

# Elba City Schools

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## Comprehensive English Learner Plan



Chresal Threadgill, Superintendent

One Team, One Goal....Excellence!

2016-2017 School Year

# ELBA CITY SCHOOLS

## LEA Contact for ELs:

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Check box if LEA receives Title III Funds

## Assurances

The LEA will:

- Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan
- Assure that all teachers in any language instruction educational program for limited-English proficient students that is funded with any source of federal funds are **fluent in English**, including having written and oral communication skills
- Assure that all schools in the LEA are in compliance for serving English language learners (ELs)
- Assure that all individuals used as **translators or interpreters are fluent** in the language they are translating.
- Assure ELs **have equal access to appropriate categorical and other programs** and are selected on the same basis as other children

(The following assurances apply only to LEAs that receive Title III funds)

- Assure that the LEA has a process for parents to **waive Title III** Supplemental Services.
- Assure that the LEA has a **non-public school participation plan**.
- Assure **timely and meaningful consultation with private school officials** regarding services available to ELs in non-public schools that are located within the geographic boundaries of the LEA

**Amanda Williamson**

EL Program Administrator

Signature

Date

**Chresal Threadgill**

LEA Superintendent

Signature

Date

## **Introduction**

Elba City Schools recognizes that within the district there are students who have a primary language other than English. It is the commitment of ECS to provide all students with equal opportunity to benefit from educational programs and services. Therefore, it is committed to supporting scientifically research-based and effective programs, practices, training, and accountability so that all Limited English Proficient students may become proficient in English and achieve proficiency in academic content standards.

It is the policy of Elba City Schools that no student will be excluded from participation in, be denied the benefit of, or be subjected to discrimination in any program or activity on the basis of sex, race, color, creed, religion, belief, national origin, ethnic group or disability. A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status. [No Child Left Behind Act of 2001, Title III- Language Instruction for Limited English Proficient and Immigrant Students, Part C, Section 3302(f)]

### **Limited English Proficient (LEP) Defined**

The Alabama definition of limited English proficient (LEP)/English Learner (EL) is taken from the No Child Left Behind Act of 2001, S. 9101.25 of Title IX:

- "(25) LIMITED ENGLISH PROFICIENT. - The term 'limited English proficient', when used with respect to an individual, means an individual -
- A. who is enrolled or preparing to enroll in an elementary school or secondary school;
  - B. who was not born in the United States or whose native language is a language other than English;
    - 1. who is a Native American or Alaska Native, or a native resident of the outlying areas;
    - 2. who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  - C. whose difficulty in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual --
    - 1. the ability to meet the State's proficient level of achievement of state assessments
    - 2. the ability to successfully achieve in classrooms where the language of instruction is English; or
    - 3. the opportunity to participate fully in society.

## **School Enrollment**

All language-minority students will be allowed to attend school, regardless of their ability to produce a birth certificate, social security number, or immigration documentation. Children will not be excluded from school because they do not have a social security number (*Plyler v. Doe*). The school will use procedures described in Alabama Administrative Code (AAC) to create a student number if needed.

### **Registration:**

1. **Proof of Age** - a valid birth certificate, passport, or other official document listing date and place of birth. A Birth certificate is not required. Other documentation including but not limited to a family Bible (or other religious documentation) or notarized statement of birth date must be accepted in the absence of a valid birth certificate. *Refer to ALSDE August 17, 2012 Memorandum.*
2. **Proof of Immunization** - The State of Alabama Certificate of Immunization available at the County Health Department or a physician's office.  
If a student does not have a blue immunization form, a copy of their previous immunization record can be accepted (from another country or even from another school sending a copy). The school and/or ESL department then helps the family know where to go to receive an Alabama immunization record and time is allowed for the student to submit the immunization record. However, enrollment is not withheld due to not having a blue immunization form.  
**These efforts should be documented for future reference as needed.** If appropriate immunization documentation cannot be obtained within a reasonable period of time, the student case should be handled in accordance with approved state and local board of education procedures.
3. **Registration Forms** - School registration forms are to be completed and filed at the school. No questions regarding immigration status are asked of the parents or students during registration because schools are not agents of the immigration agency (*Plyler v. Doe, 1982*)
4. **Home Language Survey** - System wide form to be completed and signed at initial enrollment by the parents or guardians of students. This form will be filed in the permanent record of each child in the system.
5. **Proof of Residence** – Two proofs of residence are required for enrollment.
6. **Social Security Card** - is **NOT** required for enrollment. If social security card is not available a student number will be assigned.

