



# Provisional Identification and Placement Procedures During Periods of Distance Learning Due to COVID-19

## Grades K-12

### TABLE OF CONTENT:

<a href="#">Provisional Placement Procedure Outline</a>	p. 2
<a href="#">Provisional Placement Steps</a>	p. 3
<b>APPENDIX A</b> - Descriptors of Broad Levels of English Proficiency Used in Provisional Screener and Suggested Supports	p. 7
<b>APPENDIX B</b> - Students Who Have an IEP or Are Thought to Be Differently Abled	p. 9
<b>APPENDIX C</b> - Sample Questionnaire	p. 10
<b>APPENDIX D</b> - Parental Notification Regarding English Language Education Provisional Identification and Placement	p. 24



# Provisional Identification<sup>1</sup> and Placement Procedures<sup>2</sup> During Periods of Distance Learning Due to COVID-19 Grades K-12

## Procedure:

The following guidance provides a means of provisional identification of Multilingual Learners (MLL) / English learners (ELs) in times of distance learning or school closure due to COVID-19, during which continuous education services are being provided and face-to-face screening is not possible. This process does not replace the formal identification process that will continue upon resumption of traditional instruction. As such, **regardless of any provisional status applied through the steps outlined in this document, formal identification with the WIDA Screener must take place as soon as in person screening is possible. This applies to any student enrolled with a language other than English on the HLS during periods of distance learning.**

*Step 1: Administer the home language survey (HLS) to all newly enrolling students.*

*Step 2: Conduct an interview remotely with the student (phone, Skype, Zoom, etc.) when the answer to any of the questions on the HLS is a language other than English. Follow the procedures below and complete the speaking, listening and interaction rubrics in Appendix.*

*Step 3: Determine whether the student might be an MLL/EL using student interview results and make a provisional placement decision.*

*Step 4: Notify parents and/or legal guardians of provisional screening results and provisional placement decision.*

- Notify the receiving teacher of the student's provisional MLL/EL status and provide them a copy of the completed student provisional scores.
- Attach the completed interview form scored to the HLS, and place in the student's permanent folder for reference.

---

<sup>1</sup> Districts that are subject to settlement agreements or consent decrees relating to English learners must seek guidance from the district's legal counsel as to whether the provisional procedures would be consistent with the terms of the applicable agreement/decreed.

<sup>2</sup> Enrollment of students should not be delayed due to any delays in screening for EL services, to the extent consistent with health and welfare directives from the relevant governmental entities.



*Step 1:* Administer the **home language survey (HLS)** to all newly enrolling students. The primary purpose of a home language survey (HLS) is to find out whether there is a language other than English spoken at home, in which case the student should be assessed for English language proficiency.

*Step 2:* Conduct an **interview** remotely with the student (phone, Skype, Zoom, etc.) when the answer to any of the questions on the HLS is a language other than English. Follow the procedures below and complete the speaking, listening and interaction rubrics in Appendix C.

Districts must conduct an interview remotely with all students whose HLSs indicate that there is a language other than English spoken at home:

1. **Review the Descriptors of Broad Levels of English Proficiency Used in Provisional Screener and Suggested Supports [Appendix A](#);**
2. **Complete the Student Questionnaire, speaking, listening and interaction domains rubrics in the [Appendix C](#).**

At this time, an interview would not be required for:

- Students who were previously classified as ELs and were then reclassified as former ELs in their former districts;
- Students who transferred from another district within Rhode Island, or another [WIDA state](#) and who did not qualify as ELs on the English proficiency screening test administered in their former districts or state ; or
- Students who transferred from another district within Rhode Island or another [WIDA state](#) with ACCESS results from the **last calendar year**.

For more information on previous services in RI, refer to the [MLL/EL Census](#).

Districts may use interpreters as required to complete the family interview, but the interview itself must be conducted by district staff who possess a thorough understanding of MLL/EL learning needs and program requirements.

If the student has an IEP or if there is reason to believe the student is differently abled (e.g. the parent states that the student is differently abled), refer to [Appendix B](#) before proceeding.

**NOTE 1:** If a student is unable to complete the interview process (e.g., because of a disability or discomfort with technology), then the determination of MLL/EL status must be made based on the remaining available evidence gathered from the HLS, parent interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, then the student should be provisionally identified as an MLL/EL until screening can be completed.



**ATTENTION:**

1. Regardless of whether a student is provisionally identified as an EL or not, **the formal identification process, including face-to-face screening, must be completed as soon as possible.** This includes students who were not provisionally identified.
2. The district must ensure that students who are given a provisional status assignment (identified as MLL/EL or non-EL) are tracked by some means (e.g. a special code in the local student management system, and a ‘provisional’ status in the MLL Census) so that once in person screening is possible, they are screened according to the full procedure<sup>3</sup>.

*Step 3:* Determine whether the student might be an EL using student interview results and make a **provisional placement** decision.

Districts must make a **provisional** determination about the most appropriate academic placement and supports based on the student’s English language proficiency information and the district’s chosen method of instructional model to address students’ English proficiency and to give them the opportunity to participate meaningfully and equally in the district’s educational program ([200-RICR-20-30-3](#)). Consistent with federal and state civil rights laws, school districts must continue to provide services to Multilingual Learners/English learners, consistent with the need to protect the health and safety of students and staff.

**NOTE 2:** If the student has an IEP, MLL/EL and Special Education personnel *MUST* collaborate to determine appropriate program and academic placement and supports.

*Step 4:* **Notify** parents and/or legal guardians of provisional screening results and provisional placement decision.

Districts must provide the parent with a description of the **provisional** placement and MLL/EL services that will be made available for their children. [Appendix D](#)

Once schools have reopened for normal operations, districts will send the information that needs to be communicated to all MLL/EL parents after a student is identified as an MLL/EL based on the results of a face-to-face administration of an English Language Proficiency Screener<sup>4</sup>.

---

<sup>3</sup> Rhode Island Multilingual Learners (MLLs) / English Learners (ELs) Screening, Identification, Placement, and Reclassification Retrieved from: <https://www.ride.ri.gov/Portals/0/Uploads/Documents/OSCAS/English-Learner-Pages/IDENTIFICATION-RI-MLLs-ELs-4-30-2020.pdf?ver=2020-05-21-101401-713>

<sup>4</sup> See formal Rhode Island Multilingual Learners (MLLs) / English Learners (ELs) Screening, Identification, Placement, and Reclassification Retrieved from: <https://www.ride.ri.gov/Portals/0/Uploads/Documents/OSCAS/English-Learner-Pages/IDENTIFICATION-RI-MLLs-ELs-4-30-2020.pdf?ver=2020-05-21-101401-713>



## Record District Decision

Record district decision for English language support services within the local system (ex. Skyward, Aspen, etc.) of data collection under the 'Notes' section, (if available.) LEAs should attribute a provisional Code to the records for data collection to easily pull out the records of the students to be formally screened upon in person screening is possible.

