

Richmond County School System

ESOL Handbook 2020-2021



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Disclaimer

“This policy is not intended to limit the discretionary authority of, or to create any liability for, or create a cause of action against, the Board of Education or its officers, employees, volunteers or other designated individuals for any act or omission to act related to this policy. Georgia’s constitution provides that school district employees are immune from liability when they are performing discretionary functions and they act without malice or intent to cause injury. Nothing herein is intended to create a ministerial duty for any Board of Education officer, employee, volunteer, or other designated individual.”

Purpose

The purpose of the state-funded language instruction English to Speakers of Other Languages (ESOL) program is to provide English language instruction and language support services for all identified English Language Learners (ELLs) in grades K-12. The ESOL Resource Guide provides assistance with program management and with the effective instruction of ELs. The goal of the ESOL Resource Guide is to present ESOL guidelines in an organized and usable format.

The responsibility for ELs’ whole education, both in language and academic content, is shared by regular classroom teachers and ESOL teachers alike. Classroom teachers, ESOL teachers, and other support staff should plan jointly to determine instructional accommodations needed to make language and content as comprehensible as possible throughout the whole school day for ELs. As a result, all teachers function as language teachers when ELs are enrolled in their classes.

This document is an adaptation of the Georgia Department of Education ESOL Resource Guide.

Federal and State Laws

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act (EEOA), public schools and State educational agencies (SEAs) have a legal obligation to remove barriers and ensure that students who are not fully proficient in English can meaningfully participate in their educational programs and services. These federal expectations require schools to develop and implement an evidence-based language instruction educational program (LIEP) that has a reasonable chance of success and which allows EL students access to grade-level core curriculum to succeed in the general education classroom.

According to *Lau v. Nichols* (1974), public schools comply with their legal obligations under Title VI of the Civil Rights Act of 1964 (Title VI) by taking affirmative steps to ensure that students with limited English proficiency can meaningfully participate in educational programs and services. In addition, the Equal Educational Opportunities Act (EEOA) requires public schools and State educational agencies (SEAs) to overcome language barriers that impede equal participation of students in their instructional programs.

Identification of English Learners

Initial Questions to Consider in Identification of English Learners

| | |
|--|--|
| <p>Is this the student's first-time enrolled in a U.S. school?</p> | <ol style="list-style-type: none"> 1. Administer the HLS (Home Language Survey). 2. If a language other than English is indicated for any of the first three questions on the survey, the student has a Primary Home Language Other Than English (PHLOTE) and needs to be screened for ESOL eligibility. 3. Administer the WIDA Screener (or Kindergarten W-APT). 4. Follow the state guidelines for eligibility. |
| <p>Has the student been enrolled in a GA school before? (In-state transfer)</p> | <ol style="list-style-type: none"> 1. Identify if the student is an English Learner or <u>not based on transferring LEA records and/or the original HLS (Home Language Survey), original screener, or the latest ACCESS scores.</u> 2. Claim the student in GUIDE to see if he/she has an EL status code in Georgia or not. 3. Check the student's previous enrollment history in SLDS. 4. Check the student's records in SLDS to see if there are any former ACCESS test results. Check prior ACCESS test results against state or LEA entrance/exit criteria for that year. 5. When applicable, open the SLDS EL Tab and check to see if the student was previously screened. 6. If no information is available, administer the HLS (Home Language Survey). 7. If a language other than English is indicated for any of the first three questions on the survey, the student has a Primary Home Language Other Than English (PHLOTE) and needs to be screened for ESOL eligibility. 8. Administer the WIDA Screener (or Kindergarten W-APT). 9. Follow the state guidelines for eligibility. |
| <p>Has the student been enrolled in a U.S. school in another state? (Out-of-state transfer)</p> | <ol style="list-style-type: none"> 1. Identify whether the student is an English Learner or not <u>based on transferring LEA records.</u> 2. Call the previous school and ask about: <ol style="list-style-type: none"> a. The original HLS (Home Language Survey) b. Screening documents c. English Language Proficiency testing results 3. If no information is available, administer the HLS (Home Language Survey). 4. If a language other than English is indicated for any of the first three questions on the survey, the student has a Primary Home Language Other Than English (PHLOTE) and needs to be screened for ESOL eligibility. 5. Administer the WIDA Screener (or Kindergarten W-APT). 6. Follow the state guidelines for eligibility. |

Home Language Survey

Under federal law, schools are required to identify all PHLOTE (primary or home language other than English) students and then screen potentially eligible students for English language assistance. Identification of PHLOTE students happens when school personnel administer the required [Home Language Survey\(HLS\)](#) at the time of enrollment. The HLS is a series of questions intended to determine the student's primary or home language.

In order to ensure that responses given on the HLS are accurate and legally binding, districts should make every attempt to administer this document in the home language of the caregiver. Translated versions of the HLS are available on the county website and as hyperlinks at the end of this document.

The Home Language Survey (HLS) is a one-time document, which should be signed and dated by the parents and maintained in the student's permanent/cumulative record. When students enroll into RCSS, the receiving schools should make every effort to obtain the original HLS from the schools the students transferred from.

If the answer to any of the first three question indicates a language other than English, the student is a PHLOTE and the school system is required to screen the student for eligibility for English language assistance services.

Correcting an Incorrect HLS

On occasion, parents report an incorrect HLS, which leads to incorrectly identifying students as EL. This can be caused by a parent's misunderstanding and incorrect completion of the HLS. When misidentification of an EL occurs because of an incorrect HLS, the following procedures should be followed:

1. The parent notifies the teacher, school, or district that the original Home Language Survey answers are not correct.
2. If the district determines that the request is plausible, the parent should be given the opportunity to complete a Home Language Survey Addendum which is required to be notarized. (The HLS Addendum should be in a language that the parents can understand.)
3. The ESOL Program Specialist should approve the new HLS Addendum, after which the school should proceed to take the next steps based on the new HLS.
4. If the next steps require a status change, the school should use the EL=I code for the remainder of that school year to show that the student was incorrectly identified as an EL. After that, the child is coded EL=N on July 1st and thereafter.

Screening for Eligibility

If the answer to any of the first three question indicates a language other than English, the student is a PHLOTE and the school system is required to screen the student for eligibility for English language assistance services. ESEA/ESSA Sec. 3113(b)(2) states that a student who may be an English Learner must be assessed for such status **within 30 days of enrollment in a school in the state**. Under

ESEA/ESSA Sec. 1112(e)(3) parents must be notified **within 30 calendar days after beginning of the school year and two weeks after the start of the school year** that their child was placed in a language instruction educational program (LIEP).

Exception 1: ELs (English learners) who transfer from another school district and have official records to support their pre-determined eligibility and services within the past year should be accepted and placed in ESOL classes without screening.

Exception 2: If a PHLOTE student was screened in a non-WIDA state and was found not-eligible by that state's criteria, the school should rescreen using the appropriate WIDA eligibility assessment to ensure that the student is adequately prepared to take Georgia content assessments. Schools may waive this requirement if the student has met the following criteria:

- Was screened for English language support assistance no more than 24 months (or the equivalent of two academic years) prior to enrollment in the current LEA; **and**
- Was enrolled and was successful in the general education program in the school he or she previously attended; **and**
- Performed at the met or exceeded level on that state's content assessments (if such assessments were required and administered in the enrolled grades).

Georgia is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium. As a member of the WIDA Consortium, Georgia school systems should use one of the following WIDA eligibility assessments to determine eligibility for English language assistance:

- the Kindergarten WIDA-ACCESS Placement Test (Kindergarten W-APT) (for 2nd semester prekindergarten – 1st semester 1st grade students)
- the online WIDA Screener (for 2nd semester 1st grade students – 2nd semester 12th grade students)
- WIDA Remote Screener (Only used during times of school closures where you are not able to screen the student in a face-to-face setting.)

If a student has been screened and determined ineligible for language support services, the student may **not** be screened again at a future date for reconsideration.

Kindergarten W-APT Eligibility Screener

You may administer the appropriate sections of the Kindergarten W-APT during 2nd semester prekindergarten through the end of 1st semester first grade. The Kindergarten W-APT does not assign scores according to the range of WIDA English Language Development (ELD) levels 1-6. Instead, scores for Speaking and Listening indicate either low, mid, high, or exceptional proficiency. Scoring details can be found in the W-APT Test Administration Manual and on the scoring sheets.

