

INITIAL PLACEMENT/ANNUAL REVIEW FORM
 _____ **School District**

Student Name:		Grade:	Date:
School:	Student State ID #:	Gender:	Date of Birth:

NATIVE LANGUAGE _____

ELL Entry Date _____

ELPA21 Date: _____

ELPA21	PERFORMANCE LEVEL	SCALE SCORE
Speaking		
Writing		
Listening		
Reading		
Comprehension	Comprehension is derived from the Listening & Reading scores. It does not have a performance level.	
Overall Performance		

LANGUAGE PROFICIENCY AND ASSESSMENT COMMITTEE DECISION:
ENGLISH ACQUISITION DECISION

<input type="checkbox"/> Student has met preliminary criteria and will be considered for exit of the ESOL program. <input type="checkbox"/> English Language Development Program description _____ <input type="checkbox"/> Access to Core Content Program description _____
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In addition to standard instruction, English acquisition assistance will be provided by ALL classroom teachers and supporting personnel.

Special education services will be provided in addition to this assistance when student has an IEP.

Student has an IEP (briefly describe) _____

CLASSROOM SCAFFOLDS

- Pair newcomer with bilingual classroom buddy
- Prompt with yes/no and simple questions
- Encourage non-verbal, yes/no, one-word, or echoed responses
- Use read-alouds, simple texts, and provided sources about familiar topics to aid in comprehension
- Accept simpler/shorter responses that meet standards (e.g, narrow vocabulary range, simple sentences, graphic representation)
- Use guided language instruction to increase complexity of responses
- Provide context and visual aids (e.g., discussion cards, writing templates, language patterns)
- Regularly facilitate structured student talk routines
- No required classroom scaffolds

STANDARDIZED ASSESSMENT

Testing without Accommodations

Testing with Accommodations

Allowable Testing Accommodations—Used regularly in classroom instruction/assessment

- Extended Time
- Special Seating/Grouping
- Text-to-Speech/Reading of all allowable portions
- Word-to-Word Dictionary
- Translated Directions

Building Administrator

Classroom Teacher

ESOL Designee

SPED Teacher (if applicable)

Other

Other

Original Copy: ESOL Coordinator

Copy in school ESOL file

Copy to parent with an explanation in
a language he/she understands