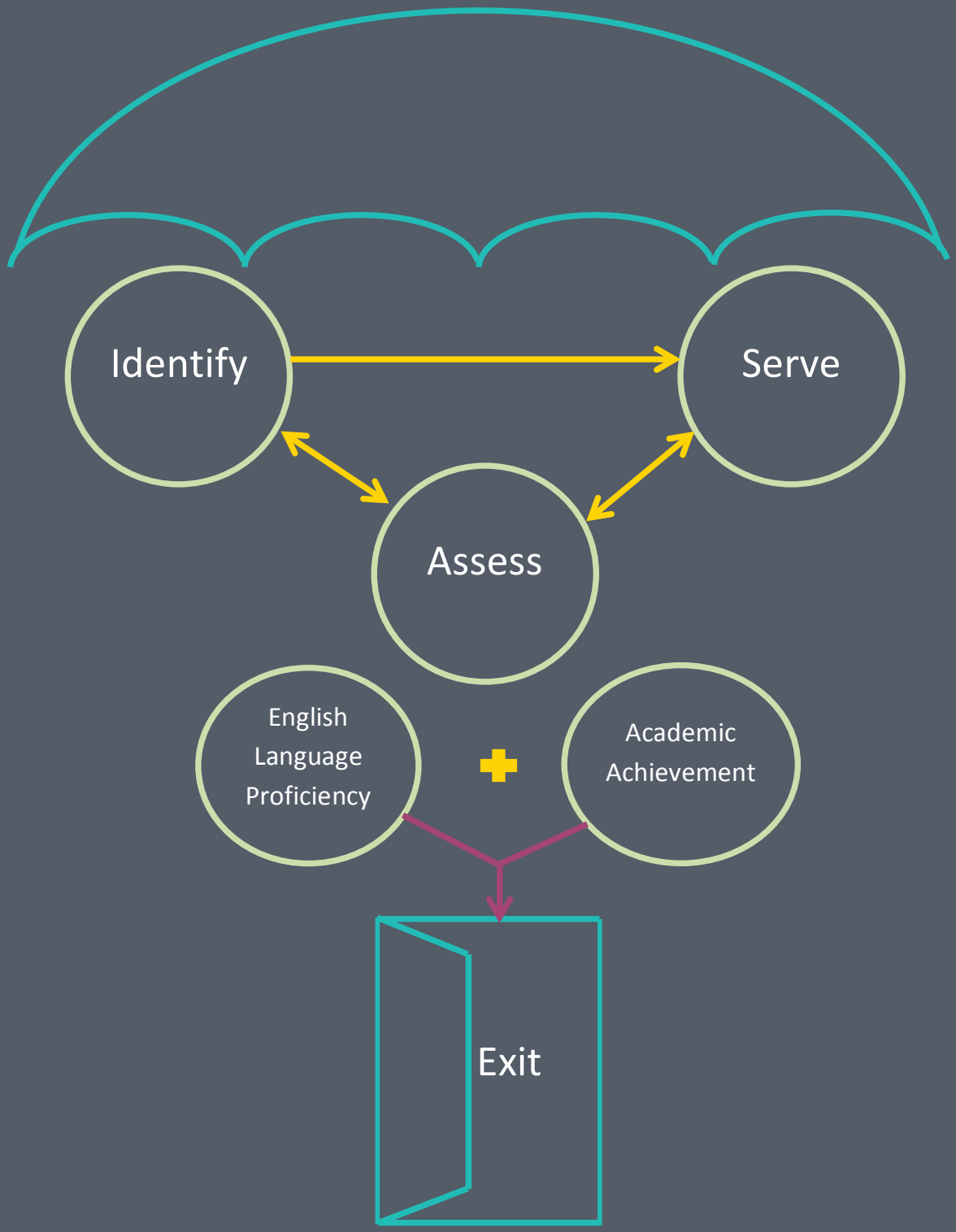
Montana's English Language Learners: Guidance for School Districts

June 2013



Montana
Office of Public Instruction
Denise Juneau, State Superintendent
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Montana's ENGLISH LANGUAGE LEARNERS: Guidance for School Districts

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Sources:

- Shannon Malone, Title III Director from South Dakota's Department of Education Office, "English Language Learners in Your District" and "Identifying and Assisting English Language Learners" (Jan. 6, 2011).
- Grace Gray and her team at the Alaska Department of Education & Early Development, "Guidance for Limited English Proficient (LEP) Student Identification, Assessment, and Data Reporting" (August 2011).
- Beth Hartley, Anchorage Public Schools, "Screening, Interventions, and Pre-Referral Procedures for Limited English Proficient (LEP) Students"(May 2007).
- Jim McCobb, ELL Program Coordinator in Vermont's Department of Education, "Serving Students Learning English as a Second Language: A Guide for Vermont Educators" (1994).
- *English Language Learner Resource Guide: A Guide for Rural Districts with a Low Incidence of ELLs*, 2004. Mid-Continent Regional Educational Laboratory. (www.ncela.gwu.edu/files/rcd/BE024219/Rural_Education.pdf)
- The Office for Civil Rights U.S. Department of Education provides several guides and resources "Programs for English Language Learners: Resource Materials for Planning and Self-Assessments" (Nov. 1999).
    - The Provision of an Equal Education Opportunity to Limited-English Proficient Students**.** (1998. Revised August 2000. 10 pages). This document identifies procedures that school districts should use to ensure that their programs serve limited-English proficient students effectively. Also available in Spanish. (http://www2.ed.gov/about/offices/list/ocr/publications.html)
    - Programs for English Language Learners, Resource Materials for Planning and Self-Assessments. (1999). These materials were developed as a reference tool by the Office for Civil Rights to assist school districts through the process of developing a comprehensive English language learners (ELL) program. These materials discuss helpful steps to follow in designing or revising a program for ELL students. (http://www2.ed.gov/about/offices/list/ocr/ell/index.html)
    - Policy Memoranda on Schools' Obligations Toward National Origin Minority Students who are Limited-English Proficient (LEP students) (2000). Office for Civil Rights policies regarding LEP children are reflected in these three OCR policy documents. (http://www2.ed.gov/about/offices/list/ocr/docs/laumemos.html)

ACRONYM GLOSSARY

AIM	**Achievement in Montana** – OPI's student information system
ACCESS for ELLs	**Assessing Comprehension and Communication in English State-to-State for English Language Learners** – Montana's state-wide assessment of English Language Proficiency given annually to Kindergarten through 12th graders identified as limited English proficient
AMAO	**Annual Measureable Achievement Objectives** – Title III of NCLB targets for the number and percent of students making progress and attaining *proficiency*
BICS	**Basic Interpersonal Communication Skills** – language skills needed to interact in social situations.
CALLA	**Cognitive Academic Language Learning Approach**
CALP	**Cognitive Academic Language Proficiency** – the abstract language skills needed to be successful in all content areas in school
EL / ELs	**English Learner/English Learners**
ELD	**English Language Development**
ELL / ELLs	**English Language Learner/English Language Learners**
ELP	**English Language Proficiency**
ESL	**English as a Second Language**
HLS	**Home Language Survey** – a survey used to ascertain if a student has been exposed to other languages
LEP	**Limited English Proficient** - interchangeable with ELL or EL
LOC	**Language Observation Checklist** – a checklist used by schools to observe a student's academic English language proficiency
OCR	**Office for Civil Rights** – US Department of Education entity ensuring equal access to education for all
OPI	**Office of Public Instruction**
PD	**Professional Development**
Title I	Federal program to provide additional academic support and learning opportunities to help low-achieving students master challenging curricula and meet state standards in core academic subjects
Title III	Federal program that provides supplemental services to limited English proficient students to develop English *proficiency* and meet academic achievement standards.
W-APT	**WIDA- ACCESS Placement Test** – an English Language Proficiency "screener" test given to incoming students who may be designated as English Language Learners
WIDA	**World-Class Instructional Design and Assessments** – a multi-state consortium whose purpose is to develop standards and assessments for English language learners