### 4.1. Provisional Placement into MLL/EL Support Services (sample note)

Upon enrollment [date of student enrollment] a language other than English was identified on the HLS. In accordance with the Provisional Identification and Placement Procedures During Periods of Distance Learning Due to COVID-19, [name of person who performed family and student interview] interviewed [parent/guardian name] and [student name] to gather more information on the students typically language use and to gauge a student's language use ability. On [date of student interview] [name of student] completed a virtual interview via [phone/Zoom/GoTo Meeting/Skype]. After the interview, the student's language ability was Interaction [recorded ability level], Speaking [recorded ability level], Listening [recorded ability level]. Based on the results, the district decided to place the student into LIEP services. The parent notification Letter was sent on [date]. The student [student name] will be formally screened with a WIDA language screening assessment as soon as in person screening will be possible and the record will be updated in the MLL/EL Census with the screening scores.

### 4.1.2 No Provisional Placement into MLL/EL Support Services (sample note)

Upon enrollment [date of student enrollment] a language other than English was identified on the HLS. In accordance with the Provisional Identification and Placement Procedures During Periods of Distance Learning Due to COVID-19, [name of person who performed family and student interview] interviewed [parent/guardian name] and [student name] to gather more information on the students typically language use and to gauge a student's language use ability. On [date of student interview] [name of student] completed a virtual interview via [phone/Zoom/GoTo Meeting/Skype]. After the interview, the student's language ability was Interaction [recorded ability level], Speaking [recorded ability level], Listening [recorded ability level]. Based on the results, the district decided not to place the student into LIEP services. The parent notification Letter was sent on [date]. The student [student name] will be formally screened with a WIDA language screening assessment as soon as in person screening will be possible and the record will be updated in the MLL/EL Census with the screening scores.



**Upon school reopening, all students who have been provisionally placed will complete the formal WIDA language screening assessment to confirm the provisional placement.**

At this point, the record in the MLL/EL Census must be updated and the screening scores recorded, regardless of the scores obtained.

All students who are screened as potential MLL/ELs should be recorded in the MLL/EL Census to prevent rescreening when a student moves from one LEA to another. To provide a complete view of students across LEAs, the MLL/EL Census allows users to see previous services.

**IMPORTANT NOTE:**

For any student transferring from another RI LEA or other WIDA states with previous academic year's ACCESS scores that qualify the student for services, a record in the MLL Census can be pulled and updated accordingly.



## APPENDIX A

# Descriptors of Broad Levels of English Proficiency Used in Provisional Screener and Suggested Supports<sup>5</sup>

The sample questionnaires developed by the [Council of the Great City Schools](#) allow staff to assess a student’s receptive and productive language ability in English for provisional placement. Corresponding rubrics were developed for the sample questionnaires. Should a district choose to use a different set of questions or add supplemental questions, care must be taken to use age-appropriate questions and questions that are free from cultural bias and do not presume a student is familiar with U.S. cultural norms or experiences. In addition, the district will need to revise the corresponding rubric.

**Beginner-level students** range from being completely new to English to being able to understand and/or produce common words and short, simple sentences on familiar topics related to school, self, and home. They may be able to express some basic personal information and answer “yes” or “no” to simple direct questions, showing that they have understood the question and are able to respond appropriately. Beginner-level students may be able to understand and respond appropriately to simple WH-questions (e.g., who, what, where, etc.) and questions with “or.” The answers may be one-word answers, phrases, or simple sentences. Beginner-level students may not understand questions with multiple clauses. They cannot answer in sentences with multiple clauses and may have limited understanding or production of English.

**Suggested supports.** These students will need the most support and will likely have difficulty in understanding instructions for remote learning tasks in English without a lot of help. Instructions should include visual cues (modeling, video, etc.), incorporate scaffolding, and be provided in the home language where possible to get students to the point of even being able to engage with learning English.

**Intermediate-level students** will answer questions using phrases or complete sentences, or single words where appropriate. Simple sentences may be grammatically accurate, with correct word order. Students can name objects in their environment and describe them with appropriate adjectives. Students can compare and contrast using appropriate connecting words and can express and support an opinion. Students can understand the prompts for these types of questions and can mostly make their answers understood, though there may be grammatical inaccuracies, pronunciation errors, and/or they may struggle with vocabulary in some areas. Students may struggle with understanding and producing complex sentences such as relative clauses, reported speech, and conditionals.

**Suggested supports.** These students will likely understand simple instructions given by a teacher in English but will need guidance to perform new routines and participate in remote learning, including modeling and visual support. Home language instructions for entirely new routines will help students understand expectations so they can focus on learning English.

**Advanced-level students** will understand much of what is being said to them, including complex sentences and multi-step instructions. They will respond with mostly accurate simple sentences and will likely be able to produce complex sentences

---

<sup>5</sup> *Assessing Language Proficiency during Extended School Closures: Sample Questionnaires*  
Prepared by: The Council of the Great City Schools Washington, DC. May 2020. Retrieved from:  
[https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/266/CGCS\\_SampleQuestionnaire\\_K-12\\_v6.pdf](https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/266/CGCS_SampleQuestionnaire_K-12_v6.pdf)



when prompted, sometimes needing support and scaffolding to do so. These students will connect sentences with appropriate transitions and use some low-frequency, specialized words. These students can have conversational exchanges, seek clarification or explanation when they need it, and find a way to make themselves understood, even if through language forms not typically used by an English-native speaker.

**Suggested supports.** Advanced-level students will be able to understand most instructions about novel remote learning circumstances in English. They will have the English proficiency to ask questions when they do not understand instructions, though in some cases they may hesitate to reach out for help. Modeling and visual support for new routines will help these students. Words and concepts related to distance learning may require explanation, since many of these words are not typically used in the classroom.

- 
- **Non-response or incomplete screening interview.** Students who are unable to respond to any of the questions and/or prompts, or whose responses are unintelligible, will be provisionally identified at the beginner level.
- 

- **Native-like English proficiency.** Students who respond to the advanced-level questions with nativelike fluency and complexity may require only minimal supports (or none at all). Instructional supports and services will be provided, nonetheless, to address any potential lack of familiarity with the school system, technology, distance learning, cultural norms, and/or English academic language.
-





## APPENDIX B

### Students who have an IEP or are thought to be differently abled

If a student enrolls with an IEP or is thought to be differently abled (i.e. parent informs enrollment personnel that the student is differently abled), then enrollment personnel must coordinate with local Special Education staff to complete this procedure.

