

Lunenburg County Public Schools

ENGLISH LEARNERS

Language Instruction Educational Program



2019-2020

Lunenburg County Public Schools

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Introduction

Federal and state laws have been enacted to ensure that English Learners (ELs) receive a meaningful education that is equitable to their non-EL peers. *Title VI of the Civil Rights Act of 1964, Title III, Part A: Language Instruction for English Learners and Immigrant Students*, the *Every Student Succeeds Act (ESSA)*, and the *Code of Virginia: Language of instruction § 22.1-212, Identification of limited English proficient students § 22.1-253.13:1, Enrollment of ELLs over age 18 § 22.1-5, Funding § 22.1-199.1, Staffing §22.1-253.13:2, and High Quality Professional Development § 22.1-253.13:5* are major pieces of legislation surrounding EL education. In addition, the United States Department of Justice and United States Department of Education jointly published a [Dear Colleague](#) letter that clarifies the federal civil rights requirements for the education of ELs and outlines the school division’s legal obligations on this matter.

This handbook has been developed to assist teachers, principals, school testing coordinators, counselors, and other staff in meeting the needs of ELs. Adherence to the policies, procedures, and recommendations set forth in this handbook will insure that Lunenburg County Public Schools (LCPS) meets the requirements of the aforementioned laws and guidelines. LCPS’ goal is to provide ELs with the educational experiences and resources they need to acquire the English language and access the curriculum. It is the county’s goal to support ELs so that they will succeed in the school setting, as well as in the community. **All** teachers in LCPS are dually responsible for course or grade level content and language development of their students. **All** LCPS staff members are responsible for the integrity of the program so that all ELs are respected, encouraged, and supported throughout their educational journeys.

This document is a compilation of information that has come from several Virginia Department of Education resources, as well as information from Staunton City Schools *English Speakers of Other Languages (ESOL) Teacher Handbook*, the Lunenburg County Public Schools, King William County Schools, and the WIDA Consortium.

Living Document

This document is a “living document” and will be updated with new information as it becomes available. If you have any suggestions regarding this handbook, please email them to Mary Pat Johnson at mary.johnson@k12lcps.org.

Definitions and Acronyms Used throughout this Manual (alphabetical order)

Academic language versus Social language: Academic language is the language of school used in textbooks, essays, assignments, class presentations, and assessments. Social language is the language of everyday communication.

Content-based instruction: An instructional model in which academic subject matter is taught in English such that students learn academic content and language skills simultaneously

English Language Development (ELD) course: A one period course (50 minutes minimum) offered to level 1 and level 2 ELs in the middle and high school

English Language Development standards, acronym is ELD: The [WIDA](#) standards that are the basis for programs, curriculum, and instruction of English Learners

English Learner (EL):

Federal law defines a "limited English proficient" (now known as an "English Learner") student as a student:

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States or whose native language is a language other than English;
- who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - the ability to meet the State's proficient level of achievement on State assessments;
 - the ability to successfully achieve in classrooms where the language of instruction is English; or
 - the opportunity to participate fully in society.

ESL Teacher: A teacher with the Virginia Endorsement of *English as a Second Language PreK – 12*

Former English Learner, acronym is FEL: A student who has met the criteria to exit the language instruction educational program, and is in years 1 – 4 of monitor status

Lunenburg County Public Schools, acronym is LCPS

Language Instruction Educational Program (LIEP): Lunenburg County Public Schools' instructional program for students identified as English Learners

Push-In Instruction: A model where LIEP staff work inside the student's regular education classroom to help the general education teacher provide instruction

PowerSchool: Lunenburg County Public Schools' student information management system

Pull-Out Instruction: A model where ELs are pulled out of their mainstream classroom during ungraded activities to receive English language acquisition instruction from LIEP staff

Standards of Learning, acronym is SOL. Virginia's required content standards for various courses offered in school divisions across the state. Some courses have Standards of Learning assessments, known as *SOL tests* or *SOL assessments*

Student with Limited or Interrupted Formal Education (SLIFE): A student starting school one or more years behind his grade-level peers

Virginia Department of Education, acronym is VDOE

WIDA® ACCESS for ELLs® 2.0: An English language proficiency test given to students typically during the months of late January to early March

WIDA® Model®: (Measure of **Developing English Language**) is a **series of English language proficiency assessments** for Kindergarten through Grade 12.

WIDA Screener: A tool used to screen students whose *Home Language Survey* indicates that they may be an English Learner.

Code of Virginia Quick Facts

How does the Code of Virginia define school age?

"Person of school age" means a person who will have reached his fifth birthday on or before September 30 of the school year and who has not reached twenty years of age on or before August 1 of the school year.

Can ELs over the age of 18 attend Virginia public schools?

School boards may accept and provide programs for students for whom English is a second language who entered school in Virginia for the first time after reaching their twelfth birthday, and who have not reached 22 years of age on or before August 1 of the school year. No tuition shall be charged such students, if state funding is provided for such programs (*Code of Virginia, § 22.1-5. D*).

Can ELs be taught in their native language in a Virginia public school?

Pursuant to *Code of Virginia § 1-511*, school boards shall have no obligation to teach the standard curriculum, except courses in foreign languages, in a language other than English. School boards shall endeavor to provide instruction in the English language which shall be designed to promote the education of students for whom English is a second language (*Code of Virginia § 22.1-212.1*).

In Lunenburg County Public Schools, providing content in the student's home language through the use of technology translation applications or programs is a modification that educators may opt to use in some classroom scenarios. Any translations done should be approved by the LIEP Coordinator and the translator approved by applicable staff at the school board office.

Does a family have to provide a social security number to enroll in a Virginia public school?

It shall be unlawful for any agency to require an individual to disclose or furnish his social security account number not previously disclosed or furnished, for any purpose in connection with any activity, or to refuse any service, privilege or right to an individual wholly or partly because the individual does not disclose or furnish such number, unless the disclosure or furnishing of such number is specifically required by federal or state law *Code of Virginia, §2.2-3808. A*.

What are the requirements for parental notification and high school graduation of ELs?

Each local school board shall provide notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§ 22.1-1 et seq.) of this title, to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation as provided in the standards for accreditation. If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5 (*Code of Virginia*, §22.1-253.13:4. Standard 4. C).

Where can I find the Code of Virginia?

The *Code of Virginia* can be found at [this link](#).

Procedures for Screening, Identifying, and Placing Newly Enrolled ELs into the Language Instruction Educational Program (LIEP)

Federal and state laws require that there is a process in place to screen all students enrolling in public schools for potential identification as an English Learner. LCPS includes a *Home Language Survey* in the enrollment process for each student.

The registrar at each school is responsible for reviewing the responses on the *Home Language Survey* of every newly enrolled student (and those who have left LCPS and are re-enrolling) to determine whether an answer other than “English” has been indicated for any question on the form.

Using these questions ensures that **all** students enrolling in the school division are identified with the same procedures and in the same manner, and that students are **not** selectively identified based on ethnicity, nationality, name, appearance, or family background.

It is extremely important to pass on the names of possible ELs to Mary Pat Johnson within 3 business days of a student’s enrollment.

Registrar Information: Procedures for Paper Packet Enrollment

Once the *Home Language Survey* is completed by the parent/guardian, the registrar will review the survey to see if a language other than English is listed as a response. If it is, the registrar will make a hard copy of the document and place it in Mary Pat Johnson’s mailbox and email her that documents are awaiting her attention. The original should be kept in the student’s permanent file. The registrar will then follow PowerSchool online enrollment procedures.

LIEP staff Information: Screening and Setting up Committee Meetings

Once the information is received from the registrar, screen the student using the proper screening tool, as identified in [Superintendent’s Memorandum #194-17](#).

Grade	Screening Tool	Domains	Score or Level Indicating Student is an English Learner (EL)
Rising Kindergarten	Kindergarten Model	Listening and speaking	Oral Language Level less than 5.0
Kindergarten 1st semester	Kindergarten Model	Listening, speaking, reading and writing	Oral Language Level less than 5.0
Kindergarten 2nd Semester	Kindergarten Model	Listening, speaking, reading and writing	Overall proficiency Level less than 5.0
Grades 1-12	WIDA Screener (paper)	Listening, speaking, reading and writing	Overall less than 4.5*

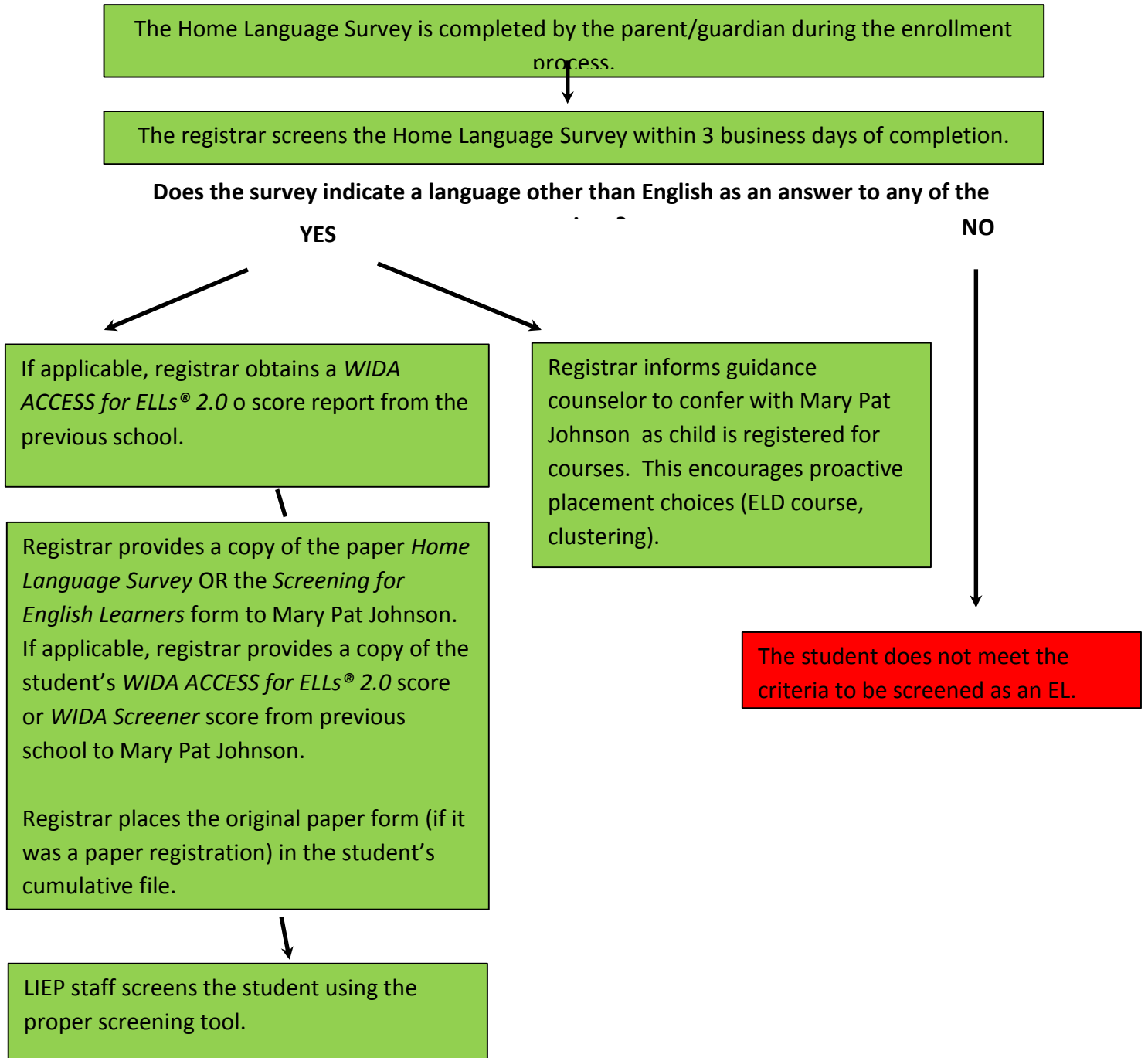
*The WIDA Screener provides an overall score to the nearest 0.5.