### **Method for Identification of Limited English Proficient Students**

**Home Language Survey:** English Learners (ELs) will be identified at the point of enrollment by answers obtained from the HLS. An interpreter may be necessary to facilitate. When all responses on the survey indicate that English is the only language spoken in the home, the student is considered an English-only speaker. Any student who indicates a language other than English on any part of the survey is a language minority student. Further assessment must be conducted to determine the student's English language proficiency level. The presence of a language other than English does not automatically signify that the student is not a competent

and proficient speaker of English. The HLS is required for all enrollees in Alabama schools and becomes a part of the permanent record.

## **Method of Placement of LEP Students for English as a Second Language Services**

World-Class Instructional Design and Assessment (WIDA) ACCESS Placement Test (W-APT™) Initial Language Proficiency Assessment and Program Placement Initial assessment of English language proficiency must be conducted to determine the level of English proficiency and to facilitate appropriate instructional and program placement decisions. Language minority students identified through the HLS during registration before the beginning of the school year must be assessed for English-language proficiency within thirty (30) days of enrollment. Language minority students who register after the beginning of the school year must be assessed within ten (10) days of enrollment.

- The World-Class Instructional Design and Assessment (WIDA)-ACCESS Placement Test (W-APT™) will be used to help determine eligibility for placement in the English Learner Program. The W-APT™ assesses English language proficiency in all four domains of language development—listening, speaking, reading, and writing—as well as comprehension to ensure that students' language needs are properly identified and addressed.

1. Any student in grades 1-12 scoring an overall composite score of 3.9 or below on the W-APT™ /MODEL must be identified as limited-English proficient and will be served through English as a Second Language Program.
2. Any student scoring an overall composite score of 4.0 or above on the W-APT™ may be identified as limited-English proficient and may require placement in an English language instruction educational program. Further assessment of the student's English language proficiency is needed to determine placement.
3. Concerning kindergarten placement, a W-APT™ score of 25 or above (out of 30) is considered proficient. The student may not need EL services, but their academic progress may be monitored in case rescreening is needed in first grade to determine reading and writing proficiency.

The W-APT™ should not be considered as only one piece of evidence in the decision-making process regarding placement. Teacher judgment, other assessments, and extenuating circumstances, such as the student's age and amount and quality of previous schooling, should be factored into the decision.

## **Parental Notice and Involvement**

When a student has been classified as an English Learner, the parent will be notified no later than 30 days after the beginning of the school year. Notification will be in writing in English and in the family's native language. TransAct (An online service that enables educators to comply with the parental communication requirements mandated by the NCLB Act as well as federal and state requirements to effectively communicate legal and policy matters with parents in languages they can understand.) will be used to facilitate parental communication.

A translator will be used if necessary. Parent notification will include the following (Title I Section 1112 (g):

- the reason for the identification of their child as limited English proficient and in need of placement in a language instruction educational program;
- the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- the methods of instruction used in the program in which their child is, or will be participating;
- how the program in which their child is, or will be participating, will meet educational strengths and needs;
- how such program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
- the specific exit criteria;
- in case of a child's disability, how such program meets objectives of the individualized education program of the child;
- the right of the parents to have their child immediately removed from such program upon their request; and
- options that parents have to decline to enroll their child in such programs or to choose another program or method of instruction, if available.

Separate Notification:

In addition, parents will be notified when the system, or a school within the system, fails to meet Annual Measurable Achievement Objectives (AMAOs) no later than 30 days of receipt of the LEAs notification.