#### If the student arrives with an IEP:

This procedure must be completed with appropriate accommodations and the results must be interpreted in consultation with Special Education personnel.

#### If there is reason to believe the student might have a disability but a determination cannot be made prior to completing this procedure:

This procedure must be completed with any [administrative considerations or accommodations](#) that the ESOL/SPED educators deem necessary. This procedure must be completed in accordance with state guidelines and the student must be placed in the appropriate academic program based on the information available at the conclusion of the procedure.

- If, after the student is placed in the academic program, the student is determined to have a disability that may have affected the identification procedure (e.g. requires an accommodation that was not offered), then the student must be re-screened in accordance with this procedure using the appropriate accommodations.
- If the student does not meet the criteria for provisional identification as an MLL/EL based on this subsequent testing, then the district must remove any provisional MLL/EL status of the student.



## APPENDIX C - Sample Questionnaire<sup>6</sup>

### Questionnaire for Grades K-2 and Grades 3-5

Overall guidance for the interviewer:

- After introductory Questions 1 through 3, consider whether to continue in order or to jump to Question 6, if the student is providing responses that are intermediate or advanced.
- If possible, record the conversation (and inform the parent/guardian it will be recorded), so you can listen to the responses and score after the interview concludes.
- Please remember to prompt/encourage students to provide more detail in their responses, especially as the remote interview process poses greater challenges to interpersonal communication, without visual cues and facial expression.

For each question, note whether the student’s answer matches the *Beginner Responses* column or the *Intermediate and Advanced Responses* column.

<b>INTERVIEW RATER INSTRUCTIONS:</b> The screener provides a holistic sense of English proficiency rather than a numeric score. Classify the response to each question according to the level that best represents the response. After Question 3, you will be prompted to pause and quickly assess whether to skip to a more advanced question for higher levels of proficiency.			
<b>BEGINNER-LEVEL QUESTIONS</b>			
	<b>Interview Question</b>	<b>Beginner Response</b>	<b>Intermediate or Advanced Response</b>
1.	What is your name? <i>If the student struggles:</i> Is it [insert name]?	<ul style="list-style-type: none"> <li>○ No response, or response is unintelligible</li> <li>○ “I don’t know,” or student may not give appropriate response</li> <li>○ Frequent and long pauses in attempt to communicate</li> <li>○ Grammatical errors and limited or erroneous word choice impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds appropriately with one word or a basic phrase</li> </ul>
2.	<p><b>Grades K-2</b> Are you in [CITY/TOWN]? Tell me about it.</p> <p><b>Grades 3-5</b> Is there a park close to where you live? Tell me about it.</p>	<ul style="list-style-type: none"> <li>○ No response, or response is unintelligible</li> <li>○ “I don’t know,” or student may not give appropriate response</li> <li>○ Frequent and long pauses in attempt to communicate</li> <li>○ Grammatical errors and limited or erroneous word choice impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds appropriately with one word, a basic phrase, or a more detailed response</li> <li>○ Pronunciation, word choice, and grammatical errors do not impede meaning</li> </ul>

<sup>6</sup> *Assessing Language Proficiency during Extended School Closures: Sample Questionnaires*

Prepared by: The Council of the Great City Schools Washington, DC. May 2020. Retrieved from:

[https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/266/CGCS\\_SampleQuestionnaire\\_K-12\\_v6.pdf](https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/266/CGCS_SampleQuestionnaire_K-12_v6.pdf)





**BEGINNER-LEVEL QUESTIONS, continued**

	<b>Interview Question</b>	<b>Beginner Response</b>	<b>Intermediate or Advanced Response</b>
3.	<p>When did you last watch TV, a movie, or video?</p> <p>What is your favorite show? What is your favorite movie/video? When did you last watch it?</p> <p><i>If the student struggles:</i> Do you have a favorite song? Tell me more.</p>	<ul style="list-style-type: none"> <li>○ No response, or response is unintelligible</li> <li>○ "I don't know," or student may not give appropriate response</li> <li>○ Frequent and long pauses in attempt to communicate</li> <li>○ Grammatical errors and limited or erroneous word choice impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds appropriately with one word, a basic phrase, or a more detailed response</li> <li>○ Pronunciation, word choice, and grammatical errors do not impede meaning</li> </ul>

**INTERVIEW RATER INSTRUCTIONS: If the student answers Questions 1-3 with intermediate/advanced responses, JUMP TO QUESTION 6.**

	<b>Interview Question</b>	<b>Beginner Response</b>	<b>Intermediate or Advanced Response</b>
4.	<p>What is your favorite color? Tell me three things that have this color.</p> <p><i>If the student struggles:</i> What is your favorite sound? What makes that sound?</p>	<ul style="list-style-type: none"> <li>○ No response, or response is unintelligible</li> <li>○ "I don't know," or student may not give appropriate response</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Grammatical errors and limited or erroneous word choice impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds appropriately with one word, a basic phrase, or a more detailed response</li> <li>○ Pronunciation, word choice, and grammatical errors do not impede meaning</li> </ul>
5.	<p>What do you see around you right now?</p> <p>(What else, tell me more, what's that, what color is it)?</p> <p><i>If the student struggles:</i> Do you see a table? What is on the table? Do you see a bag? What is in the bag?</p> <p><i>Interviewer should prompt students to give 3 objects with at least 1 trait each.</i></p> <p><b>Note: if a video platform or device is being used, images could be sent via text message or the digital platform.</b></p>	<ul style="list-style-type: none"> <li>○ No response, or response is unintelligible</li> <li>○ "I don't know," or student may not give appropriate response</li> <li>○ May give one-word answer and be unable to describe any objects</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Grammatical errors and limited or erroneous word choice impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds appropriately with one word, a basic phrase, or a more detailed response</li> <li>○ Pronunciation, word choice, and grammatical errors do not impede meaning</li> </ul>