If the screener indicates that the student qualifies for services, the LIEP staff should create a working draft of the Individualized Language Plan and SOL Assessment Participation Plan. The LIEP staff must notify the parents within 30 days of the start of the school year, or within 2 weeks of the child’s enrollment date that he or she qualifies for services.

The LIEP staff should also simultaneously send out an invitation to the parent to attend a committee meeting to discuss and finalize the Individualized Language Plan and SOL Participation Plan. It is the responsibility of the LIEP staff to coordinate with the school building administration the time, date, location, and to send out invitations to all stakeholders which may include the parents, at least one content teacher, the ESL teacher, Title III coordinator, school administrator, gifted or special education teacher (if applicable), and the student (if appropriate).

After the meeting, LIEP staff will notify the System Analyst of placement in order for him to verify the student’s information in PowerSchool: *IY Status, Birth Country Code, Home Language Code, Receiving EL Services Code, SOA Adjustment LEP and AYP D codes, and EL Proficiency Level.*

New Enrollment Process Chart



Continued on next page

Does the screening tool indicate that the student qualifies for services in the LIEP?

YES

NO

LIEP staff meets to discuss student's background and educational needs. LIEP staff creates a rough draft of the Individualized Language Plan and SOL Participation Plan.

The student does not receive LIEP services.

LIEP staff notifies the parents within 30 days of the start of the school year, or within 2 weeks of the child's enrollment date, that the student qualifies for services.

LIEP staff invites the parents to a meeting to discuss the LIEP, the *English Learner Student Support Plan*, and the *Assessment Participation Plan*.

LIEP staff coordinates meeting time, place, and date with LCPS staff (building administrator, content teacher, administrator, guidance counselor, Title III Coordinator, gifted or special education teachers).

Did the parent/guardian grant permission for the student to receive services?

YES

NO

After the meeting, the LIEP staff sends a copy of the student's support and assessment plans to all of the student's teachers.
Begin servicing the student.

After the meeting, LIEP staff schedules a meeting with the student's teachers and guidance counselor to discuss how to provide the student with meaningful access to the schools programs.

LIEP staff notifies System Analyst to enter EL specific information into PowerSchool.

System Analyst enters EL specific information into PowerSchool.

Procedures for Placing Existing ELs into the Language Instruction Educational Program (LIEP) for the Current School Year

The *WIDA® ACCESS for ELLs® 2.0* test administration occurs during late January through early March of each year. Once scores have been received in the school division, LIEP staff will notify parents of their student's scores. LIEP staff will determine whether a student has or has not met the criteria to exit the program (the student must have an overall proficiency score greater or equal to 4.4 to exit).

If a student has met the criteria to exit the program, the parent/guardian is sent notification that the student has exited the program and will be placed in monitor status for four years.

If a student has not met the criteria to exit the program, the parent/guardian is sent notification that their child's score still qualifies him or her to receive services in the LIEP. This will occur no later than 30 days after the beginning of the next school year.

The letter outlines the LIEP and requires a parent signature to indicate whether the parent would like the student to remain in the program, or whether the parent refuses all or some of the program components. A letter signed by the parent is required to be on file for all students. Phone calls or home visits are made until all letters are collected.

Student information is sent out to the teachers of all existing ELs at the beginning of the school year. This includes a copy of the Individualized Language Plan and the SOL Participation Plan. Those two documents are to be followed for the current school year.

It is the responsibility of the LIEP staff to coordinate with the school building administration the time, date, and location of a committee meeting to collaborate on and agree to an *English Learner Support Plan* and *Assessment Participation Plan* for the current school year. The LIEP staff will send out invitations to all stakeholders which may include the parents, at least one content teacher, the ESL teacher, Title III coordinator, school administrator, gifted or special education teacher (if applicable), and the student (if appropriate). LIEP staff will request teacher input prior to the meeting. The finalization of the Learner Support Plan and Assessment Participation Plan is part of the Individualized Language Plan creation and finalization. If any changes are deemed necessary in the plans, another meeting will be called and a committee meeting notification and invitation to the meeting will be sent to all stakeholders as previously outlined.

Once the plans are agreed upon, the LIEP staff provides the updated information to all of the EL student's teachers for immediate implementation.

After the meeting, the System Analyst will update/verify the student's information in PowerSchool: *IY Status, Birth Country Code, Home Language Code, Receiving EL Services Code, SOA Adjustment LEP and AYP D codes, and EL Proficiency Level.*

Procedures for Notification of Parents of Former ELs (FELs)

A student who has met the criteria to exit the program is academically monitored for a period of four years to ensure that he/she continues to have academic success. The student may also receive certain Standards of Learning (SOL) testing accommodations (as indicated by the Virginia Department of Education) for the first two years after they exit the program. LIEP staff mails parents a letter within the first 30 days of the school year (Appendix F) to schedule a committee meeting to discuss the student's *Assessment Participation Plan*. Should any classroom supports be determined as needed, they are indicated on the *Support Plan*. It is the responsibility of the LIEP staff to coordinate with the school administration to schedule the meeting and invite all stakeholders: the parents, at least one content teacher, the ESL teacher, Title III coordinator, school administrator, gifted or special education teacher (if applicable), and the student (if appropriate).

Students in years 3 and 4 monitor status are indicated as *Formerly EL* in PowerSchool for state assessment tracking and accountability purposes, but are not eligible for testing accommodations. Parents are not notified that the student is in year 3 or 4 monitor status unless concerns are voiced from staff, and a committee meeting is necessary.

The System Analyst will review/update the student information in PowerSchool: : *IY Status, Birth Country Code, Home Language Code, Formerly EL code, and SOA Adjustment LEP and AYP D codes.*

See the section in this handbook titled [Monitoring Exited Students](#) for more information.

Placement of Students

Recommended Grade Placement by Age

Most students will be placed on grade-level as indicated by age. However, adjustments may be made based on other factors such as enrollment date, evaluation of prior academic records, and exact date of birth. The table below displays the age and grade-level placement for students younger than 14 years of age.

Recommended Grade Placement by Age	
Age as of September 30	Grade
4	Pre-Kindergarten
5	Kindergarten
6	Grade 1
7	Grade 2
8	Grade 3
9	Grade 4
10	Grade 5
11	Grade 6
12	Grade 7
13	Grade 8

High school students are placed in grade levels according to the minimum number of accumulated units necessary to be considered a freshman, sophomore, junior, or senior (9th grade= less than 5 units; 10th grade=5 units; 11th grade=10 units; 12th grade= must be eligible to graduate in June graduation if all courses being taken are passed during the school year). See Lunenburg County's Program of Studies for more information.

Recommended Placement for Program Services

Guidance counselors will coordinate EL student course selection and schedules with LIEP staff that may include the Director of Instruction, Title 3 Coordinator, LIEP Coordinator, and ESL teachers). This ensures that students and parents are well-informed. It also ensures that EL

students are clustered when possible, and level 1 and level 2 students are scheduled for the English Language Development (ELD) class.

Expected Rate of Graduation

Lunenburg County Public Schools expects all students, including ELs, to graduate within four years of entering the 9th grade. However, federal provisions allow for students to graduate within six years, if needed.

Program Services

The types of services a student receives depends on his or her grade level and level of English proficiency (as determined by his or her *WIDA ACCESS for ELLs® 2.0* overall English Proficiency score or WIDA screener score). This table outlines the services students receive in the LIEP.

Proficiency Level	Kenbridge Elementary School and Victoria Elementary School (Grades K-5)	Lunenburg Middle and Central High School (Grades 6-12)
Level 1-2	<p>Students receive-</p> <ul style="list-style-type: none"> ● content-based instruction, which uses content taught in the mainstream classroom as a vehicle for learning English. Students receive daily classroom and testing accommodations to provide access to content. ● “pull-out” instruction from an English as a Second Language (ESL) teacher who provides skill development in reading, writing, speaking, and listening <p>Students may receive-</p> <ul style="list-style-type: none"> ● “push-in” instruction by the ESL teacher, or other adult under the direction of the ESL teacher, in the mainstream classroom to assist as the student learns core content (mathematics, reading, science, or history) ● “pull out” instruction by the ESL teacher, or other adult under the direction of the ESL teacher, in content areas as needed 	<p>Students receive-</p> <ul style="list-style-type: none"> ● content-based instruction, which uses content taught in the mainstream classroom as a vehicle for learning English. Students receive daily classroom and testing accommodations to provide access to content. ● instruction from the ESL teacher in an <i>English Language Development</i> course which provides skill development in reading, writing, speaking, and listening. This course meets daily for a full class period. ● instruction from the ESL teacher in content courses in collaboration with the general education teacher. <p>Students may receive-</p> <ul style="list-style-type: none"> ● “push-in” instruction by the ESL teacher, or other adult under the direction of the ESL teacher, in the mainstream classroom to assist as the student learns core content (mathematics, reading, science, or history) <ul style="list-style-type: none"> ● “pull out” instruction by the ESL teacher, or other adult under the direction of the ESL teacher, in content areas as needed