The procedures from **2nd semester prekindergarten through 1st semester kindergarten** are as follows:

1. Administer the **Listening and Speaking** portions of the Kindergarten W-APT and note the combined Listening and Speaking Raw Score.
2. If the student's combined **Listening and Speaking Raw Score is ≥ 29** , the student meets the minimum criteria for English language proficiency and is **not eligible** for language support services.
3. If the combined **Listening and Speaking Raw Score is ≤ 28** , then the **student qualifies** for language assistance services.

The procedures from **2nd semester kindergarten through 1st semester first grade** are as follows:

1. Administer **all** four components of the Kindergarten W-APT.
2. If the following is true:
 - a. Listening and Speaking raw score is ≥ 29 , **and**
 - b. The Reading score is ≥ 11 , **and**
 - c. The Writing score is ≥ 12 , **then**
 - d. The student **does not qualify** for language support services.
3. If all three criteria are **not** met, the student **qualifies** for language support services.

See [Appendix A](#) for the Kindergarten W-APT eligibility flowchart.

The WIDA Screener

The WIDA Screener for students in grades 1-12 is divided into grade clusters: 1; 2-3; 4-5; 6-8; and 9-12. The instructions as to the appropriate grade cluster screener to be administered to the students in grades 1-12 are outlined in the WIDA Screener Test Administration Manual and the administration procedures should be followed as indicated in the manual. Consistent with current WIDA test administration guidelines, the WIDA Screener is administered to students from **2nd semester first grade through 2nd semester grade 12**.

The criteria for administration are as follows:

1. Only certified personnel who have completed the annual required WIDA training modules for the WIDA Screener are permitted to administer the assessment. This can be done at <https://wida.wisc.edu/>. Credentials can be obtained from the county's Testing Coordinator or the ESOL Program Specialist.
2. Administer a lower grade cluster form for students in the first semester of the year in a grade-level cluster. For example, if a student is in the first semester of second grade, administer the first grade screener.
3. Administer all four components of WIDA Screener: Listening, Speaking, Reading and Writing.
4. **Enter screener data into SLDS in Infinite Campus under the EL Screener tab. Data should be entered for students who are eligible and ineligible for ESOL services.**

The criteria for eligibility are as follows:

1. If the student's Grade Level Adjusted Overall composite score is ≥ 5.0 on the WIDA Screener, the student **does not qualify** for English language assistance services.
2. If the student's Grade Level Adjusted Overall Composite score is < 5.0 on the WIDA Screener, the student **qualifies for** English language assistance services.
3. The assessment may not be a valid measure for eligibility for students who are non-verbal or have a significant cognitive disability. To establish such students' eligibility for ESOL services, a committee consisting of the parent, the ESOL teacher, the classroom teacher, a special educator, and a school administrator should be convened to discuss the best educational option for the student. The committee meeting minutes should be maintained in the student's cumulative record along with notes supporting the committee's decision on ESOL placement. This decision may be revisited at any time.

See [Appendix B](#) for the WIDA Screener eligibility flowchart.

WIDA Remote Screener

WIDA Remote Screener is a remotely administered screening tool that supports the identification of English learners in a time of school closures. This assessment is designed specifically to enable screening when the student and test administrator **cannot share a physical space**.

This screener should be administered by teachers with **previous screener experience only**. Although not required, this screener should be done by video call whenever possible. Currently there is a K-1 Remote Screener and a 2-12 Remote Screener. The training to administer the screener can be done at <https://wida.wisc.edu/>. Credentials can be obtained from the county's Testing Coordinator or the ESOL Program Specialist.

Remote Screener Results Kindergarten

Students scoring Newcomer Level (ELP 1 & 2) are identified as English learners. Students scoring Developing Level (ELP 3 & 4) and Fluent Level (ELP 5 & 6) may be temporarily identified as EL and rescreened using the K WAPT to the extent in-person screening is possible prior to ACCESS administration. However, if it is not possible to re-screen students before the ACCESS testing administration in January 2021, then the district should administer the Kindergarten ACCESS to all remote-screener identified ELs to determine continued eligibility for EL status. If this were to occur, all EL exit criteria based on ACCESS test results remain the same and would be applied.

Remote Screener Results Grades 1-12

Students scoring Newcomer and Developing should be temporarily identified as EL. Students scoring Fluent should be temporarily identified as EL. Regardless of the score (Newcomer, Developing, or Fluent), all students in grades 1-12 who are screened using the WIDA Remote Screener should be re-screened using the WIDA Screener to the extent in-person screening is possible prior to ACCESS administration. However, if it is not possible to re-screen students before the ACCESS testing administration in January 2021, then all temporarily identified students should be administered the

ACCESS for ELLs assessment, which should provide more complete information regarding the student's level of English proficiency. If this were to occur, all EL exit criteria based on ACCESS test results remain the same and would be applied.

Screening Potential English Learners with Disabilities

Students with Significant Cognitive Disabilities

WIDA ELP Screeners may not be valid screeners for making EL eligibility determinations for students who have been identified as non-verbal or having a significant cognitive disability. To determine whether the student qualifies as an English Learner or not, a committee consisting of the parent, an ESOL teacher, the classroom teacher, a special education educator, and a school administrator should be convened to discuss the best educational option for the student. The committee meeting minutes should be maintained in the student's permanent record along with notes supporting the committee's decision. This decision may be revisited at any time.

Students with Disabilities that Preclude Assessment of One or More Language Domains

WIDA ELP screeners may not be valid screeners for making EL eligibility determinations for students whose IEP precludes the assessment of one or more language domains. Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more language domains. To determine whether the student qualifies as an English Learner or not, the IEP team should be convened to discuss how to determine EL eligibility when one or more language domains are missing. The IEP Team decision should be maintained in the student's cumulative record along with evidence supporting the committee's decision. This decision may be revisited at any time.

District Responsibilities Following EL Screening

For students who are **ineligible**:

- Complete a [Notification of Ineligibility Form](#). Make two copies of the form. Put one in the student's permanent record and send one to the student's parents or guardians.
- Digital Permanent Record:
 - The student's digital record can be found in Infinite Campus under the "Documents" tab in the "English Learners (EL)" section of "Student Information".
 - Upload:
 - Home Language Survey
 - [Notification of Ineligibility Form](#)
 - Kindergarten W-APT or WIDA Screener results
- Hard Copy Permanent Record:
 - Place a copy of the:
 - [Notification of Ineligibility Form](#)
 - Kindergarten W-APT or WIDA Screener results
- The data clerk should code the student as EL-N in Infinite Campus.

For students who are **eligible**:

- Complete a [Parent Notification of Student Eligibility for ESOL Language Program and Title III Supplemental Instruction Services Form](#). Make two copies of the form. Upload one to the student's ESOL digital permanent record and send one to the student's parents or guardians. Translated versions of the eligibility form are available as hyperlinked documents at the end of this handbook and on the county website.
- Digital Permanent Record:
 - The student's digital record can be found in Infinite Campus under the "Documents" tab in the "English Learners (EL)" section of "Student Information".
 - Upload:
 - Home Language Survey
 - [Parent Notification of Student Eligibility for ESOL Language Program and Title III Supplemental Instruction Services Form](#)
 - Kindergarten W-APT or WIDA Screener results
- The data clerk should code the student as EL-Y in Infinite Campus and use the date the screener was given as the "Identified Date". (For more information on coding see section on [coding](#).)

For all eligible and ineligible students:

- Add screener results to the **EL Screener Tab in SLDS**.

Parent Waiver of ESOL Services

Some parents of students identified as ELs may choose to waive language assistance services for their child; however, school districts are still held responsible for providing language support under Office for Civil Rights law. The district should find alternate means of providing the student with support for language development and proficiency outside of structured ESOL classes.

Parents who waive services are required to complete a [Parental Waiver Form](#) on an **annual basis** and the district should maintain evidence of the written documentation by uploading the document to the student's ESOL digital permanent record. Translated versions of the parental waiver form are available as hyperlinked documents at the end of this handbook and on the county website.

Although the parents may have chosen to waive ESOL services, the student has been identified as EL, should be **coded as EL**, and should continue to be coded as such until the student reaches an English proficiency level that meets the state requirements for exiting language assistance services. ELs whose parents have waived services are still **eligible for accommodations** on standardized tests and **are required to take the ACCESS test** until they meet criteria to exit the ESOL program.