BEGINNER-LEVEL QUESTIONS, continued			
	Interview Question	Response	Intermediate or Advanced Response
6.	<p>What do you do for fun? Can you tell me more? (Ask a follow-up question for the student to describe the activity.)</p> <p><i>Interviewer should prompt students to name an activity and give some details about that activity.</i></p>	<ul style="list-style-type: none"> <li>○ No response, or response is unintelligible</li> <li>○ "I don't know," or student may not give appropriate response</li> <li>○ May give one-word answer, does not include details</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Grammatical errors and limited or erroneous word choice impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds appropriately with one word, a basic phrase, or a more detailed response</li> <li>○ Pronunciation, word choice, and grammatical errors do not impede meaning</li> </ul>
	<p><b>Majority of marks under each of the three proficiency levels:</b></p> <p><i>Under which column (classification) do most responses fall?</i></p>	 <b>STOP</b> the interview. Student is a provisional beginner.	 Proceed to asking Intermediate/ Advanced-level questions.
<p><b>INTERVIEW RATER INSTRUCTIONS:</b> The screener provides a holistic sense of English proficiency rather than a numeric score. Classify the response to each question according to the level that best represents the response.</p> <ul style="list-style-type: none"> <li>● If a student has great difficulty in giving an answer on three or more questions, <b>STOP</b>. Classify this student as having <b>Beginning</b> proficiency in English.</li> <li>● Otherwise, proceed to the next section.</li> </ul>			



**INTERMEDIATE/ADVANCED-LEVEL QUESTIONS**

**General Description of Expected Responses**

**Intermediate-level students** will engage with all questions but may misunderstand some prompts, or responses may not be understood on all questions. Responses will not be grammatically accurate for all questions, or answers may be limited to simple language structures.

**Advanced-level students** will be able to answer all questions and provide more detail when prompted. They can make their point understood on all or all but one question. They may make grammatical errors, but errors do not impede communication.

	<b>Interview Question</b>	<b>Beginner Response</b>	<b>Intermediate Response</b>	<b>Advanced Response</b>
7.	<p><b>Grades K-2</b></p> <p>Can you describe a favorite food you like to eat?</p> <p><i>If the student struggles:</i> What is your favorite toy? Can you describe it?</p> <p><i>Student can use the name for the <b>food</b> or <b>toy</b> in their language, and describe if hot or cold, hard or soft, etc.</i></p> <p><b>Grades 3-5</b></p> <p>Someone asks you how to get to the nearest place to buy food. What would you say?</p> <p><b>Note: Student may need prompting for more detail.</b></p>	<ul style="list-style-type: none"> <li>○ “I don’t know,” or student may not give appropriate response</li> <li>○ Provides single-word response</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Pronunciation errors impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Answer can generally be understood</li> <li>○ Includes high-frequency vocabulary and common phrases</li> <li>○ Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding</li> <li>○ Includes brief pauses when searching for words or attempting to restate or clarify, word choice may obscure meaning</li> <li>○ Pronunciation and grammatical errors mostly do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides details with well-connected sentences, using some specialized, low-frequency words</li> <li>○ Includes few brief pauses, speech is fairly sustained with minor choppiness</li> <li>○ Few pronunciation errors and grammatical errors but none impede meaning</li> </ul>
8.	<p>What is the difference between wet and dry weather? Or hot and cold weather?</p> <p>(What activities do you do? What clothing/shoes do you wear?)</p> <p><b>Note: Student may need prompting for more detail.</b></p>	<ul style="list-style-type: none"> <li>○ “I don’t know,” or student may not give appropriate response</li> <li>○ Provides single-word response</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Pronunciation errors impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Answer can generally be understood</li> <li>○ Includes high-frequency vocabulary and common phrases</li> <li>○ Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding</li> <li>○ Includes brief pauses when searching for words or attempting to restate or clarify, word choice may obscure meaning</li> <li>○ Pronunciation and grammatical errors mostly do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Compares and contrasts</li> <li>○ Provides details with well-connected sentences, using some specialized, low-frequency words</li> <li>○ Includes few brief pauses, speech is fairly sustained with minor choppiness</li> <li>○ Few pronunciation errors and grammatical errors but none impede meaning</li> </ul>



INTERMEDIATE/ADVANCED-LEVEL QUESTIONS, continued				
	Interview Question	Beginner Response	Intermediate Response	Advanced Response
9.	<p><b>Select one:</b></p> <p>Tell me about a place you really like. Why do you like it?</p> <p><i>If the student struggles:</i> Describe that place. Who also goes to that place?</p> <p><b>OR</b></p> <p>What do you think is the most dangerous/exciting sport? Tell me why.</p> <p><b>Note: Student may need prompting for more detail.</b></p>	<ul style="list-style-type: none"> <li>○ “I don’t know,” or student may not give appropriate response</li> <li>○ Provides single-word response</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Pronunciation errors impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Student is able to answer and provide a reason</li> <li>○ Answer can generally be understood</li> <li>○ Includes high-frequency vocabulary and common phrases</li> <li>○ Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding</li> <li>○ Includes brief pauses when searching for words or attempting to restate or clarify, word choice may obscure meaning</li> <li>○ Pronunciation and grammatical errors mostly do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Articulates and supports an opinion fluently</li> <li>○ Provides details with well-connected sentences, using some specialized, low-frequency words</li> <li>○ Includes few brief pauses, speech is fairly sustained with minor choppiness</li> <li>○ Few pronunciation errors and grammatical errors but none impede meaning</li> </ul>
10.	<p>If you could meet one famous person, who would it be, and why?</p> <p><i>If the student struggles:</i> If you could choose to have one new talent, what would it be, and why?</p> <p><b>Note: Student may need prompting for more detail.</b></p>	<ul style="list-style-type: none"> <li>○ “I don’t know,” or student may not give appropriate response</li> <li>○ Provides single-word response</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Pronunciation errors impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds using “I will” or just states the answer</li> <li>○ Answer can generally be understood</li> <li>○ Includes high-frequency vocabulary and common phrases</li> <li>○ Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding</li> <li>○ Includes brief pauses when searching for words or attempting to restate or clarify</li> <li>○ Pronunciation and grammatical errors mostly do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds to the prompt using “I would...”</li> <li>○ Provides details with well-connected sentences, using some specialized, low-frequency words</li> <li>○ Includes few brief pauses, speech is fairly sustained with minor choppiness</li> <li>○ Few pronunciation errors and grammatical errors but none impede meaning</li> </ul>