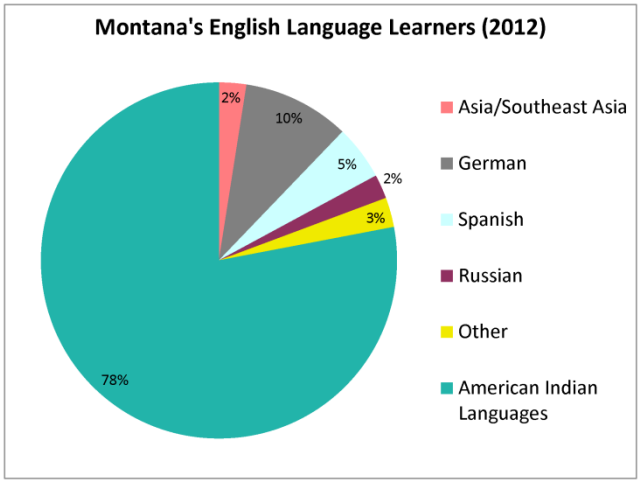
INTRODUCTION

This manual is designed to provide guidance to school districts, teachers and families of English Language Learning students and to provide suggestions for serving these students in Montana schools.

Limited English Proficient (LEP) students are those students whose English proficiency or lack thereof, affects success in academic achievement; these students can also be called English Language Learners (ELLs).

Much of what is recommended here pertains to all children in the school: a positive, whole-school environment that welcomes the student, his or her family and culture, provides appropriate learning experiences, and conveys high expectations that will open the door to quality education.

ENGLISH LANGUAGE LEARNERS IN MONTANA



It is difficult to define English Language Learners (ELLs) as a group, other than to say that they are students who currently lack the academic English language proficiency to be successful in school. ELLs speak dialects of English as well as languages other than English. They come from every socioeconomic class in American society. They may or may not be literate in their home language, or have received any formal schooling upon enrollment in a Montana district; they may be born in the United States or internationally.

English Language Learners/ LEP students in Montana include:

- American Indian children who are impacted by the heritage language of their family and/or community such as Crow or Blackfoot
- Hutterite children who learn German as their first language
- American-born children of immigrants who learn their native language in the home from their parents or guardians
- Children who come to the United States with their parents or alone (as immigrants, as children of international professors and students at the university level, as migrant workers, as international exchange students[1] and as refugees)
- Children who are adopted internationally by American parents

[1] International exchange students, for the purposes of NCLB accountability, are not identified as limited English proficient in AIM, but still may need language accommodations.

Montana observes the following federal definition of Limited English Proficiency:

LIMITED ENGLISH PROFICIENT means an individual

1. who is between the ages of 3 and 21
2. who is enrolled or preparing to enroll in an elementary or secondary school;

-AND-

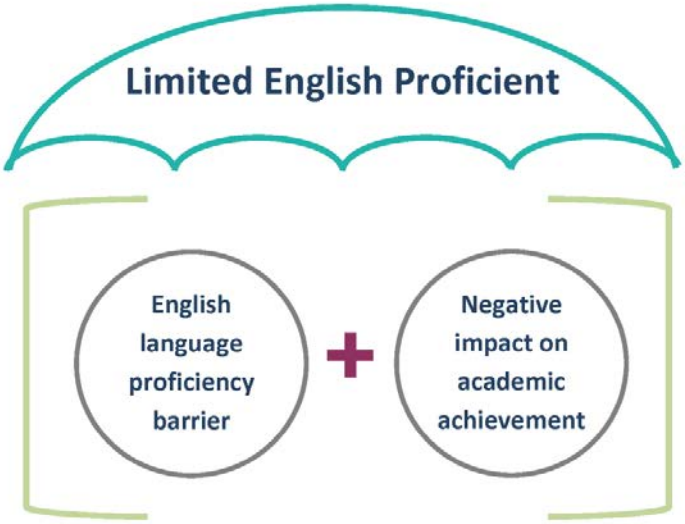
3.
   - (i.) who was not born in the United States or whose native language is a language other than English; or
   - (ii.)
     - (I.) who is an American Indian or Alaska Native, or a native of the outlying areas; and
     - (II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
   - (iii.) 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-

4. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
   - (i.) the ability to meet the State's proficient level of achievement on State assessments;
   - (ii.) the ability to successfully achieve in classrooms where the language of instruction is English; or
   - (iii.) the opportunity to participate fully in our society

     [Title IX, Sec. 901 (25)]

CRITERIA FOR IDENTIFICATION OF LIMITED ENGLISH PROFICIENCY



These guidelines are the result of discussions with representatives of school districts in Montana with significant populations of Limited English Proficient (LEP) students. School districts need to have a process for identifying LEP students in their schools that is clearly understood by all administrative, instructional and counseling staff. As of spring 2001, statewide assessment results must be disaggregated on the basis of limited English proficiency and other categories. Both for this purpose and in order to provide appropriate accommodations, consistent and proper identification of LEP students is essential.

RESPONSIBILITIES OF SCHOOL DISTRICTS

Under federal law, all districts are required to identify students who are eligible for language assistance, provide a sound program of instruction, assess their English proficiency annually, and notify parents of their placements and progress.

The federal authority requiring districts to address the needs of English Language Learners comes from Title VI of the Civil Rights Act of 1964 which prohibits discrimination based on race, color, or national origin. In Lau v. Nichols (1974), the U.S. Supreme Court affirmed the Department of Education memorandum of May 25, 1970, which directed school districts to take steps to help limited-English proficient students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs. (Office for Civil Rights, 2005)

The Office for Civil Rights designates that the following procedures should be used by school districts to ensure that their programs are serving LEP students effectively (U.S. Department of Education Office for Civil Rights, 2000). Districts should:

- identify students who need assistance
- develop a program which, in the view of experts in the field, has a reasonable chance for success
- ensure that necessary staff, curricular materials, and facilities are in place and used properly
- develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students
- assess the success of the program and modify it where needed

Additionally, federal law affords children a legal right to education regardless of their immigration status. Eligibility for school enrollment in Montana is based on residency in the district, not national origin. Children who do not speak English cannot be required to present documents that are not required by any other student in the course of enrolling in school. As schools are not agents of immigration, it is not incumbent upon them to determine a student's immigration status. For further information, please refer to the following *Memoranda on Schools' Obligations toward National Origin Minority Students who are Limited English Proficient* from the Office for Civil Rights (OCR): http://www.ed.gov/ocr/docs/laumemos.html.