Placement and Assessment of English Learners

Program of Service and Considerations for Placement of ELs

The district's ESOL program should address the following requirements:

1. The provision of evidence-based English language acquisition services.
2. The provision of effective participation of ELs in all district academic and special programs.
3. ELs should be **placed in age appropriate grade levels or courses**. If a lower grade level placement is necessary due to lack of formal schooling, it should **not be more than one year below the native English-speaking peers** of the same age.

ESOL Delivery Models

ELs should be considered the same as any other students eligible for any program that should help them reach the same standards of performance asked of all students. Once a child enters a mainstream education class, he or she may need language development and other types of support that should be included in everyday classroom instruction. For ELs these may include accommodations to the instructional activities, tasks, and assessments. As ELs attain fluency in English however, fewer accommodations should be necessary.

It is essential to remember that while the provision of language support services to ELs within certain programs may have the effect of separating ELs from other students during at least part of the school day, the ESOL program should not separate ELs unnecessarily for purposes other than to receive the support the program provides.

Richmond County School System (RCSS) uses the following state approved instructional delivery models:

1. Pull-out model – students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher
2. Push-in model (within reading, language arts, mathematics, science or social studies) – students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher
3. A scheduled (sheltered) class period – students at the middle and high school levels receive language assistance and/or content instruction in a class composed only of ELs

ESOL Class Sizes

The chart below indicates the approved class size limits for ESOL classes.

| Grade(s) | Funding Class Size | Maximum System Average Class Size | |
|----------|--------------------|-----------------------------------|-----------------------|
| | | No Paraprofessional | With Paraprofessional |
| K-3 | 7 | 11 | 13 |
| 4-8 | 7 | 14 | 15 |
| 9-12 | 7 | 18 | 20 |

Minimum Time Requirements for ESOL FTE Segments

The chart below indicates the maximum required segments and minimum required times.

| Grade(s) and Scheduling | Daily Required Minutes Per Segment(s) | Daily Required Segments Maximum | Weekly Required Minutes Minimum |
|-------------------------|---------------------------------------|---------------------------------|---------------------------------|
| K-3 | 45 minutes | 1 | 225 |
| 4-8 | 50 minutes | 2 | 250 |
| 9-12 | 55 minutes | 5 | 275 |
| 4x4 Block | 90 minutes | 2 | 225 |
| Hybrid Block | If less than 90 minutes | 1 | Determined by LEA |

Online Learning

All students who register for online learning should receive a combination of synchronous and asynchronous services depending on their language levels. Students K-8 with ELP levels 1-2 should receive a minimum of two 30-minute synchronous lessons per week. Students K-8 with ELP levels 3-4 should receive a minimum of one 30-minute synchronous lesson per week. Students 9-12 should receive a minimum of one 55-minute synchronous lesson per week. Content area teachers and ESOL teachers should collaborate to determine if more services are needed. [Click here](#) for guidance for synchronous and asynchronous instruction.

Monitoring Academic Progress of ELs

Monitoring of classroom performance includes measures of English-language proficiency and curricular achievement. Educators should use classroom performance and/or available achievement test scores to revise a student's academic program or change the types of language assistance services he or she is receiving. These assessments include but are not limited to: GKIDS, i-Ready diagnostic assessments, End of Course assessments, formative assessments/checklists, and summative assessments/checklists.

Language minority students are compared to their native English-speaking peers in knowledge of subject matter. It is important to assess a student's foundation for the acquisition of new information, as well as the ability to effectively participate in mainstream classes.

Testing Accommodations

"Federal and state laws require that all students participate in the state-mandated assessment program, including... English learners (ELs)..."

In certain situations, the individual needs of ELs may warrant accommodations. Each local educational agency is required to determine whether or not testing accommodations are needed for each EL. **Any accommodations offered should be consistent with current instructional and assessment accommodations made in the classroom.**

Accommodations should be determined by the **English Learner Testing Participation Committee (EL/TPC)** and should be made only when appropriate documentation is filed for each eligible EL using the [English Learner Testing Participation EL/TPC Form](#). Only state-approved accommodations may be considered and included in the EL/TPC form. The determination of accommodations for assessment should be reviewed at least once a year.

Annual Assessment – ACCESS for ELLs 2.0

ACCESS for ELLs 2.0 is administered annually to all English learners in Georgia. It is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency and progress towards English proficiency. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context and across the four language domains of speaking, listening, reading, and writing. ACCESS for ELLs 2.0 meets the Title I mandate in the Every Student Succeeds Act of 2015 that requires states to evaluate all ELs in grades K through 12 on their progress towards English proficiency.

All students identified as EL students are required to take the ACCESS for ELLs 2.0 assessment, **including students whose parents have waived ESOL services.**

Only certified personnel who have completed the required WIDA training for the ACCESS for ELLs 2.0 are permitted to administer the annual proficiency assessment. GaDOE Assessment and Accountability division requires annual WIDA ACCESS for ELLs 2.0 certification for all certified personnel who administer the assessment.

Annual Assessment – Alternate ACCESS for ELLs

The Every Student Succeeds Act (ESSA; 2015) requirement to assess all students identified as ELs annually for English language proficiency, includes students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in state-wide and district-wide assessment programs, including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs (IEP).

WIDA created the Alternate ACCESS for ELLs to meet federal accountability requirements and to provide educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities. The Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in grades 1 -12 who are classified as English learners and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment.

EL students who are eligible for the GAA 2.0 are the only EL students eligible for the Alternate ACCESS for ELLs.

RTI

Eligibility for ESOL services and placement in an ESOL class is automatically considered a Tier 4 Intervention. The ESOL class and support within that class meet the definition of the specially designed learning focus of Tier 4 with its emphasis on specialized programs, specialized instructional delivery, and methodology. For the purposes of serving the student effectively and efficiently, the language minority student is served at the Tier 4 level during any scheduled ESOL classes; however, in mainstream classes, the student's needs may not be such that Tier 4 level services are recommended.

As is appropriate for all students, ELs in a general education class should receive Tier 1 interventions, and often the students may require Tier 2 interventions as well to successfully access and comprehend instruction. As the student progresses in language and academic proficiency, the level of interventions needed to support him or her should decrease accordingly. For the specific purposes of ESOL services and language support for the majority of ELs, the Pyramid of Interventions functions as a regressive model rather than as a model of progressive interventions. As students near proficiency, often Tier 1 interventions, appropriate for all students, may be the only additional support needed.

ELs with Disabilities

As with other populations, one expects a range of abilities among ELs. The difficulty often comes in determining whether a learning problem is related only to the issue of English language development or whether there is an actual disability present.

ELs have special instructional needs because of their unique cultural and linguistic backgrounds. If an EL is having difficulty mastering specific skills, it is important for the teacher to accommodate the instructional strategies and/or instructional pace for the student. Just because the student requires accommodations to achieve mastery, does not necessarily mean that the EL has a disability or that the EL should be referred to special education.

If, however, the EL continues to have difficulty after consistent language accommodations and instructional interventions have been attempted for a reasonable amount of time, and the interventions from Tiers 1 and 2 have not resolved the issues, the RTI team should review data and determine next steps. The ESOL professional's input is essential to determining appropriate interventions as he or she knows the natural order of English language acquisition regardless of the student's first language. The ESOL teacher is also familiar with the usual rate and stages of language acquisition, as well as the "typical" errors to be expected.

This knowledge of second language acquisition, along with the following information, is critical in determining whether there exists a need for different interventions or future referrals for additional services:

1. Place of birth
2. Entry date into the U.S.
3. Years in U.S. schools

4. Educational history; Years of schooling in home language; Interrupted education?
5. Prior evaluations (Kindergarten W-APT, WIDA Screener, state standardized assessments, and local first language assessments)
6. Review of Home Language Survey
7. Entry date in ESOL and number of years in ESOL
8. Physical condition that could account for difficulties - need for glasses, hearing aid, etc.
9. Participation in any special services
10. Frequent absences or tardiness
11. School record reviewed for relevant information and anecdotal evidence
12. Contacts with Parents (district is required to provide an interpreter if necessary for communication)

At this point, one of two things may happen: (1) the RTI team may determine that it is appropriate to consider a referral of the EL for special education testing in order to determine whether a specific disability exists, or (2) the RTI team may recommend additional interventions and accommodations for the classroom. Should these supports prove successful, the EL may continue to be served with them in the general education classroom. If the additional interventions and accommodations are not successful, the RTI team may reconvene to discuss whether a referral for special education testing is appropriate.

