



State of Rhode Island and Providence Plantations
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
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Commissioner

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TO: District ELL Administrators/Coordinators

FROM: Phyllis Lynch, Director
Office of Instruction, Assessment, and Curriculum

David Sienko, Director
Office of Student, Community, and Academic Supports

SUBJECT: Guidance concerning identification and enrollment procedures for ELLs

The *English Language Learner Identification Procedure* document outlines the state-recommended procedure for identifying English Language Learners in accordance with Title 16, Chapter 16-54, sec. L-4-3,4. This procedure was developed by RIDE and a group of stakeholders from several LEAs, based on a review of current research and best practices from other states, in an effort to standardize and eliminate uncertainty in the process by which students are identified as ELLs. This will serve many purposes including reducing unnecessary English language proficiency re-screening of students and introducing added stability and predictability for students and parents who move from one LEA to another within the state. A standard process for identification is also important when disaggregating data for analyses and reporting.

Beginning during the spring of 2011, RIDE will begin collecting an additional indicator for ELLs identifying them as having Limited or Interrupted Formal Schooling (LFS). This document outlines the criteria by which LEAs should identify ELLs as having LFS in addition to identification criteria for ELL status.

If you have questions regarding this information, please contact Bob Measel (robert.measel@ride.ri.gov) at (401) 222-8480 in the Office of Instruction, Assessment, and Curriculum or Susan Rotblat-Walker (susan.walker@ride.ri.gov) at (401) 222-8413 or Emily Klein (emily.klein@ride.ri.gov) at (401) 222-8985 in the Office for Student, Community, and Academic Supports.

English Language Learner Identification Procedure

- STEP 1:** Review the Home Language Survey. If the HLS indicates a language other than English for any question, proceed to STEP 2. *NOTE: World English (e.g. English spoken in Liberia) constitutes a language other than English for identification purposes.*
- STEP 2:** Conduct family interview to determine if the student is potentially an ELL.

Family Interview (not to be completed by the parent/guardian)					
INTERVIEWED BY					
DATE:		PHONE:			
NAME OF STUDENT				AGE	
STUDENT'S DATE OF BIRTH		LASID		SASID	
STUDENT'S DATE OF ENTRY TO U.S.					
DOES THE STUDENT HAVE AN IEP?		YES	NO		
DOES THE STUDENT HAVE A 504 PLAN?		YES	NO		
NAME OF PARENT/GUARDIAN					
COUNTRY OF ORIGIN	PARENT				
	STUDENT				
PARENTS' PRIMARY COUNTRY OF EDUCATION					
PARENTS' LEVEL OF EDUCATION					
<i>Complete the following table for the student. Indicate if the student moved schools, states, or countries during a school year.</i>					
Grade	State	Country	Primary Language of Instruction		
Pre K					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Has the student ever repeated a grade?					
If the student has repeated a grade, which grade(s) and how many times?					
Has the student ever received specialized language services (ESL, Bilingual Education)?					
Has the student ever received specialized academic services (Special Education, tutoring, speech)?					
In what grades has the student been absent for more than 15 days and why?					
Does the student read and write to grade level in their native language?					
What types of reading materials are available in the home and in what language(s)?					

Comments:

- ❑ **STEP 3:** Review the information on the family interview. Review of the family interview must be conducted by an ESL professional. If the information from the family interview indicates that English is not the student’s native language or that exposure to another language may have had a significant impact on the student’s English language development, proceed to STEP 4.
- ❑ **STEP 4:** Conduct a review of the student’s academic records from previous schooling if available. Look for evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. If the academic records are not available or they do not contain evidence of English proficiency, then proceed to STEP 5.
- ❑ **STEP 5:** Screen the student for English language proficiency using either the W-APT or WIDA MODEL. Only the speaking and listening components of the K-WAPT should be administered to first semester kindergarteners. The full KW-APT should be administered to second semester kindergarteners and first semester first graders. The K MODEL should be administered to kindergarteners and first semester first graders. Record the screening scores below AND in the LEP Census.

Listening PL	Speaking PL	Reading PL	Writing PL	Literacy CPL	Oral CPL	Overall CPL

If the student scores meet the criteria for identification as an ELL on the following table, then proceed to STEP 6. If not, then the student is not an ELL and there is no need to complete this procedure.

Screener	Criteria for identification as an ELL
KW-APT	Raw score for oral language below 25
K MODEL	Oral language composite below 4.5
1-12 W-APT	Adjusted Literacy Composite Proficiency Level below 4.5 AND Comprehension Composite Proficiency Level below 5.0 <i>(see note)</i>
MODEL	Literacy Composite Proficiency Level below 4.5 AND Comprehension Composite Proficiency Level below 5.0 <i>(see note)</i>
<p><i>NOTE: To calculate the Comprehension composite score, use the following formula:</i></p> <p>Listening PL x .3 = _____</p> <p>Reading PL x .7 = _____</p> <p>Comprehension Composite: _____ <i>(add the two numbers)</i></p>	

- STEP 6:** Screen the student for native language proficiency if a screening instrument is available. Record the score(s) below.