### **English Learners Committee**

The English Learner (EL) Committee is a school team responsible for guiding and monitoring the placement, services, and assessment of students identified as needing English as a Second Language services. The committee will consider the needs of each English Learner and will develop and Individual English Learner Plan (I-ELP). The English Learner Committee will consist of a school administrator, content area teacher, school counselor, a person designated to provide ESL services, other personnel, as needed, who have instructional expertise and the parent.

### **Programs and Activities**

English Learners will participate in the general education classroom with grade-level content. A student's English Proficiency Level, WIDA Performance Definitions-Reading, Listening, Speaking, Writing for Grades K-12 and CAN DO Descriptors will guide instruction and performance expectations. Teachers will integrate WIDA ELP Standards in daily lesson plans. All programs/computer programs that are available to native English-speaking students, will be available to ELs. Students will receive Pull-out Services to address academic and content language support.

In addition, available Title III funds will be used to provide high-quality language instruction educational programs that are grounded in scientifically-based research and demonstrate effectiveness in increasing English proficiency and student achievement in core academic subjects.

Educational Programming for ELs under **Structured English Immersion (SEI)** will include, but not be limited to:

- **World-Class Instructional Design and Assessment Can Do Descriptors**
- **Specially-Designed Academic Instruction in English Method (SDAIE):** A teaching approach that allows ELs full access to key curricular concepts while acknowledging their limited ability to communicate extensively or proficiently in English. SDAIE strategies are designed to make core academic concepts understandable to ELs through the extensive use of comprehensible input in a supportive affective environment.
- **Rosetta Stone** is a technology-based approach using the immersion method for learning English. (TIII)
- **Renaissance Accelerated Reader: Accelerated Reader**, a progress monitoring software, offers reading practice. Renaissance Learning offers tools to motivate or accelerate student reading skills.
- **Stride Academy (Individual Learning Path)**
- **“Pull Out” ESL for academic and content language support**

### **Grading and Retention Guidelines**

Grading for ELs should be based on students’ level of English proficiency. The teacher ensures this through the continual use of accommodations and assessments according to students’ I-ELP. This complies with *No Child Left Behind Act of 2001*. Appropriate instruction and differentiation must be implemented according to the language proficiency level in order to appropriately accommodate the student. Documentation of these components (lesson plans, work samples, portfolios and ongoing assessments) should be maintained by the classroom teachers.

**Lack of ability to read and write in English is not the basis for the assignment of an “F” and is not lawful. Retention of ELs shall not be based solely upon the level of English Proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols).**

## Special Education Services

English Learners can be referred for and placed in Special Education programs by following the same procedures used for all students (Section 3116; Section 3213 (2) (2) (G)): OCR Memorandum, September 1991, Lau v. Nichols. However, a child may not be determined to be eligible for special education if the determining factor is the child's lack of instruction in reading, math, or limited-English proficiency.

Students who are experiencing academic and behavioral difficulties, not related to their LEP status, are initially referred to the Problem Solving Team (PST) at their school. The EL Committee reviews student's progress and performance on a regular basis. In the event that concerns beyond language acquisition arise, the EL Committee can take the role of the PST for the EL or can refer the student to the PST. If the strategies and interventions set forth by the PST are not successful, the student may be referred for special education services.

As a general rule, ELs who are following normal developmental patterns for learning a new language **SHOULD NOT BE REFERRED**. ELs, because of their cultural and linguistic backgrounds, have special instructional needs. These needs should not be confused with disabilities nor should they serve as a basis for referral for a special education evaluation.

Prior to a referral to PST or for a special education evaluation, efforts must be made to meet the student's needs within the context of the regular education program including English as a Second Language classes with documentation of assessments, accommodations, and interventions. Specific indicators, which validate the need for special education evaluation are:

- Poor communicative proficiency in the home as compared to siblings and same age peers in bilingual environments, especially when this deficiency is noted by parents.
- English language development that appears to be significantly different than that of peers who are also learning English as a Second Language.
- Noted developmental delays or other at-risk conditions.

Based on the review of the submitted documentation, the Problem Solving Team (PST), with EL Committee representation, will recommend the referral of a student to special education for evaluation after all other avenues have been explored, and after a conclusion has been reached that the student's needs cannot be met by the regular education program. (Beginning with the referral meeting, a certified ESL teacher must be present, even if the teacher must be obtained from another system.)