Once a referral is made to special education, the EL is tested in order to determine whether he or she qualifies as a student with a disability under the Individuals with Disabilities Education Act (IDEA). If so, the EL may be served through the special education program.

Depending on the extent of the student's disability, it is appropriate for the general education teacher, ESOL teacher, and the special education teacher to work collaboratively in order to meet the needs of the student. **The fact that an EL has a disability does not replace the need for language assistance. The plan for continuing to provide language assistance and support should be delineated in the student's Individual Education Plan (IEP). It is important to ensure that ELs are dually served through both programs.** If, due to the student's significant cognitive disabilities, it is determined that another means of support would be more beneficial to him/her, the Special Education team and the ESOL specialist should work together to determine the most effective plan and to provide needed support for implementation.

1. If an EL is determined eligible for special education services, the IEP team should determine the type and degree of services (Special Education and ESOL) the student should receive.
2. The ESOL teacher should be included as an active member of the IEP team for ELs with disabilities.
3. If it has been demonstrated through testing that the student qualifies for special education services under the learning disability label or speech services label, the EL should be served in both programs.
4. Scheduled time for ESOL services should not be reduced.

5. Students should be served in both ESOL and Special Education if they qualify for both programs, unless the disability is deemed so profound that the severity of the student's disability indicates a greater intensity of special services is required. If it is determined that the student's needs would best be met by being served in multiple segments of special education, the ESOL specialist should work with school and district personnel to set up a consultative plan for that student's language development.
6. The ESOL specialist and the special education teacher should consult on a regular basis and maintain records of consultations as documentation of language support efforts.
7. Any EL with an IEP should have a plan for language assistance services documented on the IEP.

Exiting ESOL Services

Exit Criteria Kindergarten

For determining whether a Kindergarten student has met the requirements to exit ESOL services, the ACCESS for ELLs Overall Composite Proficiency Level scores and the individual language domain scores should be utilized.

Kindergarten ELs who score a Composite Proficiency Level (CPL)/Overall score of ≥ 5.0 **with** at least a 4.5 in the Writing domain **and** at least a 5.0 in each of the remaining domains (Listening, Speaking and Reading) **are required to exit** language assistance services.

Kindergarten ELs who score less than 5.0 Overall **or** whose Writing domain is < 4.5 **or** Listening, Speaking, or Reading domain is < 5.0 are **not eligible** to exit language assistance services.

When a kindergarten student qualifies to exit the ESOL program, the teacher should be sure to complete a [Notification of Exit Form](#). The teacher should make two copies of the form. Upload one copy to the ESOL digital permanent record and send one home to the student's parents or guardians.

See [Appendix C](#) for the Exit Criteria Flowchart.

Exit Criteria 1st – 12th Grades

If the student achieves an Overall score of 5.0 or greater, the student **is required to exit** the ESOL program. When a 1st-12th grade student qualifies to exit the ESOL program, the teacher should be sure to complete a [Notification of Exit Form](#). The teacher should make two copies of the form. Upload one copy to the ESOL digital permanent record and send one home to the student's parents or guardians.

See [Appendix D](#) for the Exit Criteria Flowchart.

English Learner Reclassification Review Committee Meetings

English Learner Reclassification Review Committee Meetings should be held for all students achieving Composite Proficiency Level (CPL) scores between 4.3 – 4.9. During the meeting, these students may be deemed English proficient and exited from ESOL services. On the other hand, these students may not be deemed English proficient and continue receiving ESOL services. Such determinations should be based on

the English Learner Reclassification Review Committee (ELRRC) decision as documented on the [English Learner Reclassification Review Form](#).

If the committee deems that the student qualifies to exit the ESOL program, the teacher should be sure to complete a [Notification of Exit Form](#). The teacher should make two copies of the form. Upload one copy to the ESOL digital permanent record and send one home to the student's parents or guardians.

Exit Criteria for Students Taking Alternate ACCESS

The state has established that a student's Individual Education Program (IEP) Team may recommend exiting from EL status an English learner with significant cognitive disabilities who has been assessed yearly on WIDA's Alternate ACCESS for ELLs English Language Proficiency (ELP) assessment when the student has reached the standardized statewide threshold criteria:

- Alternate ACCESS overall CPL P2 (Emerging) for two consecutive years with IEP team recommendation **or**
- Any other Alternate ACCESS overall CPL – **the same score** – for three consecutive years with IEP recommendation. For example, a student who received an overall CPL of Level A3 (Engaging) for three consecutive years is eligible for exiting ESOL services with IEP team recommendation.
- See [Appendix E](#): EL Exit Procedures for ELs who take Alternate ACCESS for ELLs for more information.

The IEP team should serve as an English Learner (EL) Reclassification Team by completing the [EL Reclassification/IEP Team Rubric](#) for English Learners with significant cognitive disabilities who have met the state's established Alternate ACCESS threshold criteria for exit. The EL Reclassification/IEP Team Rubric should be uploaded to the students ESOL digital permanent record.

Continuing Eligibility

ELs who do not meet the criteria for exiting the ESOL program should remain in the program. Teachers should be sure to complete a [Parent Notification of Student Eligibility for ESOL Language Program and Title III Supplemental Language Instruction Services Form](#) for each student who remains in the ESOL program. The teacher should make two copies of the form. Upload one form to the ESOL digital permanent record and send the other one home to the student's parents or guardians.

Post-Exit Monitoring

ELs who meet the criteria for English proficiency are no longer eligible for English language assistance services and should be exited. Federal law requires that students be monitored for 4 years.

For the first two years, students' academic progress is monitored by teachers and reported to the state. During this time, exited students are still eligible for testing accommodations. During years 3-4, students' academic progress is no longer monitored by teachers but is still reported to the state.

After the two-year academic performance monitoring period is over, students are no longer eligible for testing accommodations. However, those students are still coded as monitored because their data is still being reported to the state.

If an exited student transfers from another state or a private school and the two-year monitoring was not completed prior to enrollment, the district is required to monitor the student's academic progress for the remainder of the monitoring period. The district should maintain documented evidence that the student was monitored throughout the two-year monitoring phase using the [Post-Exit Monitoring Form](#).

It is important for regular education teachers to recognize that exited ELs may need ongoing support as they continue to work toward grade-level academic language performance. ELs may still need help in making connections between new information and their background knowledge. They may also need to be guided in organizing information and in assessing their own learning.

Teachers may need to make adaptations to content material and present it to all ELs in an accessible language format. It is also important for a teacher to note the progression of an exited student's academic skills in order to increase the complexity with which information is provided as the student becomes more cognitively proficient. Teachers should also provide students with increasing opportunities to demonstrate what they know by using a variety of formative and summative assessments.

The goal of ELs is to function as proficient learners in the classrooms. ELs take responsibility for their learning at their individual language-proficiency level. If ELs are given tasks beyond their current functional level of English language proficiency, they may not be able to complete them successfully and they may lose their motivation to succeed.

ELs Struggling During Monitoring

Exited ELs may struggle in some of their academic courses, even after they have been deemed English proficient and have met the criteria for exiting ESOL services; therefore, during the two calendar year monitoring period required under civil rights law, exited ELs may still require instructional accommodations in some of their content courses.

As the exited ELs' progress is monitored, if there is evidence they are struggling in one or more content areas, the first step is to ensure that they are provided any instructional supports available to all students within the school, and to ensure that the RTI team is aware of their lack of academic progress and success. The RTI team should review the exited ELs' data and determine next step appropriate interventions and any potential increased Tier monitoring for RTI purposes.

After instructional interventions have been put in place and progress is measured over time, as data, documentation and any additional evidence are reviewed, the RTI team and the progress monitors should determine whether the exited EL is struggling because of a lack of content knowledge or whether the exited EL is struggling because of a lack of English language proficiency.

ESOL teachers are essential to the RTI review process, especially those ESOL teachers who have taught the exited EL in recent years, as they understand the process and time-frame of second language acquisition.