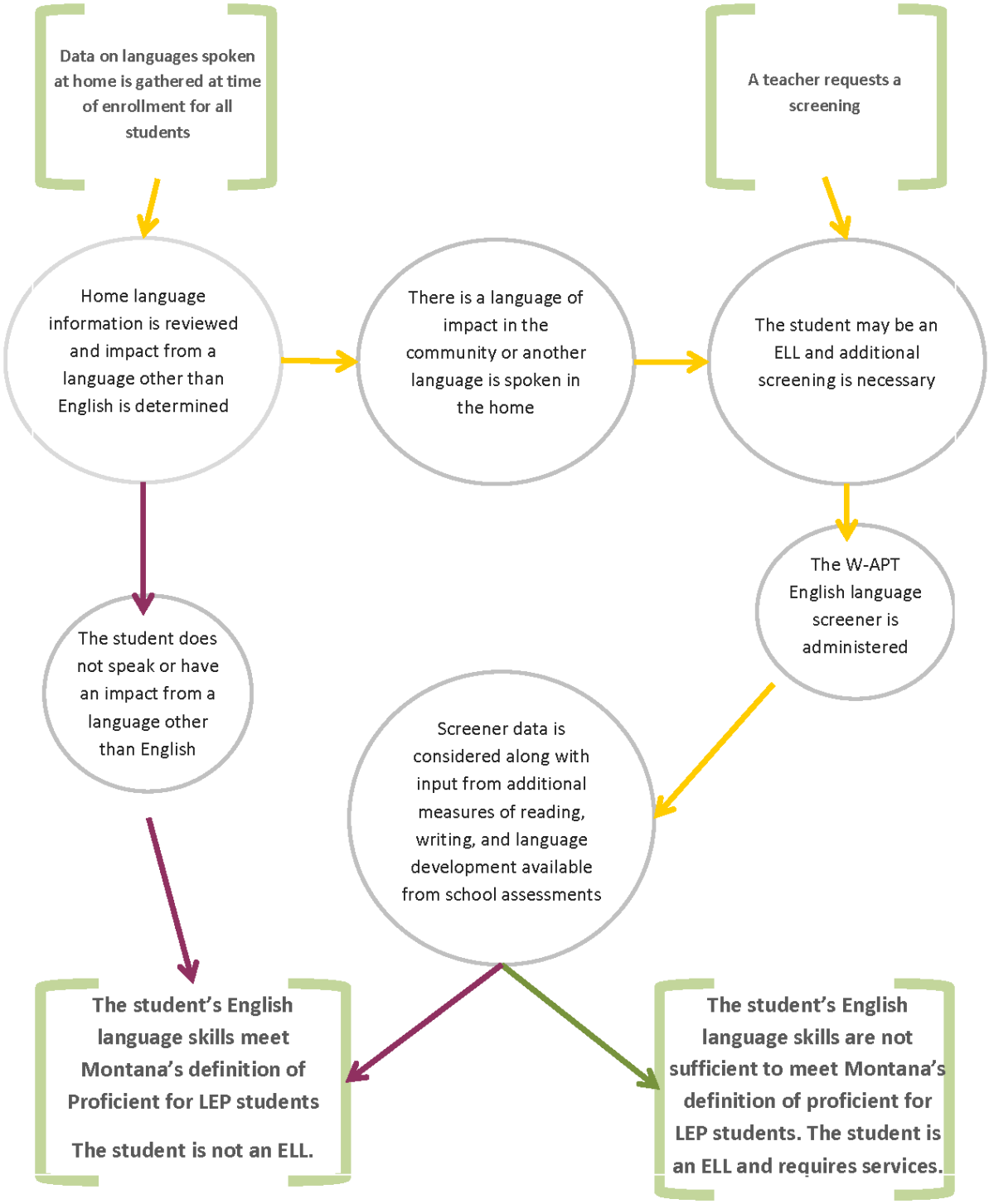
Consistent with the Office for Civil Rights policy, students are entitled to:

- be placed in a classroom appropriate to their age and grade level
- receive English language instruction regardless of the number of LEP students in the school and for as long as it is needed
- be given tests, free of cultural bias, and to be tested in their primary language, if possible, for assessment purposes or special education evaluation
- be placed in special education classrooms only if there is a disability and not because of limited English proficiency
- attend regular classes in art, music, and physical education as well as extracurricular activities vocational training and gifted and talented programs
- full participation in mainstream classrooms when the student is proficient in English

IDENTIFICATION

Under federal law, all districts are required to identify students who are eligible for language assistance.

Sample: English Language Learner Identification Process



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OPI recommends the following identification process:

STEP ONE: PRE-SCREENING:
The first step in the identification process is to gather data on languages spoken at home, for all students, at the time of enrollment. The most common way to gather this data is with a home language survey (appendices A and B). Appendix C is an example of a survey that can be conducted as an interview. Some districts simply include a section with questions on languages spoken at home as a part of an enrollment form.

If a Home Language Survey [2] indicates that a language other than English is spoken in the home to or by the student, the student should be screened for possible identification as limited English proficient using the W-APT or other screener. If the HLS indicates that only English is spoken in the home, but the teacher has an indication that the student's academic language development may have been impacted by another language, it is recommended that the teacher look at the student's overall academic performance and administer a Language Observation Checklist (*See Appendix D*). If the Language Observation Checklist indicates that a student is not proficient, compared to English-speaking students of the same age or grade level, in reading, writing, or oral language, then the student should be referred for a formal identification assessment using the W-APT.

In communities where there is a language of impact community-wide, care should be taken to assess the English language proficiency (foundational skills in reading and writing, listening, and speaking) of Kindergarten students upon enrollment in school.