<p>Level 3</p>	<p>Students receive-</p> <ul style="list-style-type: none"> ● content-based instruction, which uses content taught in the mainstream classroom as a vehicle for learning English. Students receive daily classroom and testing accommodations to provide access to content. ● “pull-out” instruction from an English as a Second Language (ESL) teacher who provides skill development in reading, writing, speaking, and listening <p>Students may receive-</p> <ul style="list-style-type: none"> ● “push-in” instruction by the ESL teacher, or other adult under the direction of the ESL teacher, in the mainstream classroom to assist as the student learns core content (mathematics, reading, science, or history) 	<p>Students receive-</p> <ul style="list-style-type: none"> ● content-based instruction, which uses content taught in the mainstream classroom as a vehicle for learning English. Students receive daily classroom and testing accommodations to provide access to content. ● “pull-out” instruction from an English as a Second Language (ESL) teacher who provides skill development in reading, writing, speaking, and listening <p>Students may receive-</p> <ul style="list-style-type: none"> ● “push-in” instruction by the ESL teacher, or other adult under the direction of the ESL teacher, in the mainstream classroom to assist as the student learns core content (mathematics, reading, science, or history)
<p>Level 4</p>	<p>Students receive-</p> <p>content-based instruction, which uses content taught in the mainstream classroom as a vehicle for learning English. Students receive daily classroom and testing accommodations to provide access to content.</p> <p>Students may receive-</p> <ul style="list-style-type: none"> ● “push-in” instruction by the ESL teacher, or other adult under the direction of the ESL teacher, in the mainstream classroom to assist as the student learns core content (mathematics, reading, science, or history) 	<p>Students receive-</p> <ul style="list-style-type: none"> ● content-based instruction, which uses content taught in the mainstream classroom as a vehicle for learning English. Students receive daily classroom and testing accommodations to provide access to content. <p>Students may receive-</p> <ul style="list-style-type: none"> ● “push-in” instruction by the ESL teacher, or other adult under the direction of the ESL teacher, in the mainstream classroom to assist as the student learns core content (mathematics, reading, science, or history)
<p>Monitor Students</p>	<p>Students in exited status will be monitored by LIEP staff through teacher and/or student input. The EL teacher will check student’s grades and progress by utilizing PowerSchool throughout each nine weeks grading period. Monitoring will take place for a minimum of two years.</p>	

Students with limited or interrupted formal education (SLIFE) may receive additional weekly support. Support may include language and mathematics instruction during or after-school,

one or more times a week. Instruction may be provided by a reading specialist, adult tutor, or peer tutor.

Parental Rights

Parents and guardians have the right to:

- enroll their child in the LIEP;
- decline to enroll their child in the LIEP;
- decline particular services in the LIEP; or
- remove their child from the LIEP at any time.

If a parent decides to decline his or her child's enrollment in the LIEP or decline particular LIEP services, the student will still retain his or her status as an English Learner. The student will continue to have his or her English proficiency assessed once per year until he/she no longer meets the criteria recommended by the Virginia Department of Education.

Even if a parent declines to enroll his or her child in the LIEP or decline any services within the LIEP, LCPS remains obligated to provide the student meaningful access to our educational programs. Therefore, we will periodically monitor the student's academic progress and notify the parent if there are any concerns. If the parent declines all services offered through the LIEP, the student may not be able to receive all of the classroom accommodations available to students enrolled in the program, or all of the accommodations on the Standards of Learning (SOL) assessments that are available to students enrolled in the program.

Parent Refusal

Parents who refuse services of the LIEP are contacted by the LIEP staff to discuss the decision. This is preferably done in person (a home visit or a school meeting), rather than by phone. Benefits of remaining in the program will be discussed with the parent. It is important to have a LCPS staff member with whom the parent is comfortable at the meeting. Translation services are made available if necessary.

The parent or guardian will be given the opportunity to enroll their student in the program at any time in the school year. Parents will automatically be offered enrollment at the beginning of each school year as long as their child remains eligible for services, as evidenced by his or her *WIDA ACCESS for ELLs® 2.0* score.

Exit Requirements

School divisions in Virginia use the *WIDA ACCESS for ELLs® 2.0* test to determine the English language proficiency of ELs. The test assesses the proficiency of students in the four language domains of listening, speaking, reading, and writing as defined in the *WIDA English Language Development (ELD) Standards*.

Students who received an overall proficiency score of 4.4 on a *WIDA ACCESS for ELLs® 2.0* test administered during or after the 2016-2017 assessment year have met the proficiency requirements to exit the program. After exiting the program, ELs should be well prepared to meet the academic expectations within the mainstream classroom.

Monitoring Exited Students

Students who have exited the program are academically monitored for two years. Students are placed in monitor status for an additional two years (years 3 and 4) for state accountability purposes. Student monitor status is entered into PowerSchool at the beginning of the school year by LIEP staff.

When a student is in monitor status years 1 and 2, student academic progress is monitored as follows:

- The student's core teachers complete a monitor form (Appendix J) in the middle of each nine weeks grading period. The forms are reviewed by LIEP staff. If there is a concern, a LIEP staff member will discuss the concern with the teacher or team of teachers. Factors such as attendance, effort, behavior, and time out of the program may be influencing academic achievement. The need for interventions or additional support is discussed. Either a parent phone call or meeting is initiated, depending upon the particular concern(s).
- The LIEP staff reviews the reports cards of monitor students each nine weeks to review progress.
- The LIEP staff talks with each monitor student a minimum of once per nine weeks to discuss the student's progress and to see if there are any student concerns.

Process for EL Re-Entry

Former ELs, although they have met the state's definition of proficiency, will often need scaffolded and differentiated instruction as they finalize their acquisition of academic language. However, if a student continues to struggle, he or she may re-enter the LIEP if the academic struggles are clearly related to a lack of English proficiency skills.

A student's teacher(s) or LIEP staff member should complete the *Referral to LIEP Re-Entry* form and submit it to the LIEP Coordinator. A LIEP staff member will contact the parent to discuss the concerns and let the parent know the student will be re-screened using the WIDA Screener to gather data on his or her English proficiency. The LIEP Coordinator will convene a committee to review student information. The committee should be comprised of at least three of the following stakeholders: the parents, at least one content teacher, the ESL teacher, Title III coordinator, LIEP Coordinator, school administrator, the gifted or special education teacher (if applicable), and the student (if appropriate).

The committee will review qualitative and quantitative data (such as grades, SOL scores, STAR scores, *WIDA ACCESS for ELLs*® 2.0 scores, the most-up-to-date screener score, classroom behaviors, and attendance), and will complete the *Evaluation of Evidence for Re-Entry into the Language Instruction Educational Program* form. The duty of this committee is to determine if the academic struggles are related to lack of English language proficiency and determine if the student should re-enter the LIEP.

If it is determined that the student should re-enter the LIEP, parent permission to re-enter the program will be obtained, and the *Individualized Language Plan and SOL Participation Plan* and will be completed at the meeting. These plans will then be distributed to the student's teachers to be effective immediately. The System Analyst will be notified to update the student information in PowerSchool.

If it is determined that the student will not re-enter the LIEP, classroom and home supports will be discussed, and an *English Learner Support and Intervention Plan* will be created. The student's academic progress will remain monitored until he or she is successful in the classroom.

Language Acquisition

Learning a second language develops in predictable, sequential stages that closely mirrors the stages of learning a first language (Krashen & Terrell, 1983.) The stages of language acquisition are displayed in this chart (Krashen, 1982).

Stages of Language Acquisition	General Behaviors of ELs
Silent/Receptive Stage <ul style="list-style-type: none"> ● 10 hours to 6 months ● 500 receptive words 	<ul style="list-style-type: none"> ● Point to objects, nod ● Say yes or no ● Speak hesitantly
Early Production Stage <ul style="list-style-type: none"> ● 6 months to 1 year ● 1000 receptive/active words 	<ul style="list-style-type: none"> ● Produce one or two word phrases ● Use short repetitive language ● Focus on key words and context
Speech Emergence Stage <ul style="list-style-type: none"> ● 1-2 years ● 3000 active words 	<ul style="list-style-type: none"> ● Engage in basic dialogue ● Respond using simple sentences
Intermediate Fluency Stage <ul style="list-style-type: none"> ● 2-3 years ● 6000 active words 	<ul style="list-style-type: none"> ● Use complex statements ● State opinions and original thoughts ● Ask questions ● Interact in more lengthy conversations
Advanced Fluency Stage <ul style="list-style-type: none"> ● 5-7 years ● Content area vocabulary 	<ul style="list-style-type: none"> ● Converse fluently ● Understand grade level classroom activities ● Argue and defend academic points ● Read grade level textbooks ● Write organized and fluent essays

The five stages of language acquisition described above are a general framework for understanding how EL students progress. However, language learning is an ongoing, fluid process that differs for every student. Students may move between stages of language acquisition, depending on the linguistic and cognitive demands of the academic language. For language acquisition to occur, a student must receive understandable and meaningful input just beyond the student's current level of proficiency and, learn in an environment with little or no anxiety (Krashen, 1981, 1982; Vygotsky, 1978).

Teaching English Learners





WIDA

[WIDA](#) is a national organization that advances academic language development and academic achievement for children who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators. Virginia is one of 35 states that are members of the WIDA consortium. Schools should use the WIDA English Language Development (ELD) standards as a guide when developing programs, curriculum, and lessons; the state of Virginia also mandates that EL students are assessed once per year using the *WIDA ACCESS for ELLs® 2.0* to determine English language proficiency levels for various language domains. These levels are used to monitor the progress of ELs' English language proficiency as they progress through school.

The *WIDA ACCESS for ELLs® 2.0* is administered to LCPS students sometime during the months of January through early March. The test assesses the domains of listening, speaking, reading, and writing. Composite scores for oral language, literacy, comprehension, and an overall English language proficiency score are determined by the percentages shown in the table.

Type of Composite Score	Contribution of Language Domains (By Percent)			
	Listening	Speaking	Reading	Writing
Oral Language	50%	50%	–	–
Literacy	–	–	50%	50%
Comprehension	30%	–	70%	–
Overall	15%	15%	35%	35%

Students are given a proficiency level score (1-6) and a scaled score (100-600) on each of the domains and composite domains, as shown in the following example score report:

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

WIDA Levels of English Language Proficiency

WIDA defines the six proficiency levels as follows:

1 – Entering

Knows and uses minimal social language and minimal academic language with visual and graphic support

2 – Emerging

Knows and uses some social English and general academic language with visual and graphic support

3 – Developing

Knows and uses social English some specific academic language with visual and graphic support

4 – Expanding

Knows and uses social English and some technical language

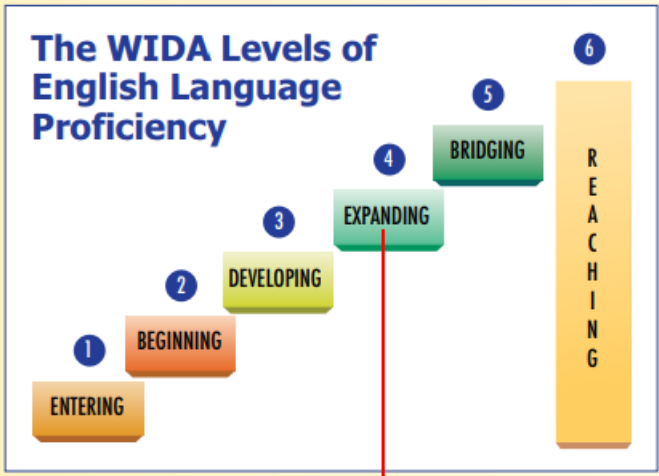
5 – Bridging

Knows and uses social and academic language working with grade level material

6 – Reaching

Knows and uses social and academic language at the highest level measured by the *WIDA ACCESS for ELLs® 2.0* test

In Virginia, earning an overall proficiency score of 4.4 indicates that the student’s mastery of English language will allow him or her to be successful in the academic setting. An overall English language proficiency level of 4.4 qualifies a student to exit the school division’s LIEP.



