoter.com/#intro> This site offers to EL teachers a way to write directly on images to explain their meaning to students.
- Oxford University Press Learning Resources Bank
https://elt.oup.com/learning_resources/?cc=us&sellLanguage=en A service of Oxford University Press which offers learning resources bank for English language teaching has courses, titles, and interactive English reading tools.
- English-Test.net <http://www.english-test.net/> This site offers free English tests, grammar exercises, and worksheets and encourage students to self-test
- EduFind English Online Tests and Learning Games <http://www.edufind.com/english/englishtests/> This site contains games that offer students way to test and improve their English language skills.

Other References

- www.dictionary.com This site offers a word of the day, games, quotes, translation, and other resources
- www.thesarus.com This site offers references, bringing inspiration and fun in the form of synonyms, fun word facts, and even search trends.
- Common Errors in English Usage <http://public.wsu.edu/~brians/errors> This website offers an opportunity to read Paul Brian's Common Errors in English Usage on, and visit the links to the book's blog, calendar and entry-a-day
- Play & Learn English http://literacycenter.net/play_learn/english-language-games.php Play & Learn English offers resources where teachers can share letters, print shapes, writing and other relevant images for learning the English language.
- Idiom Site <http://www.idiomsite.com> With the help of this site, English language learners can make sense of common idioms.
- Fonetiks <http://www.fonetiks.org/> This site offers to students useful pronunciation tool and guide with instant sound and samples by native speakers.
- www.urdu-english.com This site offers useful vocabulary tool for Urdu EL beginner
- www.grammarbank.com This site offers online and printable grammar exercises, EFL ESL quizzes, lessons, reading comprehension worksheets, essay writing, vocabulary practice.
- www.esltoolbox.com This site offers teaching resources that to get students talking and involved.
- <http://www.haitihub.com> This site provides the online resources for learning Haitian Creole

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