STEP 2: ENGLISH LANGUAGE PROFICIENCY (ELP) SCREENER
The WIDA-ACCESS Placement Test (W-APT) (http://WIDA.us/assessment/w-apt/) screener is available to all districts at no cost; the Office of Public Instruction encourages its use based on the seamless continuity of English Language Development Standards and Proficiency Level Definitions from the W-APT to the ACCESS for ELLs. Students who fall below the minimum scores as defined by Montana's definition of *proficiency* may be eligible for ELL services. All potential LEP students must be screened for placement through the use of the W-APT or another English language proficiency assessment[3]. Other possible English language proficiency tests (assessments of oral comprehension, speaking, reading, and writing) that districts may purchase and use include:

- **a.** WIDA MODEL (Measure of Developing English Language): http://WIDA.us/assessment/MODEL/ The MODEL can be used as a screening or benchmarking tool.
- **b.** The Oral IDEA Proficiency Test (IPT): http://www.ballard-tighe.com/products/la/iptFamilyTests.asp
- **c.** Language Assessment Scales – Links (LAS – Links): http://www.ctb.com/ctb.com/control/childNodesViewAction?categoryId=1102&adjBrd=Y
- **d.** Language Assessment Scales – Reading / Writing (LAS-R/W): http://www.ctb.com/ctb.com/control/childNodesViewAction?categoryId=272&adjBrd=Y

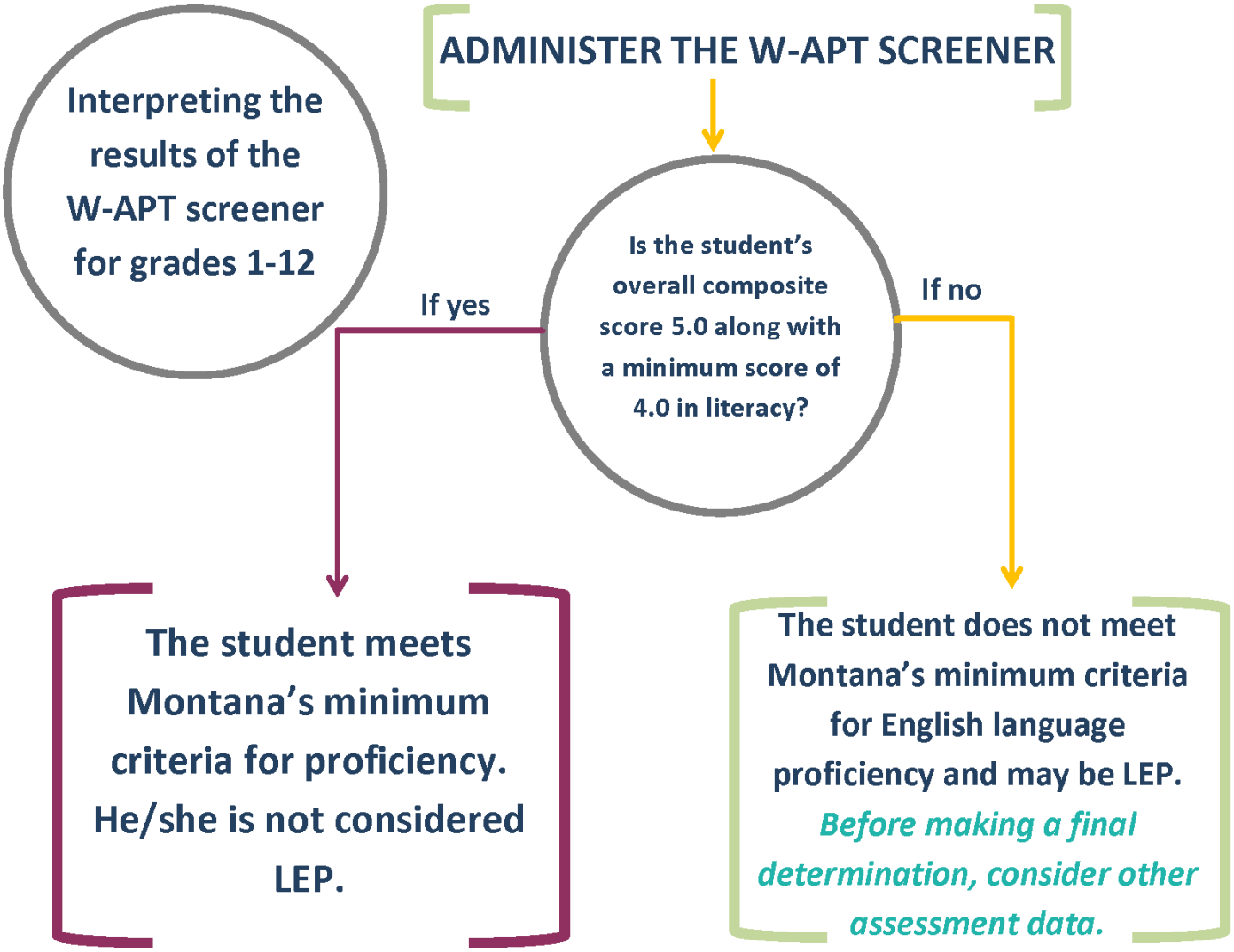
[2] If your district adopts the use of a Home Language Survey, it should be included as part of the enrollment process for all students. However, please keep in mind that having another language spoken in the home is not an automatic identification of a student as LEP/ELL. (see Appendix A – C for examples of Home Language Surveys and Parent Language Questionnaires and the Resources section for research regarding Home Language Surveys).
[3] The ACCESS for ELLs may not be used as a screener assessment.