**INTERMEDIATE/ADVANCED-LEVEL QUESTIONS, continued**

	<b>Interview Question</b>	<b>Beginner Response</b>	<b>Intermediate Response</b>	<b>Advanced Response</b>
11.	<p><b>Select one:</b></p> <p>Describe the rules of a game you played as a child.</p> <p><b>OR</b></p> <p>Describe what a school day was like for you in the past.</p> <p><b>Note: Student may need prompting for more detail.</b></p>	<ul style="list-style-type: none"> <li>○ “I don’t know,” or student may not give appropriate response</li> <li>○ Provides single-word response</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Pronunciation errors impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds to prompt with common words and phrases</li> <li>○ Sentences demonstrate some sequencing with simple connective words (game question)</li> <li>○ Response describes their experience using high frequency words and common phrases (school day question)</li> <li>○ Answer can generally be understood</li> <li>○ Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding</li> <li>○ Includes brief pauses when searching for words or attempting to restate or clarify</li> <li>○ Pronunciation and grammatical errors mostly do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Student can fluently sequence sentences to describe rules and routines using appropriate connective words</li> <li>○ Uses some specialized, low-frequency words</li> <li>○ Includes few brief pauses, speech is fairly sustained with minor choppiness</li> <li>○ Few pronunciation errors and grammatical errors but none impede meaning</li> </ul>
	<p><b>Majority of marks under each of the three proficiency levels:</b></p> <p><b>Under which column (classification) do most responses fall?</b></p>	○	○	○

**INTERVIEW RATER INSTRUCTIONS:** The screener provides a holistic sense of English proficiency rather than a numeric score. Classify the response to each question according to the level that best represents the response.

- If the student **cannot answer three or more questions** appropriately, the student is a **Beginner**.
- If the student is able to answer all questions, assess whether there are **more responses** in the **intermediate** column or **advanced** column for a final placement.



## Questionnaire for Grades 6-12

Overall guidance for the interviewer:

- After introductory Questions 1 through 3, consider whether to continue in order or to jump to Question 6, if the student is providing responses that are intermediate or advanced.
- If possible, record the conversation (and inform the parent/guardian it will be recorded), so you can listen to the responses and score after the interview concludes.
- Please remember to prompt/encourage students to provide more detail in their responses, especially as the remote interview process poses greater challenges to interpersonal communication, without visual cues and facial expression.

For each question, note whether the student’s answer matches the *Beginner Responses* column or the *Intermediate and Advanced Responses* column.

<b>INTERVIEW RATER INSTRUCTIONS:</b> The screener provides a holistic sense of English proficiency rather than a numeric score. Classify the response to each question according to the level that best represents the response. You will be prompted to pause after Question 3 to assess whether to skip to a question for higher levels of proficiency.			
<b>BEGINNER-LEVEL QUESTIONS</b>			
	<b>Interview Question</b>	<b>Beginner Response</b>	<b>Intermediate or Advanced Response</b>
1.	What is your name?  <i>If the student struggles:</i> Is it [NAME]?	<ul style="list-style-type: none"> <li>○ No response, or response is unintelligible</li> <li>○ “I don’t know,” or student may not give appropriate response</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds appropriately with one word or a basic phrase</li> </ul>
2.	Are you in [CITY/TOWN]?	<ul style="list-style-type: none"> <li>○ No response, or response is unintelligible</li> <li>○ “I don’t know,” or student may not give appropriate response</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Grammatical errors and limited or erroneous word choice impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds appropriately with one word, a basic phrase, or a more detailed response</li> <li>○ Pronunciation, word choice, and grammatical errors do not impede meaning</li> </ul>







**BEGINNER-LEVEL QUESTIONS, continued**

	<b>Interview Question</b>	<b>Beginner Response</b>	<b>Intermediate or Advanced Response</b>
3.	<p>When did you last watch TV, a movie, video?</p> <p>What is your favorite show? What is your favorite movie/ video? When did you last watch it?</p> <p><i>If the student struggles:</i> Do you have a favorite song? Tell me more.</p>	<ul style="list-style-type: none"> <li>○ No response, or response is unintelligible</li> <li>○ "I don't know," or student may not give appropriate response</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Grammatical errors and limited or erroneous word choice impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds appropriately with one word, a basic phrase, or a more detailed response</li> <li>○ Pronunciation, word choice, and grammatical errors do not impede meaning</li> </ul>
<p><b>INTERVIEW RATER INSTRUCTIONS: If the students answer Questions 1-3 with intermediate/advanced responses, JUMP TO QUESTION 6.</b></p>			
4.	<p>What is your favorite color? Tell me three things that have this color.</p> <p><i>If the student struggles:</i> What is your favorite sound? What makes that sound?</p>	<ul style="list-style-type: none"> <li>○ No response, or response is unintelligible</li> <li>○ "I don't know," or student may not give appropriate response</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Grammatical errors and limited or erroneous word choice impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds appropriately with one word, a basic phrase, or a more detailed response</li> <li>○ Pronunciation, word choice, and grammatical errors do not impede meaning</li> </ul>
5.	<p>What do you see around you right now? (What else, tell me more, what's that, what color is it)?</p> <p><i>If the student struggles:</i> Do you see a table? What is on the table? Do you see a bag? What is in the bag?</p> <p><i>Interviewer should prompt students to give 3 objects with at least 1 trait each.</i></p> <p><b>Note: if a video platform or device is being used, images could be sent via text message or the digital platform.</b></p>	<ul style="list-style-type: none"> <li>○ No response, or response is unintelligible</li> <li>○ "I don't know," or student may not give appropriate response</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Grammatical errors and limited or erroneous word choice impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds appropriately with one word, a basic phrase, or a more detailed response</li> <li>○ Pronunciation, word choice, and grammatical errors do not impede meaning</li> </ul>



<b>BEGINNER-LEVEL QUESTIONS, continued</b>			
	<b>Interview Question</b>	<b>Beginner Response</b>	<b>Intermediate or Advanced Response</b>
6.	<p>What do you do for fun? Can you tell me more? (Ask a follow-up question for student to describe the activity.)</p> <p><i>Interviewer should prompt students to name an activity and give some details about that activity.</i></p>	<ul style="list-style-type: none"> <li>○ No response, or response is unintelligible</li> <li>○ "I don't know," or student may not give appropriate response</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Grammatical errors and limited or erroneous word choice impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds appropriately with one word, a basic phrase, or a more detailed response</li> <li>○ Pronunciation, word choice, and grammatical errors do not impede meaning</li> </ul>
	<p><b>Majority of marks under each of the three proficiency levels:</b></p> <p><i>Under which column (classification) do most responses fall?</i></p>	 <p><b>STOP</b> the interview. Student is a provisional beginner.</p>	 <p>Proceed to asking Intermediate/ Advanced-level questions.</p>
<p><b>INTERVIEW RATER INSTRUCTIONS:</b> The screener provides a holistic sense of English proficiency rather than a numeric score. Classify the response to each question according to the level that best represents the response.</p> <ul style="list-style-type: none"> <li>● If a student has great difficulty in giving an answer on three or more questions, <b>STOP</b>. Classify this student as having <b>Beginning</b> proficiency in English.</li> <li>● Otherwise, proceed to the next section.</li> </ul>			



**INTERMEDIATE/ADVANCED-LEVEL QUESTIONS**

**General Description of Expected Responses**

**Intermediate-level students** will engage with all questions but may misunderstand some prompts, or responses may not be understood on all questions. Responses will not be grammatically accurate for all questions, or answers may be limited to simple language structures.