Possible considerations may include reviewing the students' academic history:

1. Were exited ELs educated formally in their home countries, did they have consistent schooling or did their education have prolonged periods of interrupted schooling or no schooling?
2. What were the exited ELs' ACCESS for ELLs 2.0 scores and sub-scores in each domain?
3. Were the ELs exited from English language assistance services based on a previous year's English Learner Reclassification Review Committee (ELRRC) decision? If the ELRRC made a determination, was the ACCESS for ELLs overall CPL score at the high end of the 4.3-4.9 range?
4. Were the ELs' Georgia Milestones Language Arts/ELA End of Course scores borderline for meeting standards or were they significantly above the minimum requirement?

In the courses in which they are struggling, what are their areas of difficulty?

1. Are they having difficulty specifically in the domain of writing, or reading, for example, or are there factors outside of language involved?
2. If the exited ELs are struggling in a particular course, is it a course in which they have always had difficulty?
3. Are the teachers differentiating instruction specifically to reach and support second language learners?
4. Is it a lack of concentrated effort on the exited EL's part, or do they turn in all assignments, but perhaps the quality of the work does not meet the requirements for a passing grade?
5. If so, would appropriate differentiation allow them to adequately demonstrate their knowledge and comprehension of the content, or do they lack the background content information to be able to access the curriculum and fully comprehend the material?
6. Are they receiving academic support to compensate for any lack of background information if that is the case?

The final analysis of those reviewing evidence and data should determine whether the problem truly is a lack of language proficiency, rather than a lack of content knowledge, cognitive issues, or a disability. If it is determined that the problem is truly a lack of English language proficiency, the RTI team should then meet, review the evidence, and determine whether the exited ELs should be placed back into English language assistance services. If so, the students' coding in Infinite Campus should be changed to EL-Y again; and in the future, when the student again meets the criteria for exit and is considered proficient, the monitoring period should begin again and last for two full calendar years as required.

Post-Exit Reversal of Reclassification Decisions

If it is determined that the **problem is a lack of English language proficiency**, then the RTI team should follow the following Reversal-Reclassification EL Entrance procedures:

1. Conduct an EL Reclassification Team Meeting and document the team's decision on the [EL Reclassification Review Form](#).
2. If the Team has determined that the student's status should remain as Exited Student (EL=1 or EL=2), no changes should be made in the Student Information System. All documentation should be maintained in the student's permanent/cumulative record.
3. If the Team has determined that the student's status should **reverse back** to EL status and parent or guardian **is required to consent**.
4. **Timeline** for changing student's status in the Student Information System from EL=1 or EL=2 to EL=Y:
 - a. Was the Reverse-Reclassification decision made in August, September, or **before** the October FTE count?
 - **Yes:** Then, change the status back to EL immediately and serve the student in the ESOL language program again.
 - **No:** Then, wait until after the June 30 Student Record sign-off to change the student's status back to EL=Y.
5. All documentation should be maintained in the student's permanent record.
6. After the student's status is reversed, and is identified again as an EL student, then the WIDA ACCESS for ELLs 2.0 assessment can be administered during the state testing window.
7. When the student meets the exit criteria for the 2nd time and is reclassified as English proficient for the 2nd time, then the two-year monitoring period should begin again – for a 2nd time.

Post-Exit Monitoring for ELs who take Alternate ACCESS for ELLs

For two school years, the exited student's progress toward IEP goals should be monitored by designated ESOL and Special Education personnel to ensure the student's English proficiency is not a barrier to full participation in classroom instruction and assessment in English. Monitoring documentation should be maintained in the exited student's permanent/cumulative records.

The IEP team with the ESOL teacher could revisit the EL Reclassification decision during the two-year post-exit period of monitoring student's progress, if the team determines the student would benefit from language assistance services as provided by the ESOL language program.

Translation and Interpretation Services

The Richmond County School System provides translation and interpretation for Limited English Proficient (LEP) parents and guardians to ensure meaningful communication as required by the Office for Civil Rights.

Translation and Interpretation

Translation is the process of translating written text from one language to another. Interpretation is the process of translating spoken words from one language to another.

Translation Services

Please contact the ESOL Program Specialist for help with translating documents.

Interpretation Services

The Richmond County School System uses LanguageLine Solutions for interpretation services. Interpretation services are charged by the minute. Please notify the ESOL Program Specialist if you need interpretation services.

Important Information to Consider:

1. At the beginning of the call, briefly tell the interpreter the nature of the call. Speak directly to the limited English proficient individual, not to the interpreter, and pause at the end of a complete thought. Please note, to ensure accuracy, your interpreter may sometimes ask for clarification or repetition.
2. 3-Way Call: Use the conference feature on your phone, and follow the instructions above to connect to an interpreter. If you are initiating the call, get the interpreter on the line first, then call the limited English proficient individual. If you are receiving a call, ask the caller to "please hold", and then conference in the interpreter.

WIDA

Description

WIDA (World-Class Instructional Design and Assessment) Consortium provides the state of Georgia with the language proficiency standards for ELs in grades pre-kindergarten to grade 12 and all ESOL assessments (Kindergarten W-APT, WIDA Screener, and ACCESS). WIDA provides "Can Do" Descriptors that are commonly used by ESOL teachers in coaching general education teachers about differentiated instruction for English Learners (ELs). They can also be used to plan lessons or observe student's progress.

WIDA also provides the six performance levels of English Language Proficiency for all EL students. The Language Proficiency levels are determined by the linguistic complexity, vocabulary usage, and language control of the student. Every EL student is placed in one of six levels: entering, beginning, developing, expanding, bridging, and reaching. The levels begin with entering and progressively become more complex until an EL student reaches complete language proficiency. For more information on WIDA, visit <https://wida.wisc.edu/>.

WIDA English Language Proficiency Level Performance Definitions

The ACCESS for ELLs 2.0, WIDA Screener, and WIDA MODEL all provide an English language proficiency performance level score based on a scale of 1.0 to 6.0. The expectations for students at each of these performance levels are defined in two charts, one for [Listening and Reading \(Appendix F\)](#) and one for [Speaking and Writing \(Appendix G\)](#).

WIDA English Language Development Standards

The WIDA English Language Development (ELD) Standards are designed as a curriculum and instruction planning tool. They help educators determine children's English Language Proficiency (ELP) levels and how to appropriately challenge them to reach higher levels. The five standards encompass the areas of Social and Instructional language; the language of Language Arts, Math, Science and Social Studies. The WIDA ELD Standards are:

1. English language learners communicate for Social and Instructional purposes within the school setting.
2. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
3. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
4. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
5. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Model Performance Indicators

A Model Performance Indicator is the smallest unit of a topical strand that describes a specific level of English language proficiency. A strand of MPIs consists of five levels of English language proficiency for a given topic and language domain and is thematically connected through common example topics or genres that have been identified from state and national academic standards. Detailed information regarding the Model Performance Indicators may be found at

<https://wida.wisc.edu/sites/default/files/resource/2012-ELD-Standards.pdf>.

Can Do Descriptors

Information regarding the CAN DO Descriptors by grade level clusters are available at <https://wida.wisc.edu/teach/can-do/descriptors> and may be downloaded at no cost. Spiral-bound booklets of individual grade cluster sets are also available at the downtown office. Please request them from the ESOL Program Specialist. These descriptors provide teachers with excellent examples of what a student at each proficiency level can be expected to be able to do and allow teachers to differentiate instructional tasks to fit the needs of individual students.

Additional ESOL Teacher Responsibilities

Itinerant Teachers

Some schools have ESOL itinerant teachers. All ESOL itinerant teachers are assigned to a home school. The principal of the home school completes an evaluation on the itinerant teacher. The ESOL teacher is expected to provide the principal of each assigned school with a schedule of services at the beginning

of the year and notify the principals of any changes. Itinerant teachers should also submit monthly [local travel forms](#). These forms are due by the 15th of the month following the period that travel was completed.

Serving Students

All ESOL teachers are charged with the responsibility of providing ESOL services for the EL students at the school(s) assigned. Teachers should use the information contained in the [Instructional Guidance Document](#) and the [Instructional Resources Document](#) to inform their instructional practices.

Lesson Plans

All ESOL teachers are required to write lesson plans. Teachers may use the [ESOL lesson plan template](#) or a template required in their school buildings. Lesson plans should be submitted to the principal(s).

Testing

Prior to administering the Kindergarten W-APT, WIDA Screener, and ACCESS tests, the teacher is required to complete certification at <https://wida.wisc.edu/>. The certificate should be submitted to the ESOL Program Specialist.