e. Language Assessment Scales – Oral (LAS-O): http://www.ctb.com/ctb.com/control/childNodesViewAction?categoryId=259&adjBrd=Y
f. Stanford English Language Proficiency (SELP): http://education.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8429-206

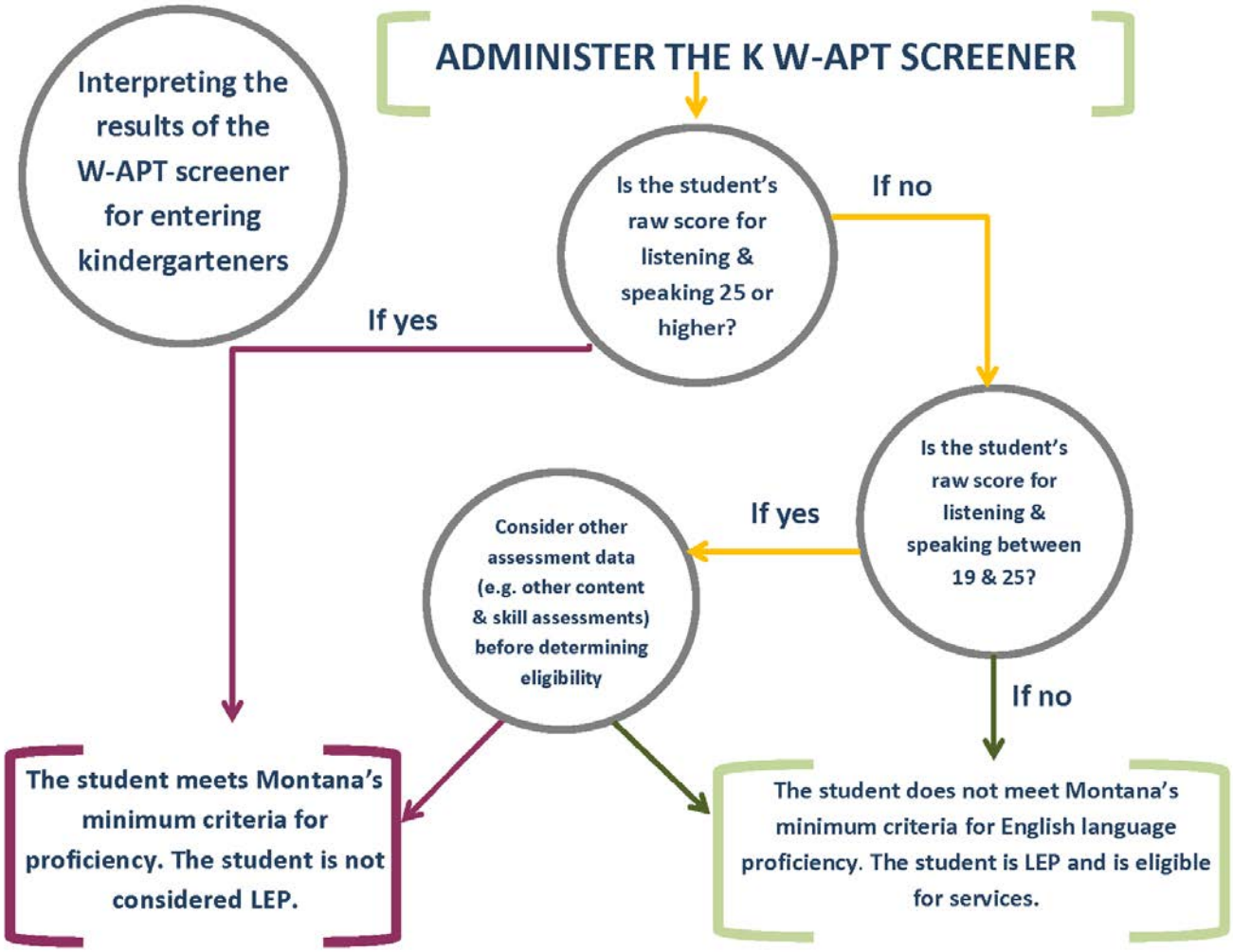
Ordering Identification Materials

The W-APT test forms and administration manuals (PDF files) are available to all WIDA Consortium member states at no additional cost and are reproducible. Your district test coordinator's W-APT username and password must be entered in order to view or print these files on the WIDA website. Please contact your system test coordinator to gain access to the materials. Questions about accessing screening materials or the WIDA website can be directed to: Yvonne Field, 406-444-0748, yfield@mt.gov.

Interpreting the Results of the W-APT English Language Proficiency (ELP) Screener-Grades 1-12



Interpreting the Results of the W-APT English Language Proficiency (ELP) Screener-Kindergarten



STEP 3: CONSIDER ACADEMIC ACHIEVEMENT DATA

Keeping in mind that both language impact (language other than English) and ability to achieve at grade level must be considered for LEP identification; the process should include multiple measures at varying grade levels, i.e. the process for identifying kindergarten students will be different than for those in upper grades. In addition to the W-APT English language proficiency screener, a district identification process could also include:

- Writing assessment
- Observation scale
- Oral interview
- Running record
- Developmental reading assessment
- Checklist of reading proficiency carried out in conjunction with district reading program
- Reading score on state assessment
- Reading comprehension assessment

Students who are identified as limited English proficient must take the annual ELP assessment (ACCESS for ELLs). Students who score at or above Montana's definition of *proficiency* are not identified as LEP and are not required to be assessed further.

FREQUENTLY ASKED QUESTIONS ABOUT LEP STUDENT IDENTIFICATION