**Advanced-level students** will be able to answer all questions and provide more detail when prompted. They can make their point understood on all or all but one question. They may make grammatical errors, but errors do not impede communication.

	<b>Interview Question</b>	<b>Beginner Response</b>	<b>Intermediate Response</b>	<b>Advanced Response</b>
7.	<p>Someone asks you how to get to the nearest place to buy food. What would you say?</p> <p><i>Note: Student may need prompting for more detail.</i></p>	<ul style="list-style-type: none"> <li>○ “I don’t know,” or student may not give appropriate response</li> <li>○ Provides single-word response</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Pronunciation errors impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Gives an answer using high-frequency vocabulary and common phrases</li> <li>○ Uses simple sentences with a few transitions</li> <li>○ Pronunciation and grammatical errors mostly do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Provides details with well-connected sentences, using some specialized, low-frequency words</li> <li>○ Includes few brief pauses, speech is fairly sustained with minor choppiness</li> <li>○ Few pronunciation errors and grammatical errors but none impede meaning</li> </ul>
8.	<p>What is the difference between wet and dry weather? Or hot and cold weather?</p> <p>(What activities do you do? What clothing/shoes do you wear?)</p> <p><i>Note: Student may need prompting for more detail.</i></p>	<ul style="list-style-type: none"> <li>○ “I don’t know,” or student may not give appropriate response</li> <li>○ Provides single-word response</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Pronunciation errors impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Answer can generally be understood</li> <li>○ Includes high-frequency vocabulary and common phrases</li> <li>○ Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding</li> <li>○ Includes brief pauses when searching for words or attempting to restate or clarify, word choice may obscure meaning</li> <li>○ Pronunciation and grammatical errors mostly do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Compares and contrasts fluently</li> <li>○ Provides details with well-connected sentences, using some specialized, low-frequency words</li> <li>○ Includes few brief pauses, speech is fairly sustained with minor choppiness</li> <li>○ Few pronunciation errors and grammatical errors but none impede meaning</li> </ul>



**INTERMEDIATE/ADVANCED-LEVEL QUESTIONS, continued**

	<b>Interview Question</b>	<b>Beginner Response</b>	<b>Intermediate Response</b>	<b>Advanced Response</b>
9.	<p><b>Select one:</b></p> <p>Tell me about a place you really like. Why do you like it?</p> <p><i>If the student struggles:</i> Describe that place. Who also goes to that place?</p> <p><b>OR</b></p> <p>What do you think is the most dangerous/exciting sport? Tell me why.</p> <p><b>Note: Student may need prompting for more detail.</b></p>	<ul style="list-style-type: none"> <li>○ “I don’t know,” or student may not give appropriate response</li> <li>○ Provides single-word response</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Pronunciation errors impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Student is able to answer and provide a reason</li> <li>○ Answer can generally be understood</li> <li>○ Includes high-frequency vocabulary and common phrases</li> <li>○ Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding</li> <li>○ Includes brief pauses when searching for words or attempting to restate or clarify, word choice may obscure meaning</li> <li>○ Pronunciation and grammatical errors mostly do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Articulates and supports an opinion fluently</li> <li>○ Provides details with well-connected sentences, using some specialized, low-frequency words</li> <li>○ Includes few brief pauses, speech is fairly sustained with minor choppiness</li> <li>○ Few pronunciation errors and grammatical errors but none impede meaning</li> </ul>
10.	<p>If you could meet one famous person, who would it be, and why?</p> <p><i>If the student struggles:</i> If you could choose to have one new talent, what would it be, and why?</p> <p><b>Note: Student may need prompting for more detail.</b></p>	<ul style="list-style-type: none"> <li>○ “I don’t know,” or student may not give appropriate response</li> <li>○ Provides single-word response</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Pronunciation errors impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds to the prompt using “I will” or just states the answer</li> <li>○ Answer can generally be understood</li> <li>○ Student attempts to use complex sentences, but these may interfere with understanding</li> <li>○ Pronunciation and grammatical errors mostly do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Responds to the prompt using “I would...”</li> <li>○ Provides details with well-connected sentences, using some specialized, including hypothetical, low-frequency words</li> <li>○ Includes few brief pauses, speech is fairly sustained with minor choppiness</li> <li>○ Few pronunciation errors and grammatical errors but none impede meaning</li> </ul>



**INTERMEDIATE/ADVANCED-LEVEL QUESTIONS, continued**

	<b>Interview Question</b>	<b>Beginner Response</b>	<b>Intermediate Response</b>	<b>Advanced Response</b>
11.	<p><b>Select one:</b></p> <p>Describe the rules of a game you played as a child.</p> <p><b>OR</b></p> <p>Describe what a school day was like for you in the past.</p> <p><i><b>Note: Student may need prompting for more detail.</b></i></p>	<ul style="list-style-type: none"> <li>○ "I don't know," or student may not give appropriate response</li> <li>○ Provides single-word response</li> <li>○ Frequent and long pauses (halting, choppy) in attempt to communicate</li> <li>○ Pronunciation errors impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses simple signal words for sequencing (game question)</li> <li>○ Response describes their experience using high-frequency words and common phrases (school day question)</li> <li>○ Answer can generally be understood</li> <li>○ Uses simple sentences with few transitions, attempts to use complex sentences may interfere with understanding</li> <li>○ Includes brief pauses when searching for words or attempting to restate or clarify</li> <li>○ Pronunciation and grammatical errors mostly do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>○ Student can fluently sequence sentences to describe rules and routines using appropriate connective words</li> <li>○ Uses some specialized, low-frequency words</li> <li>○ Includes few brief pauses, speech is fairly sustained with minor choppyness</li> <li>○ Few pronunciation errors and grammatical errors but none impede meaning</li> </ul>
	<p><b>Majority of marks under each of the three proficiency levels:</b></p> <p><i><b>Under which column (classification) do most responses fall?</b></i></p>	○	○	○

**INTERVIEW RATER INSTRUCTIONS:** The screener provides a holistic sense of English proficiency rather than a numeric score. Classify the response to each question according to the level that best represents the response.