After receiving notice of qualifying home language surveys, ESOL teachers are required to screen possible ELs using the Kindergarten W-APT or the WIDA Screener. **Students are required to be screened for eligibility within 30 days of enrollment during the first month of the school year. However, after the first month of the school year, students should be screened for eligibility within 10 days of enrollment.**

In addition, all ESOL teachers are required to administer the ACCESS test.

Upon completion of the Kindergarten W-APT, WIDA Screener, and ACCESS tests, the ESOL teacher is required to notify the students' parents of the test results and upload copies of the test results to the students' ESOL digital permanent records in Infinite Campus.

ESOL Permanent Records

All ESOL teachers are required to maintain accurate ESOL permanent records. The ESOL permanent records documents should be uploaded to the student's digital permanent record. The student's digital record can be found in Infinite Campus under the "Documents" tab in the "English Learners (EL)" section of "Student Information". Records should include:

- Home Language Survey (HLS) in English & student's home language
- W-APT/WIDA Screener Scores
- Eligibility Forms in English in student's home language
- EL Test Participation Committee Form (EL TPC)
- ACCESS Scores
- Notification of Exit Form in English & student's home language

- Post-Exit Monitoring Form
- EL Reclassification Review Form
- EL Reclassification/IEP Team Rubric
- Parental Waiver of Services in English & student's home language
- EL Plan (Ellevation)

Resources

ESOL teachers have access to several resources for use with ELs. Click the link to access the [Instructional Resources Document](#).

Ellevation

[Ellevation](#) is a data management program that ESOL teachers use to track Kindergarten W-APT, WIDA Screener, and ACCESS scores. Teachers are no longer required to manually enter student demographic information into Ellevation. Ellevation now syncs with data from Infinite Campus. However, teachers are still required to enter Kindergarten W-APT scores and WIDA screener scores. Teachers are expected to use the data in Ellevation to guide instructional decision-making.

Coding

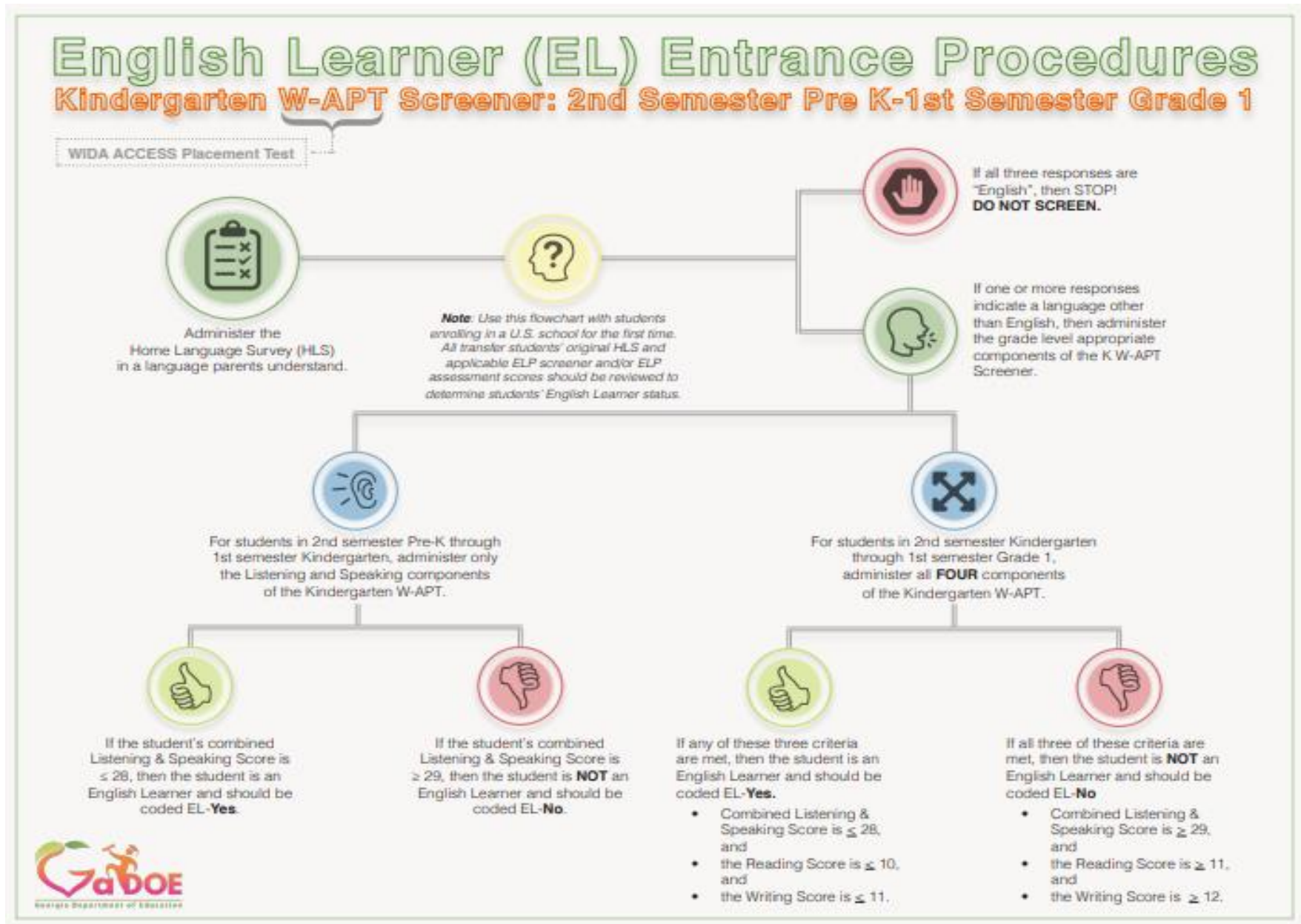
Although coding students in Infinite Campus is not an ESOL teacher's job, ESOL teachers are often asked to guide data clerks in the coding process. The following are some general guidelines for coding.

Data clerks need very specific information about each new ESOL student. Use the following spreadsheet to help you. Provide as much of the information as you can. Click on the picture for a hyperlink to the whole spreadsheet. Any other questions that data clerks have can be directed to the ESOL Program Specialist.