Referral information may indicate that a structured developmental history is needed to assist in the evaluation of a student's problem. The information gained from this history would be helpful in determining that a student's eligibility for special education services was not determined by the student's limited English proficiency or a lack of instruction in reading and math. The information recorded should remove all doubt that socio-cultural factors are the primary contributors to the student's learning or behavior problems. Essential factors needed to make this determination may be beyond the referral information required for non-LEP students. (NOTE: Parents may need assistance in completing the developmental history ranging from translation to understanding the criteria being evaluated).



Additional pertinent information that should be addressed on the EL referral form may include but not be limited to:

- Identification of a proficient use of native language (e.g., Home Language Survey/Identification, Oral Language Proficiency Assessment).
- The extent to which the ELL has received native language instruction and/or English language instruction prior to the referral.
- Experiential and/or enrichment services for students for diverse cultural and experiential backgrounds.
- The school's efforts to involve parents prior to referral.
- The amount of time and extent of services in an academic program for students who have had little or no formal schooling.
- Length of residency of the referred student in the United States and prior school experience in the native country and in an English language school system.
- Attempts to remediate the student's performance prior to referral, including any aids or support services provided for this purpose.

Tests, which will be administered to ELs, will be determined by the Referral/IEP Team. The test may be presented in the native language of the student when such a test format is available and appropriate. Testing with the use of an interpreter is also an option. Personnel who are trained in the administration will administer all tests.

Upon completion of all evaluation material and information, the Referral/IEP Team will meet to determine if the student qualifies for special education services. ELs are eligible for all special education services, **including the Gifted/Enrichment Program**, on the same basis as the native English-speaking students.

EL Committee representatives will participate at the Eligibility meeting to determine eligibility and will participate in the initial development of the IEP and in subsequent IEPs until the student is exited from the ESL program.

The Individualized Education Program (IEP) for a limited-English proficient student with a disability must include all of the components as listed in the Alabama Administrative Code. The IEP team shall consider the language needs of the student as those needs relate to the student's IEP. Parent participation is a required part of the special education process and to ensure active participation, accommodations must be made at all meetings and in written communications for the non-English speaking parent. These accommodations must include a translator for oral communication, and written communication must be in the parent's native language, when appropriate.

## **Special Education Services - Gifted Program**

English Learners (ELs) are eligible to be considered for participation in the Gifted/Enrichment Program, as are native English-speaking students.

SCREENING/REFERRAL OF LEP STUDENTS BEFORE any screening test is administered and/or BEFORE submitting the referral to the GRST committee for a Limited English Proficient (LEP) student, the following steps must be taken:

1. The gifted education teacher needs to confer with the classroom teacher and check the student's cumulative file to determine the degree of English proficiency ACCESS for ELLs.
2. The gifted education teacher needs to make arrangements for the student's ELL Committee to meet to discuss:
  - Factors that would need to be checked on the "Aptitude Test Selection" part of the "Referral Form for Gifted Services"
  - Student's need for alternative assessments
  - A plan to provide parents with interpretation of the "Notification & Consent for Gifted Screening" / "Rights in Gifted Education" and other forms needed in the referral/ eligibility/ placement process
3. The GRST/EDT (Gifted Referral Screening Team/ Eligibility Determination Team) Committee will:
  - Review the information gathered
  - Proceed with the screening/referral/eligibility in compliance with the guidelines listed in the Alabama Administrative Code 290-8-9-.12 Gifted

### **Other Programs**

English Learners are entitled to the same facilities, programs and activities as all other students. ELs have equal access and are encouraged to participate in the full range of district programs and services, including career technical education, Title I, homeless, non-academic and extracurricular activities. Every effort will be made to notify students and parents of available programs and activities through newsletters, phone calls, and informational meetings.

### **Assessment**

**ACCESS for ELs 2.0:** ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English learners (ELs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.

ELs shall be assessed on State required instruments based upon predetermined criteria indicated in the Alabama State Department of Education Decision Chart.