- If the student **cannot answer three or more questions** appropriately, the student is a **Beginner**.
- If the student is able to answer all questions, assess whether there are **more responses** in the **intermediate** column or **advanced** column for a final placement.



## Writing Assessment (Optional)

<b>Writing (Optional)</b>			
<p>Use a writing prompt to determine if the student has writing skills in English. The interviewer can verbally provide the prompt or if using a virtual platform, the prompt can also be displayed on the screen for the student to reference. The interviewer should select from the sample prompts below based on what may be more likely to elicit a response from the student.</p>			
12.	<p>Prompt (presented verbally or in writing): Using complete sentences, tell me about A, B, or C. Try to include at least three details.</p> <p>A. A family member or friend B. A favorite story you know C. A sport you enjoy playing/watching OR a favorite athlete/player</p>		
	Beginner Response	Intermediate Response	Advanced Response
Sentence Level	<ul style="list-style-type: none"> <li>Is (not) minimally comprehensible</li> <li>Includes minimal, irrelevant, or no supporting details</li> <li>Uses short phrases and fragments (not complete sentences) or short, simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly comprehensible</li> <li>Includes some relevant supporting details</li> <li>Uses complete sentences and attempts complex and compound structures</li> </ul>	<ul style="list-style-type: none"> <li>Is fully comprehensible</li> <li>Includes many relevant supporting details</li> <li>Uses complete sentences with purposeful use of varying structure and uses complex structures</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>Contains common simple, high frequency vocabulary</li> <li>Vocabulary errors and usage obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Contains some repetition and range of vocabulary</li> <li>Occasional vocabulary errors obscure meaning</li> <li>Includes simple signal words, like conjunctions (e.g., before, when, or, because)</li> </ul>	<ul style="list-style-type: none"> <li>Uses high level, precise vocabulary showing a sense of word choice</li> <li>Variation and range of vocabulary is sufficient to express ideas, and includes signal words—like conjunctions—to show time, cause/ effect and compare/contrast (e.g., until, leads to, also, however)</li> </ul>
Grammar and Syntax	<ul style="list-style-type: none"> <li>Contains very simple syntax in English, repetitive phrases and grammatical structures, or is mostly a word-for-word restatement of the prompt</li> <li>May use invented spelling, may include primary language phonics, may include frequent grammatical errors (punctuation, spelling, capitalization) that interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Contains mostly correct but simple English syntax (e.g., simple pattern using present/past tense, subject-verb agreement) or may use syntax of the home language (e.g., noun-adjective order)</li> <li>Use of grammatical conventions (e.g., capitalization, punctuation, and spelling) partially correct and may distract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct grammar and English syntax</li> <li>Uses correct verb tenses</li> <li>Uses capitalization, punctuation, and spelling with few errors that interfere with meaning</li> </ul>



## Description of Questions by Typology and Skills Examined

BEGINNER-LEVEL QUESTIONS		
	Interview Question	Skill Tested
1.	<p>What is your name?</p> <p><i>If the student struggles:</i> Is it [insert name]?</p>	<p><b>Listening</b> – English basic phrase</p> <p><b>Speaking</b></p>
2.	<p><b>Grades K-12</b></p> <p>Are you in [CITY/TOWN]? Tell me about it.</p> <p><b>Grades 3-5</b></p> <p>Is there a park close to where you live? Tell me about it.</p>	<p><b>Listening</b> – <b>yes/no</b> question</p> <p><b>Speaking</b></p>
3.	<p><b>When</b> did you last watch TV, a movie, video?</p> <p><b>What</b> is your favorite show? What is your favorite movie/video? <b>When</b> did you last watch it?</p> <p><i>If the student struggles:</i> Do you have a favorite song? Tell me more.</p>	<p><b>Listening</b> – <b>wh</b> question</p> <p><b>Speaking</b></p>
4.	<p><b>What</b> is your favorite color? Tell me three things that have this color.</p> <p><i>If the student struggles:</i> <b>What</b> is your favorite sound? What makes that sound?</p>	<p><b>Listening</b> – (“or”) <b>understanding</b> you need to choose one</p> <p><b>Speaking</b> – <b>describe</b> preference</p>
5.	<p><b>What</b> do you see around you right now?</p> <p>(What else, tell me more, what’s that, what color is it)?</p> <p><i>If the student struggles:</i> Do you see a table? What is on the table? Do you see a bag? What is in the bag?</p>	<p><b>Listening</b> – <b>understanding</b> the prompt</p> <p><b>Speaking</b> – <b>name</b> objects and <b>describe</b> them with adjectives</p>
6.	<p>What do you do for fun? Can you tell me more? (Ask a follow-up question for the student to describe the activity.)</p>	<p><b>Listening</b> – <b>understanding</b> the prompt</p> <p><b>Speaking</b> – using words and phrases about self and others, and if applicable, sequence of steps</p>



INTERMEDIATE/ADVANCED LEVEL QUESTIONS		
	Interview Question	Skill Tested
7.	<p><b>Grades K-2</b></p> <p>Can you describe a favorite food you like to eat?</p> <p>If the student struggles: What is your favorite toy? Can you describe it?</p> <p><b>Grades 3-12</b></p> <p>Someone asks you how to get to the nearest place to buy food. What would you say?</p>	<p><b>Grades K-2</b></p> <p><b>Listening – understanding</b> the prompt</p> <p><b>Speaking – express preference</b> for an object and describe it with adjectives</p> <p><b>Grades 3-12</b></p> <p><b>Listening – understanding</b> the prompt</p> <p><b>Speaking – using words</b> to indicate direction</p>
8.	<p>What is the difference between wet and dry weather? Or hot and cold weather?</p> <p>(What activities do you do? What clothing/shoes do you wear?)</p>	<p><b>Listening – understanding</b> the prompt</p> <p><b>Speaking – compare and contrast</b></p>
9.	<p><b>Select one:</b></p> <p>Tell me about a place you really like. Why do you like it?</p> <p><i>If the student struggles:</i> Describe that place. Who also goes to that place?</p> <p><b>OR</b></p> <p>What do you think is the most dangerous/exciting sport? Tell me why.</p>	<p><b>Speaking – articulate</b> and support an opinion</p>
10.	<p>If you could meet one famous person, who would it be, and why?</p> <p><i>If the student struggles:</i> If you could choose to have one new talent, what would it be, and why?</p>	<p><b>Speaking – conditional constructions</b></p>
11.	<p><b>Select one:</b></p> <p>Describe the rules of a game you played as a child.</p> <p><b>OR</b></p> <p>Describe what a school day was like for you in the past.</p>	<p>Can <b>sequence sentences</b> using appropriate <b>connective words</b> using vocabulary outside of immediate experience</p>





APPENDIX D

**[Name of District] Public Schools**  
**School Year [2020 – 2021]**  
**Parental Notification Regarding English Language Education**  
**Provisional Identification and Placement**

Dear Parent(s)/Guardian(s):

In the Spring of 2020, due to COVID-19 constraints, the Rhode Island Department of Education issued a document entitled “Provisional Identification and Placement Procedures During Periods of Distance Learning Due to COVID-19 Grades K-12” to ensure that students enrolling in school districts during periods of distance learning, and that require English language development services receive them as required by state and federal laws.