| School: | | EL Tab | | | | | EL Services Tab | | | | | | | | | | Enrollments |
|-------------------|--------------------|--------------------------------|-----------------|-------------------|-------------|-----------|-------------------|--------------------|--|---------------------------------------|--|--|--|---------------------------------|---|---|------------------------|
| Student Last Name | Student First Name | Status (EL, Exited EL, Not EL) | Identified Date | Program Exit Date | Exit Reason | ESOL:ESOL | ESOL 1: 1 Segment | ESOL 2: 2 Segments | NonESOL1: Parent Refusal - Indirect Serv | ESOL-M10: Monitored Year 1 - Override | ESOL-M20: ESOL Monitored Year 2 - Override | ESOL-M30: ESOL Monitored Year 3 - Override | ESOL-M40: ESOL Monitored Year 4 - Override | ESOL-FO: ESOL Former - Override | Service Start Date (Use for all services added) | Service End Date (Use for all services added) | Title III Served (Y/N) |
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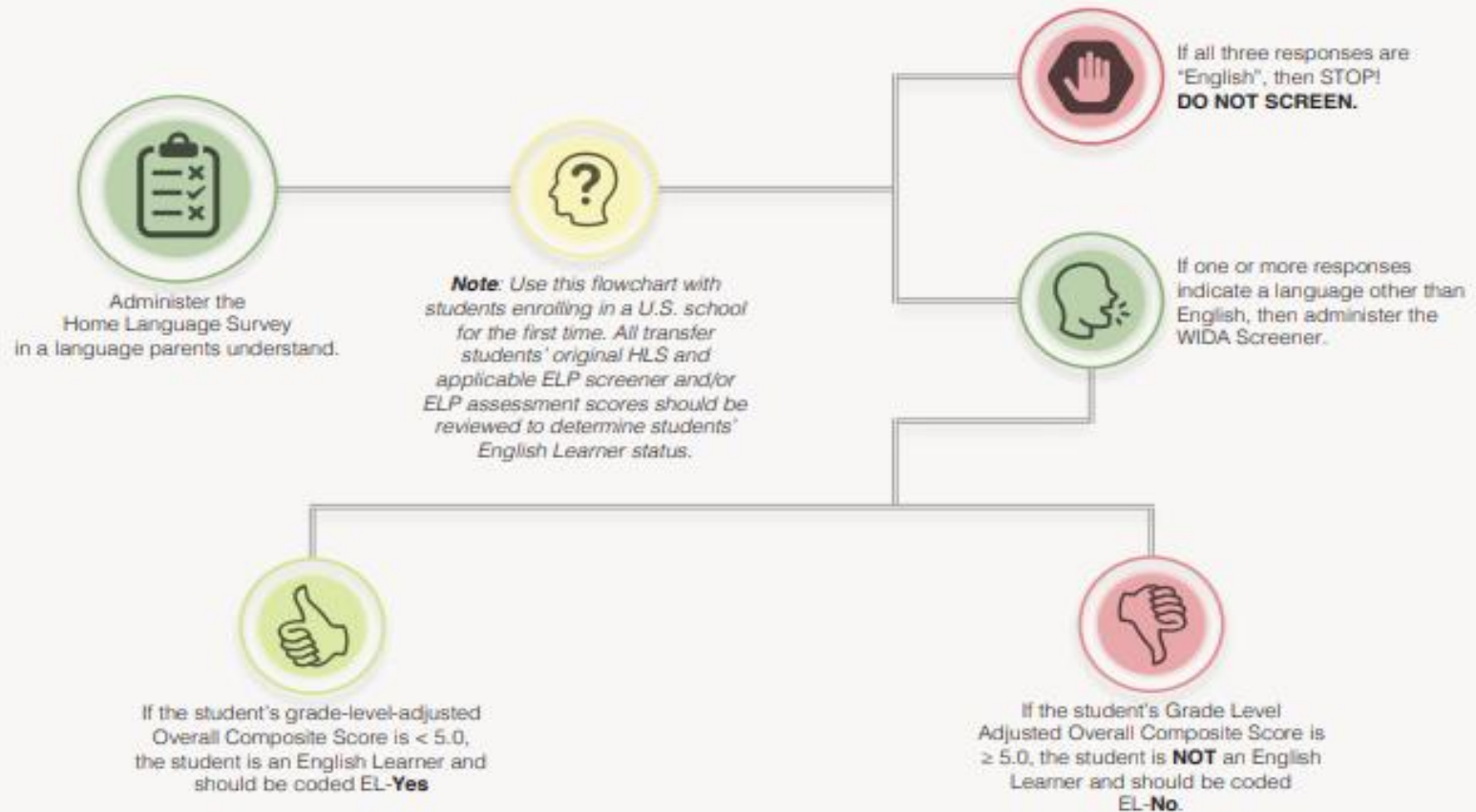
Data specialists should use the [ESOL Master Scheduling Document](#) and the [Scheduling and Coding Online ESOL Students Document](#) as references for correctly coding ESOL students.