**Decision Chart**  
**For English Learner Students in Their First 12 Months of Enrollment in U.S. Schools**

Below is a chart to help clarify the participation of English Learner (EL) students in their first 12 months of enrollment in U.S. schools. The EL Committee must include decisions regarding the criteria outlined below in the Individual English Language Plan (I-ELP). These decisions must be made on an individual basis. If you have questions concerning special situations, please contact Student Assessment at (334) 242-8038.

<b>REQUIRED PARTICIPATION OF EL STUDENTS IN THEIR FIRST 12 MONTHS OF ENROLLMENT IN U.S. SCHOOLS</b>				
Grades 3-8	Grade 10	Grade 11	Grade 12	Grades 8-12
<i>ACT Aspire</i>	<i>ACT Aspire</i>	<i>ACT Plus Writing</i>	<i>ACT WorkKeys</i>	<i>ACT QualityCore End-of-Course Assessments (EOC)</i> > Algebra I > English10  EL students enrolled in the following courses will take the appropriate EOC assessments:  > Algebra I > Algebra IB > Algebraic Essentials B > Algebraic Explorations II > English 10 > English Essentials 10
Mathematics  Science (Grades 5 and 7 only) Required  If a school chooses to administer science as an optional assessment in grades 3, 4, 6, or 8, participation is required	Mathematics  Science	Mathematics  Science  Reading  English  Writing	Applied Mathematics  Locating Information  Reading for Information	
<ul style="list-style-type: none"> <li>Flexibility given to EL students in their first 12 months of enrollment in U.S. schools pertains to the academic content assessments in reading and language arts for accountability purposes. Participation in reading and language arts, though not required, is also not prohibited. The EL Committee must be included when making decisions about participation in reading and language arts. For questions regarding participation in reading and language arts, contact Student Assessment.</li> <li>All EL students in Grades K-12, regardless of the number of years of enrollment in U.S. schools, must participate in <i>ACCESS for ELLs*</i>, the state-administered English language proficiency test, or <i>Alternate ACCESS for ELLs</i>.</li> <li>Contact Student Assessment for guidance for EL students in their first 12 months of enrollment in U.S. schools who are also participating in the <i>Alabama Alternate Assessment</i>.</li> </ul> <p><small>*ACCESS for ELLs will become ACCESS for ELLs 2.0 beginning spring, 2016.</small></p>				

## **Exit Criteria**

English Learners who make an overall proficiency level of 4.8 on ACCESS for ELLs® will exit the ESL program. If students do not make an overall proficiency score of 4.8 they will continue receiving core English language instruction. . Students who make the required score to exit from supplemental ESL services are placed on monitoring status for two academic years. During this time academic progress is monitored each nine weeks to ensure that the exited student is functioning without ESL support. Students are classified as Former Limited-English Proficient Monitoring Year 1 (FLEP Monitoring Year 1) during the first year of monitoring, and Former-Limited English Proficient Monitoring Year 2 (FLEP Monitoring Year 2) during the second year of monitoring. Upon successful completion of two years of monitoring, ELs are classified Former Limited-English Proficient (FLEP) and no longer included in the LEP subgroup for accountability purposes.

## **High-Quality, Data-Driven English Learner Professional Development**

Select certificated staff will participate in professional development then will hold turn-around training for certificated staff , paraprofessionals and administrators.

- School Assistance Meeting for Understanding English Learners (SAMUEL)
- Specially-Designed Academic Instruction in English (SDAIE)
- World-Class Instructional Design and Assessment (WIDA)  
CAN DO Descriptors
- ACCESS for ELs Report Interpretation

## **English As A Second Language Acquisition Program Evaluation**

The English as a Second Language program will be evaluated annually with Annual Measurable Achievement Objective (AMAO) status by reviewing ACCESS data to determine if ELs are moving toward proficiency in English language acquisition or have reached the exiting level. Success of the program will also be considered if ELs are showing gains toward proficiency on state academic standards. The EL subgroup will be monitored during monthly data meetings, annual school-wide data reviews and EL Committee meetings.