Under these provisional identification procedures, the district requested that you complete a home language survey during the enrollment process. Based on the information you provided, the district conducted an interview with your child via \_\_\_\_\_ (method of interview) to determine whether your child is eligible to be provisionally identified as an Multilingual Learner (MLL) / English Learner (EL) and, if so, the most appropriate LIEP program placement, supports and services that will be provided by the district to ensure that your child’s educational needs are met during this period of [remote learning](#).

This letter notifies you that based on available information, your child has been determined to be provisionally eligible for placement in an English Language Instructional Program (ELIP) program. The procedure provides a means of provisionally identifying MLL/EL students during the time that schools are closed for normal operations due to COVID-19 and face-to-face screening is not possible. This process does not replace the formal identification process when face-to-face screening is possible, and formal screening will take place as soon as possible once school resumes normal operations for any student who has been given a provisional status. This letter also describes your child’s proposed program placement and services that will be provided during remote learning:

**Description of the Proposed Program Placement and Available Services Including ESL during Remote Learning [*will be completed by the district*]:**

If your child is or has been found eligible for special education services or qualifies for special education services later, please, contact the special education team in the district for additional information.

You have the right to decline provisional placement of your child in an ELIP program or to withdraw your child from the program at any time. Federal and state laws, however, require that the district provide your child with support so that he or she can understand instruction provided in English and develop his or her English skills. It is important to understand that if you decline this provisional placement of your child in an ELIP program, your child will not receive specialized English as a Second Language (ESL) instruction focused on language skills during this period of remote learning.



When school reopens for in-person instruction your child will be screened using the standard screening tools and a final determination about his or her eligibility will be made based on those screening assessment results. You will be notified of your child’s eligibility status again at that time.

For more information about the topics discussed in this notice, please contact: \_\_\_\_\_ [name of district or school contact person] at \_\_\_\_\_ [phone number] or \_\_\_\_\_ [e-mail address]. You may also obtain additional information about ELIP programs offered by the district at a meeting or conference on \_\_\_\_\_ [date] at \_\_\_\_\_ [location].

---

[Name of Instructor/Coordinator, Title  
Telephone Contact/Email Contact]



## APPENDIX D (Español)

### Escuelas Públicas de **[Name of District]** Año Escolar **[2020 -2021]** **Aviso a los padres sobre la identificación y ubicación provisionales para enseñanza en inglés**

Estimado padre de familia o tutor:

En la primavera del 2020, debido a COVID-19, el Departamento de Educación de Rhode Island elaboró el documento “Procedimientos de identificación y ubicación provisionales durante períodos de enseñanza a distancia por COVID-19 para kindergarten a 12vo. grado”, para garantizar que los niños inscritos en los distritos escolares que necesitan servicios de enseñanza en inglés, los reciban durante el período de enseñanza a distancia, como lo exigen las leyes estatales y federales.

Debido a estos procedimientos de identificación provisional, el distrito le pidió a usted responder una encuesta sobre el idioma del hogar cuando realizó el proceso de inscripción. Con base en la información que usted proporcionó, el distrito entrevistó a su niño \_\_\_\_\_ **[method of interview]** para determinar si es elegible para identificársele provisionalmente como Estudiante Multilingüe (MLL) o Estudiante de Inglés (EL), en cuyo caso el distrito ubicaría al niño en el programa LIEP de la manera más adecuada, y le brindaría el apoyo y servicios para llenar sus necesidades educativas durante este período de [enseñanza a distancia](#).

Por este medio le notificamos que, según la información disponible, se ha determinado que su niño es elegible provisionalmente para ubicársele en un programa de enseñanza en inglés ELIP. El proceso permite identificar provisionalmente a estudiantes MLL o EL durante el tiempo que las escuelas no estén funcionando normalmente a causa de la COVID-19 y no sea posible hacer evaluaciones presenciales de dominio del idioma. Sin embargo, este proceso no sustituye el proceso de identificación formal para los alumnos con este estatus provisional, que se reanudará tan pronto como las escuelas vuelvan a la normalidad y se puedan realizar evaluaciones presenciales. Esta carta describe la ubicación en el programa propuesta para el niño y los servicios que recibirá durante la enseñanza a distancia:

**Descripción de la ubicación en el programa propuesta y los servicios disponibles, incluyendo enseñanza a distancia con Inglés como Segunda Lengua (ESL): **[will be completed by the district]****

Si ya se ha determinado, o se determina ahora o más tarde que su niño es elegible para servicios de educación especial, por favor comuníquese con el personal de educación especial del distrito para obtener información adicional.

Usted tiene el derecho de rehusar que su niño sea ubicado provisionalmente en un programa ELIP y tiene derecho también de retirar al niño del programa en cualquier momento. Sin embargo, las leyes federales y estatales le exigen al distrito ayudar al niño a entender el material lectivo en inglés y mejorar su dominio del inglés. Es importante que usted sepa que, si se rehúsa a que el niño sea ubicado provisionalmente en un programa ELIP, el niño no recibirá enseñanza



especializada en Inglés como Segunda Lengua (ESL) para desarrollar habilidades del idioma durante este período de enseñanza a distancia.

Cuando las escuelas reanuden las clases presenciales, el niño será evaluado con las herramientas estándar para hacer una determinación final de su elegibilidad, de la que usted será informado.

Para saber más sobre los temas incluidos en este aviso, por favor comuníquese con \_\_\_\_\_ [name of district or school contact person] al \_\_\_\_\_ [phone number] o a \_\_\_\_\_ [e-mail address]. Si quiere obtener más información sobre los programas ELIP ofrecidos por el distrito, participe en la reunión o conferencia el \_\_\_\_\_ [date] en \_\_\_\_\_ [location].

---

[Name of Instructor/Coordinator, Title  
Telephone Contact/Email Contact]