Name of screener	Score(s)	Score descriptor

- STEP 7:** Determine if the student has **limited or interrupted formal schooling** using the criteria below:
 - Has a Literacy score of less than 3.5 on the W-APT, AND
 - Is enrolling after grade two, AND
 - Has at least two fewer years of age appropriate schooling than peers **or** has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND
 - Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records)

Does this student have limited or interrupted formal schooling?	YES	NO
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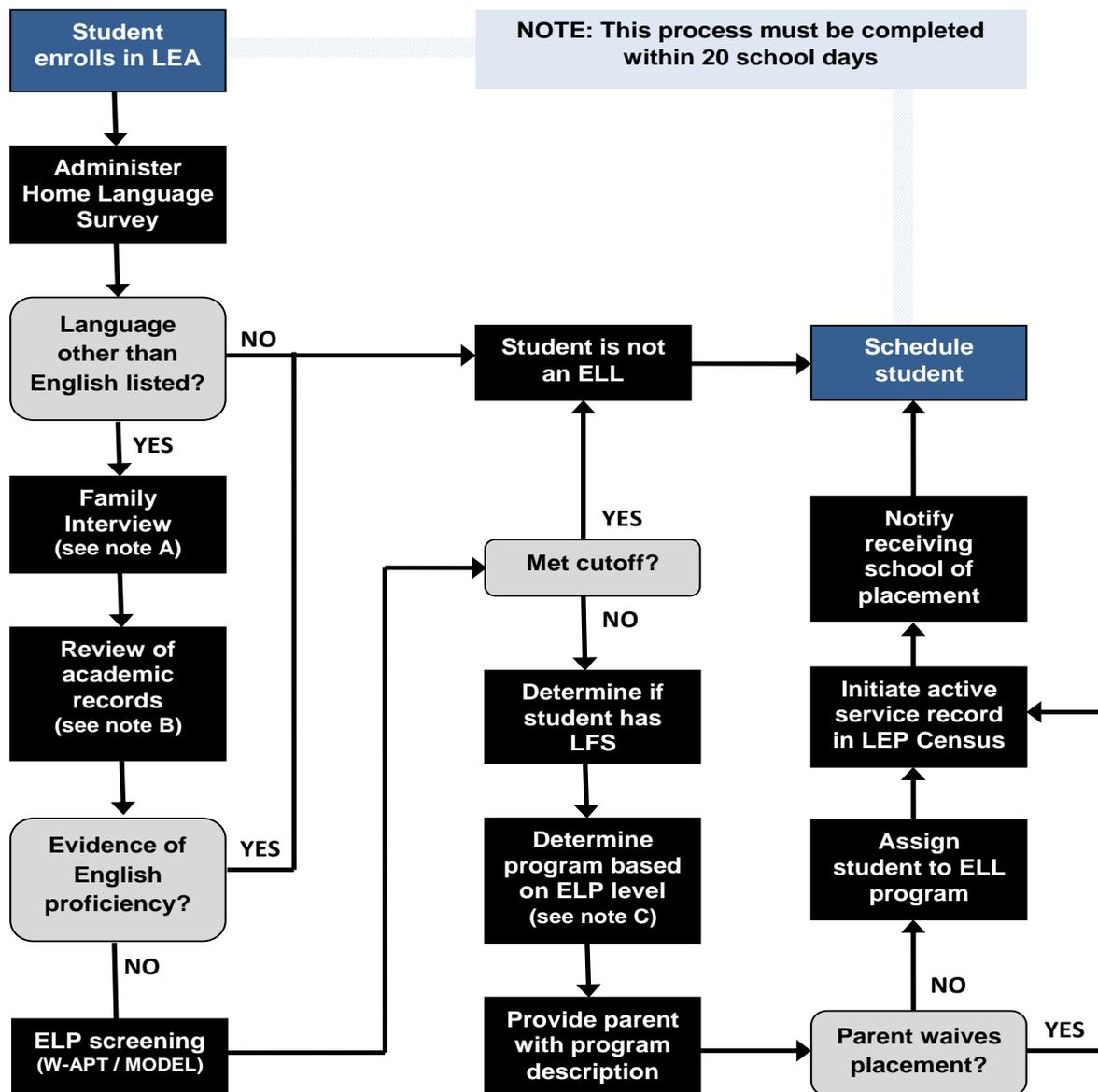
- STEP 8:** Determine the most appropriate ESL or Bilingual Education program based on the student’s English language proficiency and native language proficiency if available.
NOTE: If the student has an IEP, then ELL and Special Education personnel MUST collaborate to determine program and academic placement.

Program placement	
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- STEP 9:** Provide parent with a detailed program description and explain identification and placement decision. Parent has the right to waive placement in a specialized ESL or Bilingual Education program.
- STEP 10:** Parent signs program placement or waiver form. Attach the signed form to this form.
- STEP 11:** Notify receiving school of student identification and placement.
- STEP 12:** Initiate an active service record in the LEP Census. If the student has limited or interrupted formal education, then ensure that the LFS is identified in the LEP Census record
- STEP 13:** School schedules student based on program placement and English language proficiency.
NOTE: The school is responsible for ensuring that all teachers with whom ELLs are scheduled have English language proficiency information for their ELLs. This includes general education teachers.

Attach HLS form and parent approval or waiver form to this form and file in student’s record. Copies of this form should be given to ESL and general education teachers who will be working with this student.

ELL Identification Procedure Flowchart



Note A:

A student who comes from an environment where English is not the dominant language or who has been exposed to another language (HLS indicates other languages) is not necessarily an ELL and does not necessarily need to be screened for English language proficiency if there is compelling evidence suggesting such. Parent permission to screen for language proficiency is **NOT** required; however, a parent interview must be conducted prior to screening. The parent interview should be standardized to some degree (see parent interview on pages 1 and 2) and the information gathered should be filed with the student's other enrollment documentation. The parent interview can serve to determine whether or not to screen a potential ELL. If the evidence gathered during the parent interview is indeterminate, then an academic records review may be used to indicate English proficiency and preclude screening.

Note B:

If after the parent interview it is unclear whether or not a student should be screened for English proficiency, then a thorough review of any available academic records should be conducted to find evidence of English language proficiency. Some examples of this type of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records

Note C:

If the student has an IEP, then ELL and Special Education personnel **MUST** collaborate to determine program and academic placement.