**Exit criteria in Virginia
(Overall Score of 4.4)**

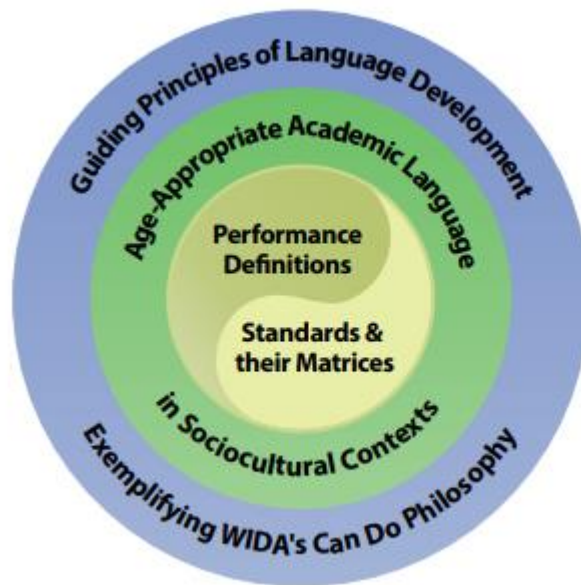
WIDA ELD Standards

There are five ELD standards:

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

Standard 1 draws on students' personal experiences as they interact with teachers and peers. It works in conjunction with Standards 2–5 that address the language of the content areas.

Unpacking the WIDA ELD Standards



The WIDA standards framework consists of five components:

- Can Do Philosophy;
- Guiding Principles of Language Development;
- Age-appropriate Academic Language in Sociocultural Contexts;
- Performance Definitions; and
- Strands of Model Performance Indicators.

[The WIDA standards and their amplification](#) are comprehensive and complex. It is the goal of KWCPs teachers and LIEP staff to implement the standards in our schools and classrooms every day. Crafting instruction that capitalizes on and builds upon what ELs are capable of doing at their level of language (utilizing what they *Can Do*), expecting *age-appropriate academic language* in relationship to the student’s English proficiency level , basing language expectations on that student’s English language proficiency level (*Performance Definitions*) and scaffolding lessons (*Strands of Model Performance Indicators*) are just some of the components implemented daily. Two components, the *Can Do Descriptors* and the *Performance Definitions* are delineated below.

Can Do Descriptors

The [Can Do Descriptors](#) illustrate what learners can do or produce, if given the proper supports, for each language domain (listening, speaking, reading, and writing) and level of language proficiency (levels 1-6) by grade level cluster (Pre-Kindergarten—Kindergarten, Grades 1—2, Grades 3—5, Grades 6—8, and Grades 9—12).

The applicable grade level *Can Do Descriptors* should be copied and referenced by teachers when planning and modifying lessons. It is a very informative and meaningful document. Versions of the *Can Do Descriptors* documents that have a place to log student names are helpful because a student is likely to have varied proficiency levels across the domains .

Here is a small section of a *Can Do* document for Grades Pre-Kindergarten—Kindergarten that delineates what listening skills or listening processing skills students should be able to do. On this section of the chart, there is a place to write or type in the names of students that are at a particular level. The previous year’s student *WIDA ACCESS for ELLs® 2.0* or current year’s *WIDA* screener information is provided to teachers by LIEP staff at the beginning of the year. If the student was tested using *WIDA ACCESS for ELLs® 2.0* there will be scores for each of the domains (listening, reading, speaking, and writing).

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Match oral language to classroom and everyday objects Point to stated pictures in context Respond non-verbally to oral commands or statements (e.g., through physical movement) Find familiar people and places named orally 	<ul style="list-style-type: none"> Sort pictures or objects according to oral instructions Match pictures, objects or movements to oral descriptions Follow one-step oral directions (e.g., “stand up”; “sit down”) Identify simple patterns described orally Respond with gestures to songs, chants, or stories modeled by teachers 	<ul style="list-style-type: none"> Follow two-step oral directions, one step at a time Draw pictures in response to oral instructions Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) Act out songs and stories using gestures 	<ul style="list-style-type: none"> Find pictures that match oral descriptions Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”) Distinguish between what happens first and next in oral activities or readings Role play in response to stories read aloud 	<ul style="list-style-type: none"> Order pictures of events according to sequential language Arrange objects or pictures according to descriptive oral discourse Identify pictures/realia associated with grade-level academic concepts from oral descriptions Make patterns from real objects or pictures based on detailed oral descriptions 	Write in grade-level Listening expectations below:
NAMES						

Performance Definitions

The performance definitions represent what ELs will process, understand, produce, or use towards the end of a given level of English language proficiency. Appendix P contains two tables. The first table (*Performance Definitions for the Levels of English Language Proficiency in Grades K-12*) is an overall description of what to expect from students at each of the six levels. The second table (*WIDA Performance Definitions -- Listening and Reading and Speaking and Writing*) further delineates the definitions for receptive language (listening and reading) and productive language (speaking and writing).

Below is a small section of the *WIDA Performance Definitions—Listening and Reading Grades K-12* document for proficiency levels 4-6. **The performance definitions documents should be copied and referenced by teachers when planning lessons and assessments for ELs.**

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

Teaching Strategies

Scaffold Instruction

One way of ensuring EL participation is by [scaffolding instruction](#). Instructional scaffolding is a process through which a teacher adds supports for students in order to enhance learning and aid in the mastery of tasks. The teacher does this by systematically building on students' experiences and knowledge as they are learning new skills. As students master the assigned tasks, the supports are gradually removed. An entire handbook could be developed on instructional scaffolding. The link provided above is a resource that provides guidance and examples. This [WIDA link](#) is an excellent example of how to provide scaffolding and supports for ELs within a lesson and it is worth the read!

Scaffolding is a necessity when trying to reach ELs in the classroom.

Guidelines for Scaffolding Classroom Assessments

- Reduce the linguistic complexity of the assessment without eliminating key vocabulary;
- Allow use of word walls and bilingual dictionaries;
- Read directions and test questions aloud and clarify, as needed;
- Provide a word bank or glossary containing relevant vocabulary;
- Include pictures and graphic organizers in lessons AND assessments;
- Differentiate scoring;
- Allow students to provide answers orally or use a scribe for short answers;
- Provide a sample problem for each task type;
- Reduce the number of questions;
- Avoid the use of negative questions. (Which of these is NOT...)

Examples of Scaffolding Assessments

Assessment Example	Without Scaffolding	With Scaffolding
Define/describe the concept	Write a description of the concept; label an object	Write a list of the main features of the concept; Provide labels and have students use them to label the object
Provide examples of a concept and justify them	Provide 3 examples and explain orally or in writing why these are good examples	Select 3 examples from a list provided and explain orally why they were selected
Retell or summarize text	Write 5 main ideas from an article and give examples	Complete an outline or a semantic map
Write a word problem	Create a problem from your own numbers, give equation, story, and question	Complete a word problem given examples and an outline of a sample problem
Summarize a science experiment	Write a summary of procedures in a science experiment following scientific principles	Complete a summary given a list of procedures in science experiments, including questions, materials, a plan, observations, and conclusion, or demonstrate the steps using actual materials

Teach Organizational Strategies

- Demonstrate how to read a textbook. Point out aids embedded in text books such as: chapter and section headings, the bold vocabulary, vocabulary sections, illustrations and charts, glossary, indices, and appendices.
- Teach students how to organize notebooks and binders and record homework in agendas.
- Teach mnemonic devices that assist memorizing content.
- Teach study and test-taking skills.
- Teach note-taking skills and to highlight key vocabulary in notes or texts.

Modify Classroom Language

It is also important to be cognizant of the language in the classroom. It may be necessary to modify speech while teaching. Techniques include:

- Enunciating clearly and slowly without speaking louder;
- Pausing between sentences or thought groups;
- Using gestures and visuals to help clarify the auditory message;
- Avoiding idioms, double meaning words, and slang words;
- Using key words frequently (it takes at least 30 exposures to learn a term or phrase);
- Repeating, rephrasing, and paraphrasing often;
- Focusing on the EL's message rather than grammatical skills and pronunciations. Respond by modeling the proper grammatical form rather than overly correcting the mistakes.

Develop Relationships

Not knowing a language can be a frightening and overwhelming experience so it is important that students feel comfortable in the classroom. Student progress in English can be slowed by heightened anxiety about learning the language. The more comfortable the student is, the easier it is for him or her to be open to developing proficiency. Building relationships with the ELs and supporting relationship development between the EL and non-ELs is important to the EL student's success. Teachers should select one or more partner peers that demonstrate the willingness to work with the EL student with both language and content. This partnership will benefit all involved. Since a peer is not a trained professional, model the techniques you would like for them to use.

Reinforce Academic Vocabulary

If ELs had former educational experiences, they may know content area concepts. However, they may need to learn the English vocabulary that goes with the concept. They may also need to pay extra attention to spelling and pronunciation. If they haven't learned the concept in their first language, ELs will need to use the new vocabulary in different contexts to acquire the meaning. Most of us (even native speakers) need to be exposed to the term or phrase at least 30 times to integrate it into our language.

Teaching strategies to reinforce academic vocabulary include:

Word walls: Keep a running list of the new vocabulary on a word wall. Such a visual cue can help students with word recognition, automaticity, decoding, and spelling.

Student-made dictionaries: Have students establish their own dictionaries in sections of their notebooks or as flashcards on spiral bound index cards. Students can write definitions, draw pictures and diagrams, give examples, write the word in a sentence, or translate in their first language. Such practices influence independent learning and can motivate ELs to take charge of their own learning (Brown,2001; Peregoy & Boyle, 2005).