Districts are required to modify programs if they prove to be unsuccessful after legitimate trial. (1991 Office of Civil Rights Policy Memorandum)

## **Legal Cases Related to English Learners**

### **1964 Civil Rights Act, Title VI**

“No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” -42 U.S.C. § 2000d. o

- Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color or national origin in programs or activities that receive Federal financial assistance. Public institutions (like schools) must provide equal quality of educational services to everyone, including those who are Limited English Proficient (LEP). Title VI covers all educational programs and activities that receive Federal financial assistance from the United States Department of Education (ED).

### **May 25, 1970, Memorandum**

“The purpose of this memorandum is to clarify policy on issues concerning the responsibility of LEAs to provide equal educational opportunity to national origin minority group children deficient in English language skills.

- Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the education program offered by a LEA, the LEA must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. School districts have the responsibility to notify national origin- minority group parents of school activities, which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.

### **Lau v. Nichols (US Supreme Court Decision 1974)**

“The failure of school system to provide English language instruction to approximately national origin students who do not speak English, or to provide them with other adequate instructional procedures, denies them a meaningful opportunity to participate in the public educational program, and thus violates § 601 of the Civil Rights Act of 1964, which bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving Federal financial assistance," and the implementing regulations of the Department of Health, Education, and Welfare. Pp. 414 U. S. 565-569.”

- The Supreme Court stated that these students should be treated with equality among the schools. Among other things, Lau reflects the now-widely accepted view that a person's language is so closely intertwined with their national origin (the country someone or their ancestors came from) that language-based discrimination is effectively a proxy for national origin discrimination.

### **1974– Equal Education Opportunities Act**

“The Equal Education Opportunities Act of 1974 states: “No state shall deny equal educational opportunity to an individual based on his or her race, color, sex, or national origin by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.” o The EEOA prohibits discriminatory conduct against, including segregating students on the basis of race, color or national origin, and discrimination against faculty and staff serving these groups of individuals, as it interferes with their equal educational opportunities. Furthermore, the EEOA requires LEAs to take action to overcome students' language barriers that impede equal participation in educational programs.

### **Plyler v. Doe (U.S. Supreme Court Decision 1982)**

“The illegal aliens who are plaintiffs in these cases challenging the statute may claim the benefit of the Equal Protection Clause, which provides that no State shall deny to any person within its jurisdiction the equal protection of the laws” . . . The undocumented status of these children does not establish a sufficient rational basis for denying them benefits that the State

affords other residents . . . No national policy is perceived that might justify the State in denying these children an elementary education.” -457 U.S. 202

- The right to public education for immigrant students regardless of their legal status is guaranteed. 2014-2015 EL Policy and Procedures Manual Instructional Services Division-- Federal Program Section 62 o
- Schools may not require proof of citizenship or legal residence to enroll or provide services to immigrant students.
- Schools may not ask about the student or a parent’s immigration status.
- Parents are not required to give a Social Security number.
- Students are entitled to receive all school services, including the following: Free or reduced breakfast or lunch, – transportation, – educational services, and – NCLB, IDEA, etc.

### **Presidential Executive Order 13166 (Clinton; 2000)**

“Entities receiving assistance from the federal government must take reasonable steps to ensure that persons with Limited English Proficiency (LEP) have meaningful access to the programs, services, and information those entities provide.”

- Recipients of federal assistance are required to help students overcome language barriers by implementing consistent standardized language assistance programs for LEP. In addition, persons with limited English proficiency cannot be required to pay for services to ensure their meaningful and equitable access to programs, services, and benefits.
- See The United States Department of Justice:  
[www.justice.gov/crt/about/cor/Pubs/lepqapr.php](http://www.justice.gov/crt/about/cor/Pubs/lepqapr.php)

**2001 – Title III of the No Child Left Behind Act of 2001** “Title III of the No Child Left Behind (NCLB) Act requires that all English language learners (ELLs) receive quality instruction for learning both English and grade-level academic content. NCLB allows local flexibility for choosing programs of instruction, while demanding greater accountability for ELs’ English language and academic progress.”