Appendix A: Kindergarten W-APT Eligibility Flowchart

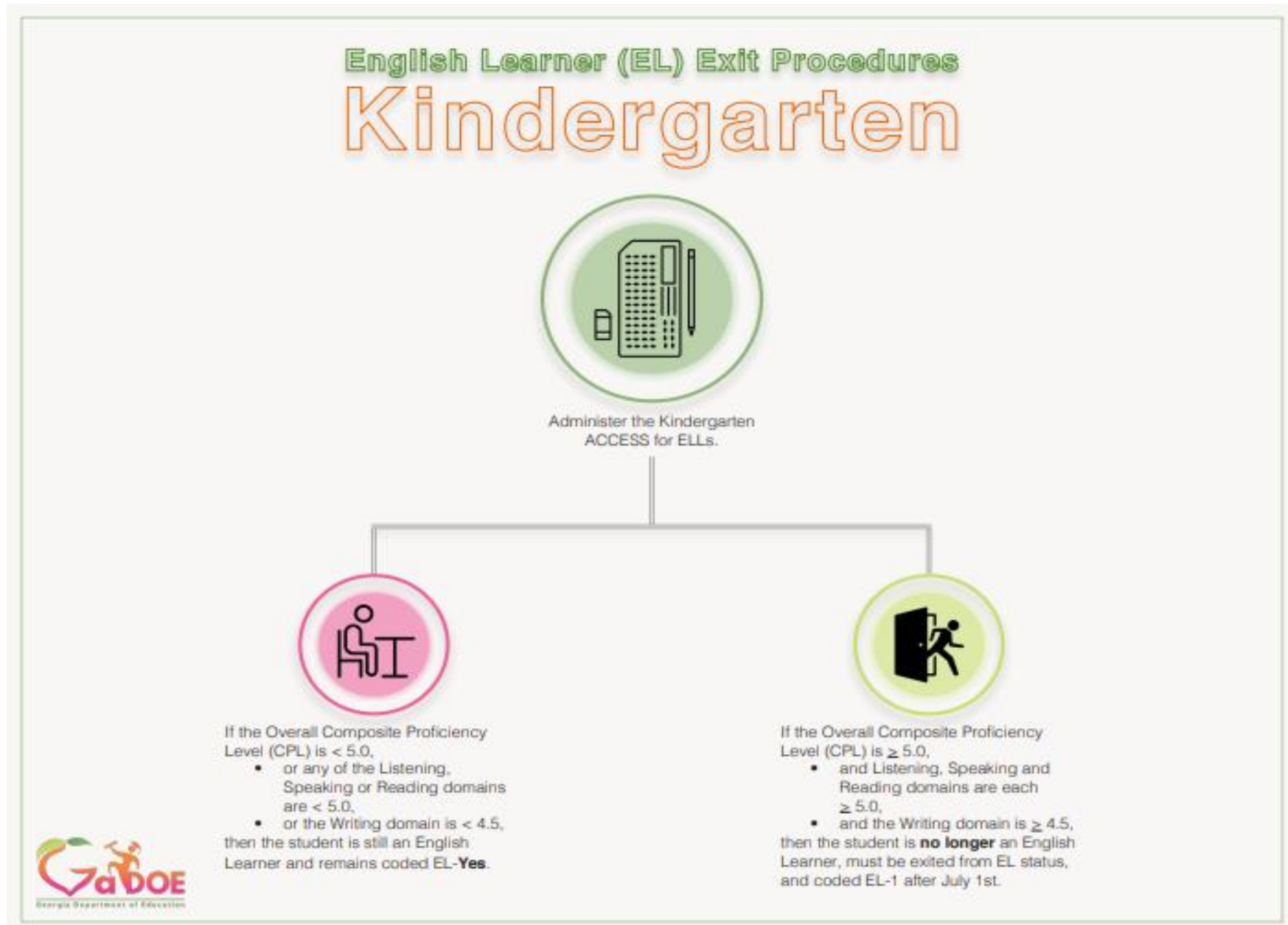


Appendix B: WIDA Screener Eligibility Flowchart

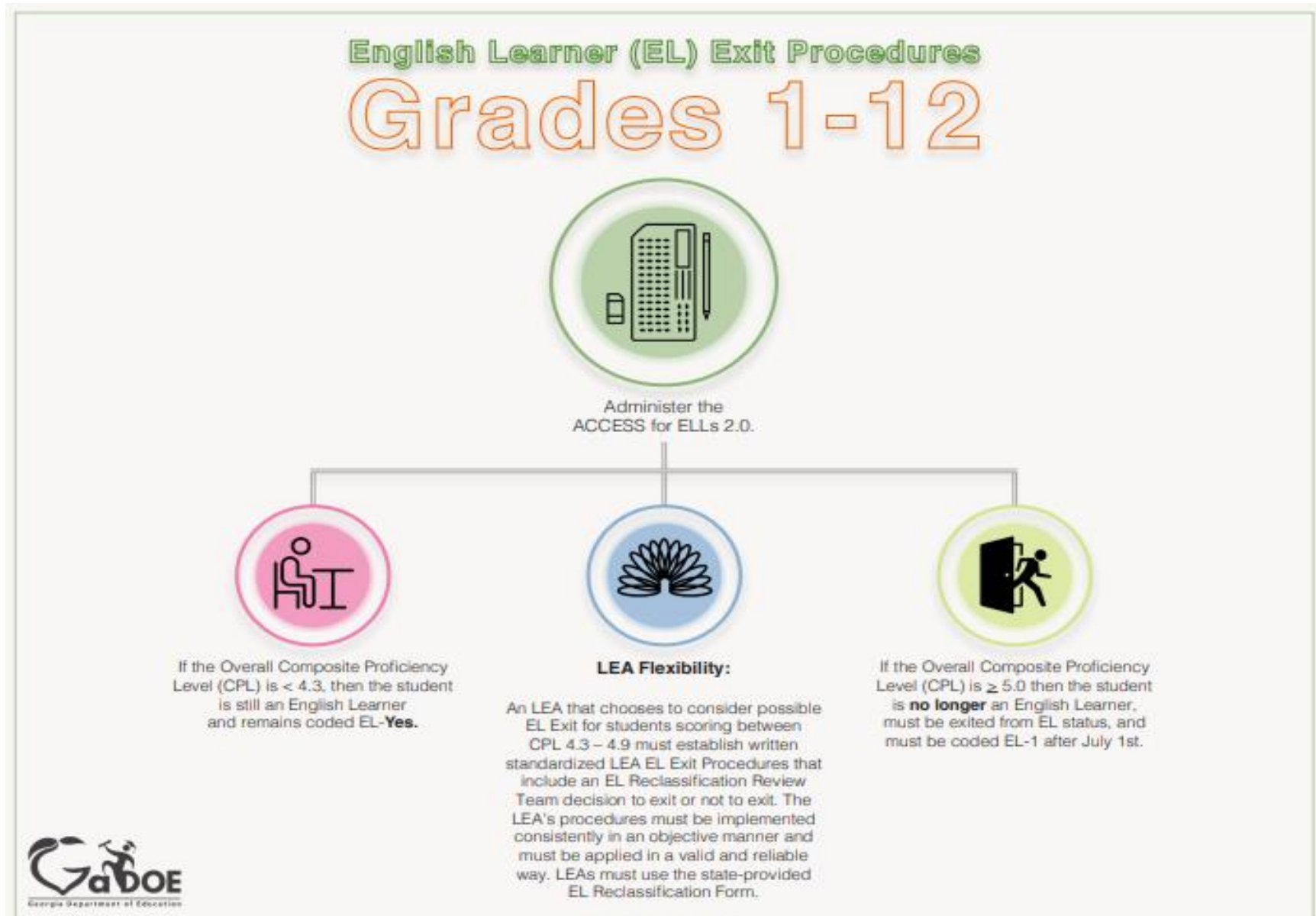
English Learner (EL) Entrance Procedures WIDA Screener: 2nd Semester Grade 1 - Grade 12



Appendix C: Kindergarten Exit Criteria Flowchart



Appendix D: Grades 1-12 Exit Criteria Flowcharts



Appendix E: EL Exit Procedures for ELs who take Alternate ACCESS for ELLs



Educating Georgia's Future

Standardized Statewide English Learner (EL) Exit Procedures for English Learners with Disabilities who Participate in the Alternate ACCESS for ELLs® Assessment

The state has established that a student's Individual Education Program (IEP) Team may recommend exiting from EL status an English learner with significant cognitive disabilities who has been assessed yearly on WIDA's Alternate ACCESS for ELLs® English Language Proficiency (ELP) assessment when the student has reached the standardized statewide threshold as stated below. In order to make this recommendation, the IEP team will have documented evidence that the EL student's English proficiency is no longer a barrier to full participation in the student's individualized program of instruction with supports as established in the IEP.

Alternate ACCESS Threshold for considering EL Exit:

Alternate ACCESS **Overall CPL P2 (Emerging)** for two consecutive years with IEP Team recommendation **OR** any other Alternate ACCESS Overall CPL – **the same score** - for three consecutive years with IEP recommendation.

EL Exit Procedures:

The IEP Team will serve as an *English Learner (EL) Reclassification Team* by completing the state-provided **EL Reclassification / IEP Team Rubric** for English Learners with significant cognitive disabilities who have met the state's established Alternate ACCESS Threshold for considering EL Exit, as stated above. (See Rubric on next page.)

Post-exit Procedures:

- For two school years, the exited student's progress toward IEP goals must be monitored by designated ESOL and Special Education personnel to ensure the student's English proficiency is not a barrier to full participation in classroom instruction and assessment in English. Monitoring documentation will be maintained in the exited student's permanent/cumulative records.
- The IEP team with a 2nd language specialist could revisit the EL Reclassification decision during the two-year post-exit period of monitoring student's progress, if the team determines the student would benefit from language assistance services as provided by the ESOL language program.

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Richard Woods, Georgia's School Superintendent

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Appendix F: WIDA Performance Definitions Listening & Speaking

Figure D: 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 |
| Level 6 - Reaching English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. | | | |
| At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process... | | | |
| Level 5 Bridging | <ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized, related ideas across content areas | <ul style="list-style-type: none"> A variety of complex grammatical structures Sentence patterns characteristic of particular content areas | <ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning across content areas |
| Level 4 Expanding | <ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas characteristic of particular content areas | <ul style="list-style-type: none"> Complex grammatical structures A broad range of sentence patterns characteristic of particular content areas | <ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas |
| Level 3 Developing | <ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas specific to particular content areas | <ul style="list-style-type: none"> Compound and some complex grammatical constructions Sentence patterns across content areas | <ul style="list-style-type: none"> Specific content-area language and expressions Words and expressions with common collocations and idioms across content areas |
| Level 2 Emerging | <ul style="list-style-type: none"> Multiple related simple sentences An idea with details | <ul style="list-style-type: none"> Compound grammatical structures Repetitive phrasal and sentence patterns across content areas | <ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas |
| Level 1 Entering | <ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language | <ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns | <ul style="list-style-type: none"> General content-related words Everyday social, instructional and some content-related words and phrases |

Appendix G: WIDA Performance Definitions Speaking & Writing

Figure E: 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 |
| Level 6 - Reaching English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area. | | | |
| At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce... | | | |
| Level 5 Bridging | <ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas | <ul style="list-style-type: none"> A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas | <ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas |
| Level 4 Expanding | <ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas | <ul style="list-style-type: none"> Compound and complex grammatical structures Sentence patterns characteristic of particular content areas | <ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas |
| Level 3 Developing | <ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas | <ul style="list-style-type: none"> Simple and compound grammatical structures with occasional variation Sentence patterns across content areas | <ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas |
| Level 2 Emerging | <ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas | <ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas | <ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas |
| Level 1 Entering | <ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas | <ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations | <ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions |

Hyperlinked Documents

Click on the hyperlinks to be taken directly to the forms that are listed.

Translated Home Language Surveys

1. [Arabic](#)
2. [Chinese](#)
3. [English](#)
4. [French](#)
5. [German](#)
6. [Haitian Creole](#)
7. [Hmong](#)
8. [Japanese](#)
9. [Korean](#)
10. [Lao](#)
11. [Portuguese \(Brazil\)](#)
12. [Russian](#)
13. [Spanish](#)
14. [Urdu](#)
15. [Vietnamese](#)

[Notification of Ineligibility Form](#)

Translated Notification of Student Eligibility for ESOL Language Program and Title III Supplemental Language Instruction Services Forms

1. [English](#)
2. [Arabic](#)
3. [Chinese](#)
4. [Farsi](#)
5. [French](#)
6. [German](#)
7. [Haitian Creole](#)
8. [Hindi](#)
9. [Japanese](#)
10. [Korean](#)
11. [Portuguese](#)
12. [Spanish](#)
13. [Tagalog](#)
14. [Thai](#)

15. [Urdu](#)
16. [Vietnamese](#)

Translated Parental Waiver Forms

1. [Arabic](#)
2. [Chinese](#)
3. [English](#)
4. [French](#)
5. [German](#)
6. [Haitian Creole](#)
7. [Hmong](#)
8. [Japanese](#)
9. [Korean](#)
10. [Lao](#)
11. [Portuguese \(Brazil\)](#)
12. [Russian](#)
13. [Spanish](#)
14. [Urdu](#)
15. [Vietnamese](#)

[English Learner Testing Participation Committee Form \(EL-TPC\)](#)

[EL Reclassification Review Form](#)

[EL Reclassification/IEP Team Rubric](#)

Translated Notification of Exit Forms

1. [Arabic](#)
2. [Chinese](#)
3. [English](#)
4. [French](#)
5. [German](#)
6. [Haitian Creole](#)
7. [Hmong](#)
8. [Japanese](#)
9. [Korean](#)
10. [Lao](#)
11. [Portuguese \(Brazil\)](#)

12. [Russian](#)
13. [Spanish](#)
14. [Urdu](#)
15. [Vietnamese](#)

Post-Exit Monitoring Form