Popcorn answers: Provide a vocabulary word in context. Have students take turns generating other examples.

Answer and Why: Teacher provides examples of vocabulary or phrase, and students have to identify if the example fits and why. For example: Would you be persistent if you... Studied for a test for an hour, even if it was difficult OR Painted a picture when you were bored?

Applaud and Say the Word: Have students listen to vocabulary words as teacher reads them aloud. The student(s) will clap when they hear a word that describes himself or herself. For example, applaud if you would like to be described as faithful, stubborn, awkward, stern, friendly...

Make Flash Cards: Vocabulary word on front, definition on back with an image (picture or drawing). Digital (online) flashcards can also be made in lieu of hard copy.

SEED: 4-square for a new vocabulary word; **S**entence, **E**xplanation/definition, **E**xample, **D**rawing. Students can keep these vocabulary words alphabetically in a notebook.

Word Sorts: Identify words based on a topic, group, label, category, etc.

7 Steps to Pre-Teaching Vocabulary by Margarita Calderón: A full page of this document can be obtained from your building’s EL teacher.

Pre-teaching Vocabulary in Seven Steps

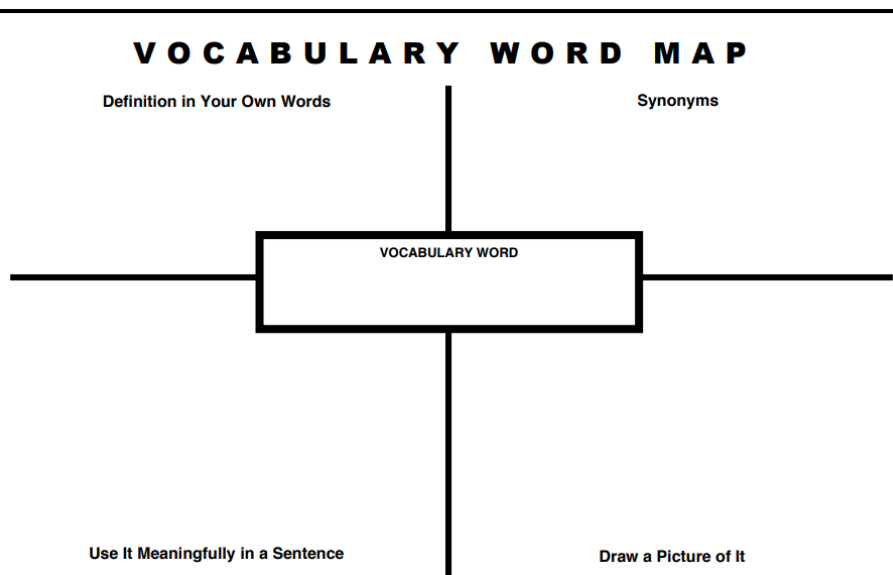
1. The teacher says and shows the word, and asks students to repeat the word three times. <i>This helps pronunciation and introduces the print version.</i>	Say "manage" three times.
2. The teacher reads and shows the word in a sentence (context) from the text. <i>This helps the students remember the word in context when they begin to read.</i>	Although many species manage to survive such extreme...
3. The teacher gives the dictionary or glossary definition(s). <i>This provides exposure to formal English and prepares students for dictionary use when they are more proficient.</i>	(1) succeed in doing something difficult; (2) to be in charge of, to run: <i>manage a company.</i>
4. The teacher explains the meaning with student-friendly definitions or gives an example that students can relate to. <i>The teacher uses simple language, familiar examples, pictures, props, movements, etc.</i>	I managed to lose ten pounds by exercising.
5. The teacher highlights an aspect of the word that might create difficulty: <i>spelling, multiple meanings, false cognates, prefixes, suffixes, bases word, synonyms, antonyms, homophones, grammatical variations.</i>	Manage is a polysemous (multiple meanings) word. Manejar is the cognate.
6. The teacher engages all students in an activity to orally use or own the word and concept. <i>Writing the word, drawing, or other word activities should come later, after reading. First, students need to learn to use the word ten to twelve times orally.</i>	Think-pair-share: What have you managed well lately?
7. The teacher assigns peer reading with oral and written summarization activities and explains how the new words need to be used or how students will be accountable for these words.	Remember to use manage in your summaries.

Source: Margarita Calderón (2011). *Teaching Reading & Comprehension to English Learners K-5*. Bloomington, IN: Solution Tree Press.

[Semantic Mapping](#) is an excellent way to teach new vocabulary. Two templates are shown, but there are a variety of templates that can be used. It will be necessary to give direct instruction on the steps to complete the semantic map. Here is an example of instructions that correspond to the first template that can be used as a student is reading a passage or text:

- Pick a word you don't know from a text you are reading and mark the word. If you're using digital text, you can highlight, bold, or underline the word.
- Place the word you don't know in the center of the map.
- Pronounce the word. If necessary, use an online dictionary with audio to help you.
- Use an online dictionary or online thesaurus to look up the word and find a definition. Write the definition in your own words.
- Write words that are synonyms (mean the same thing) to the word in the center.
- Select pictures/images (online or from available resources) or draw pictures that fit with the meaning.
- Write a sentence with the center word.
- Read the text again, applying the meaning of the word to the text.

Example Templates: Full pages of the templates can be obtained from your building's EL teacher.



Word Map

Name _____

Date _____

4

(synonym)

5

(antonym or "nonexample")

3

(the matching dictionary definition)

1

(Vocabulary Word)

Page Number _____

6

(other forms of the word)

2

(sentence or phrase from the text)

8

(my very own sentence)

7

(my association, example, or sketch)

How Can I...?

How can I help an EL with speaking and listening?

- Speak clearly without superfluous words.
- Use high frequency words.
- Be aware of homonyms (i.e. bill, table, fly) and take the time to explain the different meanings, with visuals.
- Allow longer time to process and answer.
- Allow and encourage the use of a bilingual dictionary (paper preferably, but online is okay as well).
- Read-aloud to the student whenever possible. This allows them to hear patterns in words.
- Utilize *Think, pair, share*.
- Use sentence frames/question starters, where part of the sentence is supplied for the students, such as:

Format	Sentence Frame
Discussion and Opinion	The topic of this discussion is.... My opinion is that....
Arguments for	There are a number of reasons why I believe this. First... Second.... Finally.....
Counter Arguments	On the other hand, some people argue that... They also say that....
Conclusion	My view is....because....

Comprehension precedes production; students are more likely to follow the ideas that are being shared than they know how to respond to them accordingly. Even sentence starters such as, “The answer is...” will assist a student in responding. Target one sentence frame or starter for a period of several days before moving on to another one.

How can I help an EL with reading?

- High frequency words are those words which occur most frequently in written material, for example, "and", "the", "as", and "it". [Researchers](#) have found that learning just 13 of the most frequently used words will enable children to read 25% of any text. Learning 100 high frequency words gives a beginner reader access to 50% of virtually any text, whether a children's book or a newspaper report. Help students learn high-frequency words with flashcards. For example, have the word "the" on a flashcard. Say the word and have the student repeat the word. Then use it in one or more sentences. Have the student use it in a sentence. Then have the student repeat the word.
- Pre-read any text or assignments given to students and note any content-specific vocabulary or high frequency words in the text. Pre-teach the vocabulary to the student or have a peer work with the student prior to reading.
- Use reading materials that are age-appropriate, motivating, and at the instructional level of the student. This can be challenging for high school students. Resources such as [ReadWorks](#) and [Newsela](#) are useful when searching for alternate texts that cover the same content material.
- Allow use of masking templates that show one word, sentence, line, or text item at a time.
- Have students re-read text to clarify the meaning of vocabulary words and then summarize.
- Have students read only a portion of the text, rather than the entire assignment.
- Utilize Partner Reading: Partner A reads the first sentence; Partner B helps. Partner B reads the next sentence; Partner A helps. After each paragraph or section, partners summarize what was read. One person states the main idea and the other adds details; partners continue until they have finished reading.
- Audio or video record information for ELs to learn, and let him or her listen to it.
- Sentence Reconstruction: Teacher writes down a thought from a student (i.e. favorite part of a book, etc.). The sentence gets cut into parts, and the students have to re-assemble the sentence into the correct order.
- Ask questions as you read. Ask a variety, those where both the question and answer are found directly in the text, where the question and answer are found in different parts of the text, and those where the answer needs to be inferred from the text.
- Model reading strategies: Make predictions, make inferences, draw conclusions, compare and contrast, identify main idea, interpret graphic information, and determine important information.

How can I help an EL with writing?

- Use writing activities that promote intense discussion and responses.
- Allow students to work together to brainstorm and begin the writing process.
- Use graphic organizers.
- Use color coding for short vowels, long vowels, nouns, verbs, adjectives, etc.
- Assign topics that ELs may be familiar with and find interesting.
- Allow and encourage bilingual and/or English dictionary use (paper preferable, but online okay as well).
- Provide a list of basic sentence patterns or words (with pictures) most frequently used in class, for use when writing independently.
- Model, think aloud, and provide examples of quality writing. Hold explicit mini-lessons and show examples of features expected for composition, especially those skills most challenging such as: homophones, idioms, antonyms, synonyms, prefixes and suffixes, past-present-future tenses, sentence structure (subject and predicate), paragraph writing (topic sentence, beginning, middle, and conclusion), subject-verb agreement, plurals, and contractions.
- Provide peer and teacher feedback. Conference with students.
- Have student cut the composition apart and insert better sentences on bright paper and have him or her glue it back together. An online version of this can also be done using the highlighting text feature.
- Have each student in a group writes one sentence and pass the paper to the right. Continue until the teacher calls time. Read the group narrative or the answer to a non-fiction prompt.
- Dictation to teacher or other adult for writing assessments. (The teacher or other adult must format, capitalize, and punctuate only as directed by the student. The student is not required to spell each word to the scribe.)

Grading of ELs

Research shows that it takes an average of five to seven years of exposure to a new language to acquire the academic language necessary to fully access academic curriculum. Grading procedures for ELs should take into account the student's English language proficiency level and the student's performance on modified work. It is important to allow ELs to feel successful in the classroom for motivation and continued involvement in the learning process.

Accommodations and modification of assignments and assessments should be made for ELs as indicated in the student's Individualized Language Plan. All students are capable of showing mastery or progress on modified work. If the student is not able to show mastery or progress, then additional modifications and supports should be considered and implemented. See the section of this handbook titled [Modified Work and Instruction](#) for ways in which assignments and assessments can be modified. **ELs' grades should reflect mastery of modified material and overall progress.**

It is recommended that remarks be put into PowerSchool for any assignment that is modified to document ILP compliance and usefulness of a given modification. Teachers should work with the building level administrators on the best way to communicate with parents when providing course progress and grades.