- Under Title III, states are required to develop standards for English Language Proficiency and to link those standards to the state’s Academic Content Standards. Schools must make sure that ELLs are part of their state’s accountability system and that ELLs’ academic progress is followed over time by
- establishing learning standards, that is, statements of what children in that state should know and be able to do in reading, math, and other subjects at various grade levels;
- creating annual assessments (standardized tests, in most states) to measure student progress in reading and math in grades 3-8 and once in high schools;
- setting a level (cut-off score) at which students are considered proficient in tested areas; and
- Reporting to the public on what percentages of students are proficient, with the information broken down by race, income, disability, language proficiency, and gender subgroups.

**Castañeda v. Pickard, [5th Cir., 1981] 648 F.2d 989 (US COURT OF APPEALS)** “In 1981, in the most significant decision regarding the education of language-minority students since *Lau v. Nichols*, the 5th Circuit Court established a three-pronged test for evaluating programs serving English language learners. According to the *Castañeda* standard, schools must base their program on educational theory recognized as sound or considered to be a legitimate experimental strategy, – implement the program with resources and personnel necessary to put the theory into practice, and – evaluate programs and make adjustments where necessary to ensure that adequate progress is being made. [648 F. 2d 989 (5th Circuit, 1981)].”

This case established a three-part test to evaluate the adequacy of a district's program for the English language learner:

1. Is the program based on an educational theory recognized as sound by some experts in the field or is it considered by experts as a legitimate experimental strategy?
2. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
3. Does the school district evaluate its programs and make adjustments where necessary to ensure that adequate progress is being made.

# WIDA Performance Definitions - Speaking and Writing Grades K-12

## Within sociocultural contexts for language use...

Discourse Dimension		Sentence Dimension		Word/Phrase Dimension
Linguistic Complexity		Language Forms and Conventions		Vocabulary Usage
<b>Level 5 - Reaching</b> Language that meets all criteria through Level 5, Bridging				
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...				
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Multiple, complex sentences</li> <li>Organized, coherent, and coherent expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of grammatical structures matched to purpose</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language, including content-specific collocations</li> <li>Words and expressions with precise meaning across content areas</li> </ul>	
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Short, expanded, and some complex sentences</li> <li>Organized expression of ideas with emerging cohesion</li> </ul>	<ul style="list-style-type: none"> <li>A variety of grammatical structures</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and somewhat content-area language</li> <li>Words and expressions with expressive meaning through use of collocations and idioms across content areas</li> </ul>	
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Short and some expanded sentences with emerging complexity</li> <li>Expanded expression of some ideas or emerging expression of multiple related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Repetitive grammatical structures with occasional variation</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including content and expressions</li> <li>Words or expressions with multiple meanings used across content areas</li> </ul>	
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Phrases or short sentences</li> <li>Emerging expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic grammatical structures</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions</li> <li>Social and instructional words and expressions across content areas</li> </ul>	
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Words, phrases, or chunks of language</li> <li>Single words used to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>Basic-level grammatical structures</li> <li>Basic patterns associated with common social and instructional situations</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social, instructional, and some content-related words</li> </ul>	



# WIDA Performance Definitions - Listening and Reading Grades K-12

Within sociocultural contexts for processing language...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<b>Level 6 - Reaching Language that meets or exceeds rough Level 5, Bridging</b>			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Rich descriptive discourse with complex sentences</li> <li>Cohesive and organized related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound, complex grammatical constructions (e.g., multiple phrases and clauses)</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language</li> <li>Words and expressions with shades of meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Connected discourse with a variety of sentences</li> <li>Expanded related ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex grammatical constructions</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words or expressions with multiple meanings across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Discourse with a series of extended sentences</li> <li>Related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound and some complex (e.g., noun phrases, verb phrase, prepositional phrase) grammatical constructions</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content languages including expressions</li> <li>Words and expressions with common collocations and idioms across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Multiple related simple sentences</li> <li>An idea with details</li> </ul>	<ul style="list-style-type: none"> <li>Compound grammatical constructions</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions, including cognates</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Single statements or questions</li> <li>An idea within words, phrases, or chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)</li> <li>Common social and instructional forms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social and instructional words and expressions</li> </ul>