For students whose overall English Language proficiency is 1.0 – 2.9:

- Students should not receive a grade of D or F on any assignment, quarter, semester, or final course grade, unless the student refuses to do the modified assignment(s), or does not turn in the modified assignment(s). Teachers should carefully reexamine incomplete or non-attempted assignments to make sure that the modifications align with the level of the student's English proficiency. (Did the modifications, based on the student's level of English, support the student in a way that he or she could complete the assignment?) An "NG" (no-grade) can be used for quarter, semester, or final course grades when appropriate. If a teacher is considering the "NG" option, he or she must consult with the building administrator for guidance.

For students whose overall English Language proficiency is 3.0 – 3.9:

- Grades of D and F on any assignment, quarter, semester, or final course grade are *generally* not best practice when the student is showing progress, unless the student refuses to do the modified assignment, or does not turn in the modified assignment. Grades of D or F should be carefully considered by teachers to ensure the grade is not related to English language proficiency.

For students whose overall English Language proficiency is 4.0 – 4.3:

- Grades of D or F should be carefully considered by teachers to ensure the grade is not related to English language proficiency.

Teachers of EL's must keep documentation of modification and accommodation use, as well as specific work or missed assignments that lead to a grade of a D or F.

Modified Work and Instruction

Work should be modified for ELs to meet their current English proficiency level. There are no hard and fast rules. Teachers will use professional judgment to meet the needs of their students. Modifying classwork or homework tasks to fit ELs' capabilities doesn't mean expecting less from them. It means giving them realistic tasks to complete that increase their chances for success. **ELs need modified instruction to learn both English and content.**

General Modifications for all Classrooms

- Provide preferential seating (the best location for this student in your classroom);
- Give students more wait time: at least 15-20 seconds;
- Give students more time to complete tasks or assignments;
- Reduce the workload
- Allow students to take breaks if it looks like they need one;
- Assign students a bilingual or English-speaking partner peer;
- Use cooperative learning;
- Use many visuals, including pictures (this attaches the spoken and written word to a concrete representation);
- Use physical activity: model, role-play, act out;
- Repeat and rephrase often;
- Emphasize the 5-8 most important vocabulary words of a lesson;
- Focus on the 2-3 key concepts of a lesson;
- Provide the same content at a lower reading level;
- Incorporate the 4 skills of language acquisition: reading/writing/listening/speaking;
- Give students an outline of the lesson that highlights the key concepts;
- Provide a graphic organizer to help organize information in text or notes;
- Assess the student needs and either: provide a hard copy of notes or provide cloze notes
- Write in print unless specifically teaching the manuscript alphabet;
- Give simple instructions and make sure student understands them;

- Use simplified language (“plain English”) verbally and on written assignments (see the [Details for Some Modifications](#) section in this handbook)
- Simplify complex questions or tasks;
- Check understanding using “show me” techniques (see the [Modify Assessments](#) section in this handbook);
- Provide audio or read-aloud versions of assignments (or allow students to use text-to-speech readers);
- Allow students to read or listen to content in their own language (i.e. using Odysseyware or Google translate), when it is available and feasible;
- Ignore spelling or grammar errors except for when explicitly taught;
- Provide additional white space on notes and handouts for student to write, draw, or annotate (assists with language acquisition).
- Provide handouts with a clearly legible font of reasonable size
- Provide one-sided handouts if students have to reference material on one sheet to answer questions on the other.

Research suggests that multiple colors in text, particularly on a slide-based presentation, may make it more difficult for reading. Fonts with serifs (Times New Roman, Courier) have “tags” that make it harder for students to perceive the full letter. Fonts without serifs (Calibri, Arial, Century Gothic) are probably better choices.

[Modify Assessments](#)

Standardized tests or even teacher-created tests can’t always measure ELs’ progress accurately or authentically. Instead, measure ELs by what they can do at any point in time, keeping in mind what they could not do earlier. Have they shown progress? Have they sincerely made an effort to learn? Have they demonstrated their learning?

- Make a simplified language version (plain English version) of the test;
- Simplify instructions;
- Provide word banks;
- Give students extra time to complete tests;
- Give students objective tests: matching, multiple choice, etc.;
- Make all or part of the exam oral; and
- Use alternate assessment strategies for EL students.
 - Non-Verbal
 - physical demonstration (point, gesture, act out, thumbs up/down, nod yes/no)
 - pictorial products (manipulate or create drawings, diagrams, dioramas, models,
 - graphs, charts; label pictures; keep a picture journal

➤ Oral and Written Strategies

- interviews, oral reports, role plays using visuals cues, gestures or physical activity
- describing, explaining, summarizing, retelling, paraphrasing
- thinking and learning logs
- reading response logs
- writing assignments
- dialogue journals
- audio or video recordings of students
- portfolios

Details for Some Modifications

Reducing workload

- Example: A classwork assignment is to complete 20 questions. For the EL, the teacher circles 5 questions that cover different parts of the lesson for the student to answer. An example of modified grading would be: a minimum grade of 50 plus 10 points for every question answered correctly.
- Example: A classwork assignment is to complete 20 questions. For the EL, the teacher circles 5 questions that cover different parts of the lesson for the student to answer. The teacher pairs the student with a partner. The partner answers all of the non-circled questions, discussing and sharing the answers with the EL student. When the pair gets to a circled question, the partner assists the student as he reads the question. The EL student answers the question. An example of modified grading would be: a minimum grade of 50 plus 10 points for every question answered correctly.
- Example: A project requires reading ten articles and writing a summary of each. The EL student is required to read three articles and create a digital voice file for summarizing each. Or the EL student is required to write a three sentence summary of each of the three articles.

Provide an audio version of assignments, or provide a read-aloud of assignments.

- Example: The teacher assigns the class an article to read on the planets in the solar system. The teacher allows the student to use a text-to speech reader on the Chromebook (student has earphones) to listen to the article for its content and assist with comprehension.

Providing questions in “plain English” language (this applies to all content areas).

- Use familiar contexts or situations in scenarios when possible. Language decoding and comprehension is easier if students are cued to think about the topic in relation to something they already have experience with.
- Content/academic vocabulary should remain in text or questions. For example, “Which *polynomial* has a *factor* of...”
- Information can be presented in a bulleted list when appropriate.
- Clear, direct wording is maintained:
 - Sentences may be simplified by avoiding the use of additional descriptive language that is not needed to assess the standard.
 - Complex sentences may be broken into shorter simple sentences.
 - Passive forms of verbs, such as Mary *was given*, are avoided whenever possible; simple present tense or past tense verbs, such as Mary *gives* or Mary *gave* should be used.
 - Idioms or colloquial expressions are avoided.
 - Words with multiple meanings are avoided, when possible, such as the name *Bill*. However, sometimes a word with multiple meanings cannot be avoided, such as *product* and *root*: “What is the *product* of 16 and 24?” and “What is the *root* of...”
 - Consistent terminology is used within test questions.

Modify a “busy worksheet” for a more simplified presentation.

- Use only one font of reasonable size;
- Unclutter language on the page (bullet or use paragraphs);
- Use correct punctuation and grammar;
- All text should go from left to right (nothing vertical or text boxes angled on the page;)
- Clearly write directions with steps or bullets;
- Writing should be print, not cursive; and
- Label any charts, tables or graphics.

The **reduction of an answer in a multiple choice question** is not a recommended option unless it is to reduce the reading load. The preference would be a reduced number of questions rather than questions that have less complexity.

Students with Limited Interrupted Formal Education (SLIFE)

Students with limited interrupted formal education (SLIFE) is an umbrella term used to describe a diverse subset of the EL population who share several unifying characteristics. SLIFE usually are new to the U.S. school system and have had interrupted or limited schooling opportunities in their native country. They have limited literacy skills in their native language(s) and are below grade level in most academic skills. Students who have these characteristics could be refugees, migrant students, or any student who experienced limited or interrupted access to school for a variety of reasons, such as poverty, isolated geographic locales, limited transportation options, societal expectations for school attendance, a need to enter the workforce and contribute to the family income, natural disasters, war, or civil strife. ([WIDA Focus on SLIFE, 2015](#)) SLIFE, by definition, are one or more years behind grade-level peers in the United States.

When a SLIFE enters LCPS, it is the responsibility of the guidance counselor, school administration, LIEP staff, and mainstream classroom teachers to help this student with his or her acculturation to the U.S. school system. The LIEP staff is many times aware of the student and family's socio-emotional needs (poverty, post-traumatic stress disorder (PTSD), family separation or reunification, etc.). If the LIEP staff is aware of a situation in which the student's school experience will be impacted, the LIEP staff will share the information as appropriate. Any information that is shared is confidential and should not be shared with any child or adult outside of the school setting, or to anyone not directly involved in this student's education.

SLIFE do present a unique and challenging situation for teachers. It is extremely difficult to provide on-grade-level or course content to a student who does not have the background knowledge for a course in which they are placed. There is no easy answer, or one-size-fits-all approach. However, expectations for this student need to differ from his or her non-EL peers. The standards should be taught with a curriculum where students can show mastery of essential skills and concepts that have been modified for his or her content and language levels.

Here are some examples:

Example 1

A SLIFE in Algebra I has mastery of addition and subtraction facts through 20, but cannot multiply or divide two whole numbers. When teaching the standard of solving multi-step equations, the teacher begins this student with one step addition and subtraction equations, and uses a "box" rather than a variable. Providing hands-on manipulatives helps this student with an understanding of equality, and the axioms of equality. When students are completing independent practice on multi-step equations, this student completes practice on one-step

equations, or works online with one of various programs that are appropriate to his or her skill level.

Example 2

A SLIFE in grade 4 is in his first year in US schools and cannot read on any level, but has basic social language skills. The students are working on English SOL 4.2, *speaking audibly with appropriate pacing and making eye contact* while presenting, and Science SOL 4.3b, *basic circuits*. While other students are familiar with the Chromebook, this student is not. The teacher requests assistance from the ITRT to give a lesson to the SLIFE student, and communicates with the ESL teacher for her collaboration on building technology skills. The teacher pairs the SLIFE student with a partner and they jointly present a Google Slides presentation on parallel circuits. (The SLIFE student perhaps could pull the presentation up and put it in slide show mode.) While the non-EL is presenting the verbal information on the slides, the EL student is demonstrating the parts of a real-life parallel circuit the pair has created. The EL and non-EL student are both graded on their demonstration of understanding of science content (one verbal, one demonstrating), and the non-EL student is graded on his speaking, pacing, and eye contact, while the EL student is graded on eye contact with the audience, appropriate pacing of his demonstration, and possibly his use of content vocabulary such as, "This is a parallel circuit."

Example 3

A SLIFE in World Studies I has had very little schooling over the last five years in his home country and is at the beginning stages of English language development. The students are completing a gallery walk and have to complete a chart that describes what they observe about an object or image at each of five stations, and then infer whether the object/image at the station is evidence of the Roman or Byzantine empires. (This particular student has listened to audio translations of passages prior to this activity.) The teacher pairs the SLIFE student with an English-speaking student to complete the gallery walk. The SLIFE student uses the Google translate APP on his phone to communicate with his partner peer. The partner peer completes the chart and they turn in one chart representative of their conversation.

In our county, most SLIFE are level 1 or level 2 students, and therefore receive English language development instruction from the ESL teacher. The instruction focuses on English language acquisition in all four of the language domains (speaking, reading, listening, and writing). Additionally, tutoring, either within the school day or after school, may be arranged for SLIFEs. Tutoring can be provided by an adult or an approved volunteer, with the intent of integrating content and language instruction simultaneously to begin filling the gaps. EL teachers may be

contacted to help determine “where to begin” with a particular student, and may use classroom data such as PALS scores, proficiency entrance scores, and the WIDA Can Do Descriptors. Options for serving SLIFE’S in LCPS may include content classes taught by EL teachers, who will familiarize the student with socio-instructional, functional language and basic concepts the content course requires until the student is comfortable enough to integrate into the regular classroom. SLIFE’S may also be assigned a student mentor or ambassador to help him or her acclimate to the new school setting.

ELs with a Suspected Learning Disability

It is sometimes difficult to discern between a suspected learning disability and difficulties due to English language proficiency. [*The Handbook for Educators of Students Who Are English Language Learners with a Suspected Disability*](#) published by the Virginia Department of Education provides guiding information. The excerpt below gives a brief comparison of characteristics of EL students versus students with a disability.

Assessments Show the ELL Is Struggling. Is It a Disability?

Deciding between language proficiency, content understanding, cultural diversity, learning styles, and a disability can be very complex. Teams should follow the flowchart process outlined on the next page and consider:

- **Does objective data support the possibility of a disability?**
- **Can we rule out the influence of language, culture, economics, or environmental issues as the primary reason for a student’s lack of or slow academic progress? or a student's lack of or slow academic progress?**
- **Have systematic, appropriate, sustained, and targeted interventions, instructional strategies, and program options implemented proven unsuccessful?**
- **Have systematic, appropriate, sustained, and targeted interventions, instructional strategies, and program options implemented proven unsuccessful?**
- **These questions must be part of intervention planning and child study team determinations.**

Characteristics	English Language Learner	Student with a Disability
Communication Skills	<ul style="list-style-type: none"> • Use of English is reduced • May be home language impacts • May be variables in voice and/or articulation 	<ul style="list-style-type: none"> • Disorders in articulation, voice, fluency, or receptive and expressive language • May not communicate in first or second language
Language Skills	<ul style="list-style-type: none"> • Home language skills appropriate to age level prior to second language • Nonverbal communication (eye contact, turn taking, etc) are culturally appropriate • May not know specific vocabulary, but is familiar with item or concept • Pass through predictable periods (silent period, speech emergence, etc) 	<ul style="list-style-type: none"> • Needs in understanding and expression in either first and/or second language • Difficulties in home language cannot be attributed to first language loss due to short amount of time in English-speaking school • Difficulties in English do not correspond to those expected based on long amount of time in English-speaking school
Sensory Functioning	<ul style="list-style-type: none"> • Usually normal • Auditory/ visual can be compensated with aids 	<ul style="list-style-type: none"> • May have auditory, visual, or processing difficulties
Cognitive Abilities	<ul style="list-style-type: none"> • Related to issues such as cultural differences, lack of or limited educational experiences in the home country, and differences in prior knowledge 	<ul style="list-style-type: none"> • May result in significant educational impact which requires specialized instructional support; Interpret English-normed tests with caution
Academic Functioning	<ul style="list-style-type: none"> • Normal language learning potential • Apparent problems due to culturally determined learning style, different perceptual strategies, or lack of schooling in home country. 	<ul style="list-style-type: none"> • Inability to make progress in language acquisition • Difficulty retaining academic information despite systematic, sustained, targeted interventions • History of difficulty in schools in home country
Progress	<ul style="list-style-type: none"> • Progress related to quality and quantity of English instruction • Should continue steadily, even if slowly • During language transition time, English performance may lag. 	<ul style="list-style-type: none"> • Possible giftedness: remarkable progress - may jump years in one year • Possible disability: less than expected progress in English acquisition; discrepancy between areas NOT attributed to lack of time or intervention
Productivity	<ul style="list-style-type: none"> • Verbal & written directions may not be understood due to insufficient English • May lead to not beginning or switching tasks 	<ul style="list-style-type: none"> • Verbal directions too complex or unable to read written directions • May be unable to switch from task to task
Social Abilities	<ul style="list-style-type: none"> • Lack of familiarity with American customs, language, expected behavior • Lack of English competency results in social isolation or "following" rather than "leading" 	<ul style="list-style-type: none"> • Social skills not attributable to adjustment and acculturation

The following steps should be taken prior to referring an **EL with a suspected disability** to Child Study:

Step 1: The teacher ensures that the supports and modifications as indicated in the *English Learner Student Support Plan* are being implemented. The teacher documents progress and behavior, and contacts parents as necessary while trying to support the student.

Step 2: The teacher contacts a LIEP Coordinator or assigned EL teacher and shares concerns regarding why there may be a disability. The EL teacher may observe the student in the classroom setting or may request the LIEP Coordinator to conduct a classroom observation. The purpose of the observation is to collect additional information as to why the student is having difficulties.

Step 3: The LIEP staff member, general education teacher, or guidance counselor will ask for a meeting with the teacher(s), guidance, a LIEP staff member, a SPED teacher, administrator or designee and parents. (Parents are invited but not required to attend.) The student may also be invited to attend.

Step 3: The team reviews all information (including but not limited to educational background, assessment information, observations, classroom work and behaviors, etc.) and determines if any additional classroom and home supports, modifications, or interventions should be implemented. A plan of intervention will be agreed upon and carried out. A follow-up meeting is scheduled after an agreed upon length of time (between one and two months).

Step 4: The team reconvenes at the specified time to review data, evaluate the effectiveness of the intervention plan, and analyze the student's progress. The team determines whether to continue with the intervention plan for a specified length of time (if there is success and/or growth), or whether the student should be referred to Child Study.

Step 5: The team convenes again after the specified length of time to determine the next steps, OR the Child Study team meets to determine the next steps.

Dually Identified ELs

If an EL is dually identified as gifted or as a student with a disability, the LIEP staff works closely with the gifted or special education teachers to insure that the student's needs are met. The gifted teacher or special education teacher is included in the EL committee meetings, and a LIEP staff member participates in the special education or gifted eligibility and Individualized Education Plan (IEP) or 504 Plan meetings. The student's Individualized Education Plan (IEP) or 504 Plan and the *Individualized Language Plan* may be developed in coordination with one another.

Translation and Interpretation at Meetings

For all special education and gifted committee meetings that involve non-English speaking parents, documents must be translated, or interpreted at the meeting. Interpreters must be present at the meetings. This may be done via **Language Line** services or with the inclusion of a division approved interpreter/translator. If a division wide interpreter/translator is to be present at the meeting, an advance copy of the paperwork is requested at least two business days prior to the meeting so that the interpreter can prepare. If this is not done, it is highly recommended that Language Line is used. Division approved interpreters and translators may not be pulled from instruction time for communication services. The special education case manager or gifted education teacher should indicate in the meeting notification that Language Line or interpreting services will be available for the meeting. Often, a parent will bring an outside, contracted interpreter to the meeting; however, it is the primary responsibility of LCPS to provide information in a language the parent can understand.

Parent Communication

Involving parents in education has been outlined in legislation since 1964. Law defines parental involvement as "the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities." Furthermore, Title III of the law requires that schools provide "an effective means of outreach to parents of EL children to inform them of how they can be active participants in their child's education to help them learn English and succeed academically." To communicate in a meaningful way with EL parents, information must be presented in an understandable and uniform format in a language the parent can understand.

The LIEP staff communicates regularly regarding school events, meetings, and student

concerns. However, it is the expectation that all teachers communicate directly with parents regarding student progress (and discipline issues, if applicable), no differently than they would to parents of non-ELs. If the parent of an EL student cannot communicate in English, teachers should contact their building EL liaison/teacher. Written translation of communication in Spanish can be provided. At this time, we do not have the staff to translate in other languages. It is highly recommended that teachers and the office staff use **Language Line** when calling parents about concerns, issues, or for positive reinforcement. Instructions using this resource may be obtained from Meri Page Spencer or your building administrator.

Translation and Interpretation of Division and School Documents

When school or division information is sent home, it is required to be in a language the parent can understand. While many of our ELs live in a household where the parent can communicate in English, we do have some Spanish-only-speaking families. Therefore, this requirement can be a very daunting task and responsibility. Essential information that should be communicated in a language the parent can understand includes, but may not be limited to: (a) documents provided to parents/guardians during the disciplinary process; (b) requests for parent permission for student participation in division/school sponsored programs and activities; (c) announcements distributed to students that contain information about school and division activities for which notice is needed to participate in such activities (*e.g.*, testing, school performances, activities requiring an application); (d) documents regarding special education issues, such as IEP meetings and evaluations, issues arising under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, report cards, and other academic progress reports; and (e) any other written information describing the rights and responsibilities of parents or students and the benefits and services available to parents and students. This information can be shared verbally (interpreted) or in writing (translated) in the parent's language.

There is no easy answer as to how a small school division, with limited resources, is to meet translation and/or interpretation requirements; we will have to work together to meet this need. The translation of school level documents are currently the responsibility of the school administration or teacher. Translation of Division level documents are the responsibility of the school board office staff. By law, if a parent has requested school generated communications to be sent home in another language, we must provide that for them. Currently, LCPS staff who are approved by the school board office are translating school generated materials for teachers and the office by request. It is the responsibility of the teachers of EL's and the building administrators to insure that outgoing, school generated documents are translated. Translators cannot assist in meeting this requirement if the documents are not provided to them. Verbal communication can be handled using Language Line or if an interpreter in the

If the written translation is not provided, verbal communication in the language the parent can understand is necessary. **The overall goal is to provide equal access to all school information and programs to our ELs.**

LCPS Staff Members Who Can Provide Translation or Interpretation Services

Mary Pat Johnson-KES/VES

Janice Atkins-LMS/CHS

Brenda Wade-LMS

If any LCPS staff member is bi- or multi-lingual, let the school administration know if you would like to volunteer your assistance, when needed, *during the school day*, to provide interpretation services in meetings or on phone calls. Each school will maintain a list of all available personnel in each building who speak a language other than English and can serve as interpreters. In some instances, schools may request the assistance of employees at other schools.

If you are proficient in the written form of a language other than English, contact Sidney Long if you would like to provide translation services. Currently, LCPS has the need for translation services in Spanish, Mam, Chinese, and Arabic.

Assessments

Standards of Learning Assessments

All students, including ELs, enrolled in Virginia schools participate in Standards of Learning (SOL) assessments. ELs receive testing accommodations that match the instructional accommodations provided throughout the year. The accommodations are listed in the student's *Individualized Language Plan and SOL Participation Plan*.

A committee meeting takes place to develop the student's *Individualized Language and SOL Participation Plan*. The participants can include the parent(s), a LIEP staff member (ESL Teacher or EL Resource Teacher), the Title III Coordinator, a school administrator, a content teacher, a guidance counselor, the student (if appropriate), and a special education staff member (if the student is dually identified as gifted or has a disability).

If an EL student is also identified as having a disability under the *Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)*, P.L. 105-17 or is identified as an "otherwise qualified handicapped" student under Section 504 of the *Rehabilitation Act of 1973*, decisions about the student's assessment participation must be made by the IEP or 504 committee in

collaboration with the EL committee and documented in the student’s IEP or 504 Plan. It is the responsibility of the LIEP staff to distribute all EL instructional and testing accommodations to the student’s teachers. It is the responsibility of the caseload manager to distribute all SPED instructional and testing accommodations to the student’s teachers. The assessment accommodations on the IEP or 504 Plan should match those on the *EL Assessment Participation Plan*. Only EL instructional accommodations are put in the *Support Plan for English Learners*, and only SPED instructional accommodations are placed in the IEP or 504 Plan. The SOL test that all students must take if they are enrolled in the associated course are listed in the following table.

Standards of Learning Assessments

Content Area	SOL Assessments
Reading	<ul style="list-style-type: none"> • Grade 3 • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • End-of Course (EOC)
Mathematics¹	<ul style="list-style-type: none"> • Grade 3 • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • EOC Algebra I • EOC Geometry • EOC Algebra II
Science	<ul style="list-style-type: none"> • Grade 5 • Grade 8 • EOC Earth Science • EOC Biology • EOC Chemistry
History/ Social Science	<ul style="list-style-type: none"> • Virginia Studies • Civics and Economics • EOC Virginia and US History • EOC World History I • EOC World History II • EOC World Geography
Writing	<ul style="list-style-type: none"> • Grade 8 • EOC

Some exemptions from SOL testing are available to ELs as indicated in this table.

Available SOL Exemptions

Content Area	Available Exemptions on SOL Assessments
Reading	ELs who have attended school in the United States for less than 12 months may receive a one-time exemption for the SOL <i>Reading</i> test in grades 3 through 8. This guideline also applies to students arriving from Puerto Rico. No exemption is available for the End-of-Course SOL <i>Reading</i> test.
Mathematics and Science	ELs may NOT be exempted from any SOL <i>Mathematics</i> or <i>Science</i> tests.
History & Social Sciences	ELs in grades 3 through 8 may exercise a one-time exemption from the SOL <i>History/Social Science</i> tests (Virginia Studies or Civics & Economics tests). No exemption is available for the End-of-Course SOL <i>History/Social Science</i> tests. (<i>Regulations Establishing Standards for Accrediting Public Schools in Virginia</i> , 8 VAC 20-131-30.G)
Writing	ELs may exercise a one-time exemption from the Grade 8 SOL <i>Writing</i> test. No exemption is available for the End-of-Course SOL <i>Writing</i> test.

Accommodations that are available to ELs for the SOL Tests are indicated in this table.

Direct and Indirect Linguistic Testing Accommodations for ELs

Content Area						Cod e	Testing Accommodation and Description (Refer to Appendix B: <i>Selection of Testing Accommodations for English Learners (ELs) in the Examiner's Manuals</i> for additional details regarding these accommodations.)
Direct Linguistic Testing Accommodations							
H	M	R	S	W		7	Test Directions Delivery ▪ Written directions (in English only) to accompany oral test directions.
H	M		S	W		10	Read-Aloud Test ▪ Tests are read (in English only) to the student. Must be recorded or proctored.
H	M		S	W		11	Audio Test ▪ A pre-recorded (in English only) version of the test items.
		R				14	Read-Aloud Reading Test ▪ <i>Reading</i> test is read (in English only) to the student. Must be recorded or proctored. Student must meet specific criteria.
		R				15	Audio Reading Test ▪ A pre-recorded (in English only) version of the <i>Reading</i> test items. Student must meet specific criteria.
H	M	R	S	W		17	Bilingual Dictionary ▪ ELs may use a word-to-word bilingual dictionary.
				W – SP		25	Dictation to a Scribe ▪ Dictation (in English only) to a scribe (short-paper component only). Must be recorded or proctored. Requires transcription.
H	M	R	S	W – SP		29	English Dictionary ▪ Non-Writing Tests: ELs may use a general English dictionary. ▪ Writing Tests: Only permitted on short-paper component for Grade 8 and EOC Writing test (2010 SOL)
	M					A	Plain English Mathematics Test ▪ Grades 3-8 <i>Mathematics</i> and <i>Algebra I</i> only. ▪ EL must meet eligibility criteria for participation. See Table 1 for details.
Indirect Linguistic Testing Accommodations							
H	M	R	S	W		1	Multiple Test Sessions ▪ Testing over two or more school days. Some instances require a paper test. <u>Multiple test sessions are not permitted on the short-paper component of the Writing test.</u>
H	M	R	S	W		4	Visual Aids ▪ Visual templates showing one word, sentence, line, or test item at a time. Code test accommodation 4 only when used on a paper test.
H	M	R	S	W		18	Examiner Records Responses ▪ Student marks in test booklet, responds verbally, points, or otherwise indicates a response. May need to be recorded or proctored. Requires transcription.
H	M	R	S	W		31	Flexible Schedule ▪ Testing with breaks requires the test to be completed within one school day.

Key

H	The testing accommodation is available for the <i>History/Social Studies</i> test.
M	The testing accommodation is available for the <i>Mathematics</i> test.
R	The testing accommodation is available for the <i>Reading</i> test.
S	The testing accommodation is available for the <i>Science</i> test.
W	The testing accommodation is available for the <i>Writing</i> test. (MC: multiple-choice/technology enhanced item (TEI) component. SP: short-paper component. Note: Paper/pencil <i>Writing</i> tests do not include TEI.)
	The testing accommodation is <u>not</u> available for the content area.

To view other pertinent information, see the Virginia Department of Education document [Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program](#).

In addition, it should be noted that struggling ELs are not required to answer all questions on an SOL test if they are frustrated or are clearly not able to answer the questions. Examiners should be directed to discontinue testing for English Learners (ELs) who struggle with reading the test items after the student has responded to five items (not including the sample items). Students who answer at least five items will be counted as participants for purposes of federal accountability.

Testing former ELs

Students who have met the state exit criteria to exit the program and are in monitor years 1 and 2 are eligible for SOL accommodations, as indicated in the previous table. Students in monitor years 3 and 4 are not eligible for accommodations, unless they qualify for them through an IEP or 504 Plan.

WIDA® ACCESS FOR ELLS® 2.0

Students with language proficiency levels below 4.4 are tested annually to assess their progress on English language development. The *WIDA ACCESS for ELLs® 2.0* is a national test that assesses the four language domains: listening, speaking, reading, and writing. LIEP staff typically administer these tests to students in February. The Division Director of Testing will work with LIEP staff to provide schools with the testing schedule no later than mid-January. The Director of Testing will also work with the LIEP staff to order materials, provide payment to WIDA, maintain test security, analyze test results, and disseminate results to administrators and parents. LIEP staff that administer testing attend training seminars provided by the Virginia Department of Education.

Accommodations usually allowed on the SOL test are not allowed on the *WIDA ACCESS for ELLs® 2.0*, since the goal is to assess English language proficiency. Dually identified ESL and special education students must follow the guidelines set forward in the [ACCESS for ELLs® 2.0 Test Administrator's Manual](#) as to what accommodations are allowable.

The EL committee and the IEP committee will also determine whether the student should be assessed with the *Alternate ACCESS for ELLs* using the *Alternate ACCESS for ELLs: Participation Guidelines* (Appendix T). *Alternate ACCESS for ELLs* is administered to students who have significant cognitive disabilities and require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum.

If a student has severe cognitive disabilities and cannot be assessed with the *Alternate ACCESS for ELLs*, the *Virginia Checklist for Limited English Proficient (EL) Students with Significant Cognitive Disabilities* should be used. Information regarding this process can be found in Testing Memo No. 1325 through the Virginia Department of Education's SSWS Division Director of Testing (DDOT) page. This is a secure site and only the DDOT has access to this page.

NWEA Measures of Academic Progress (MAP)

ELs should participate in MAP testing at the same time as their non-EL peers. If an EL student is struggling, the EL student can discontinue testing when it seems appropriate. ELs should receive the same accommodations on MAP testing that they receive on SOL testing. Please see your building EL teacher if you have any questions concerning this.

Phonological Awareness Literacy Screening (PALS)

ELs should participate in PALS testing in the same manner as their non-EL peers.

Preliminary Scholastic Aptitude Test (PSAT) / Scholastic Aptitude Test (SAT)

ELs should participate in PSAT testing as do their non-EL peers. EL students should be equally informed and encouraged to take the SAT. Guidance counselors should promote and discuss college pathway options with EL students. Currently, the College Board does not allow testing accommodations for ELs on the PSAT or SAT tests.

Resources

Virginia Department of Education (VDOE) Resources

- [Instructional Page](#) for Teachers of ELs* (important page!)
- [World-Class Instructional Design and Assessment \(WIDA\) ELP Standards Instructional Videos](#)
- [English Language Proficiency Assessment Information](#)
- [Handbook for Educators of Students who are English Language Learners with Suspected Learning Disabilities](#)
- [English: Strategies for Teaching Limited English Proficient \(EL\) Students – A Supplemental Resource Guide to the K-12 English Standards of Learning Enhanced Scope and Sequence](#)
- [Mathematics: Strategies for Teaching ELs – A Supplemental Resource to the K-12 mathematics Standards of Learning Enhanced Scope and Sequence](#)

Additional Web Resources

- [The Center for Applied Linguistics](#)
- [Center for Advanced Research on Language Acquisition:](#)
- Institute of Education Science: [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)
- [Northwest Regional Educational Laboratory](#)
- [WestEd English Language Learners:](#)
- [World-Class Instructional Design and Assessment \(WIDA[®]\) Consortium:](#)