(Adapted from the *Guidelines for LEP Student Identification, Assessment & Data Reporting,* Alaska Department of Education)

Which districts are required to identify LEP students?

All districts must identify those students who are LEP. Federal laws and regulations require that all students meeting the definition who are not proficient in the English language must be identified and served.

If an LEP student transfers from a Montana district or other WIDA consortium state school district, the student's LEP status, ACCESS for ELLs assessment results and other records related to his/her LEP status follow the student to the new district.

When must an LEP student be identified?

An LEP student must be identified as soon as possible, preferably before the start of the school year, but no later than 30 days after the start of the year. A student who enrolls after the start of the school year should be identified within 30 days of enrollment. If an LEP student transfers from another district, LEP records must transfer from the former district with the student. The student does not need to be re-identified by the new district. Students may not be placed into a pending identification status; their LEP status determination must be made within the required time frames.

How is a potential LEP student identified as LEP?

Schools should make every effort to find out about the child's background by requesting prior school records and talking with the parents and student, which may require an interpreter. It is important to find out if the student is literate in his/her native language and if he/she has attended school prior to registration. Districts must develop a screening process to identify potential LEP students, diagnose them to determine their level of English language proficiency, and formally identify those students as LEP who do not meet Montana's definition of *proficiency*. A student must meet the definition of an LEP student (Appendix J) in order to be identified as an LEP student.

Once a student has been identified as LEP, please update AIM with the student's current status.

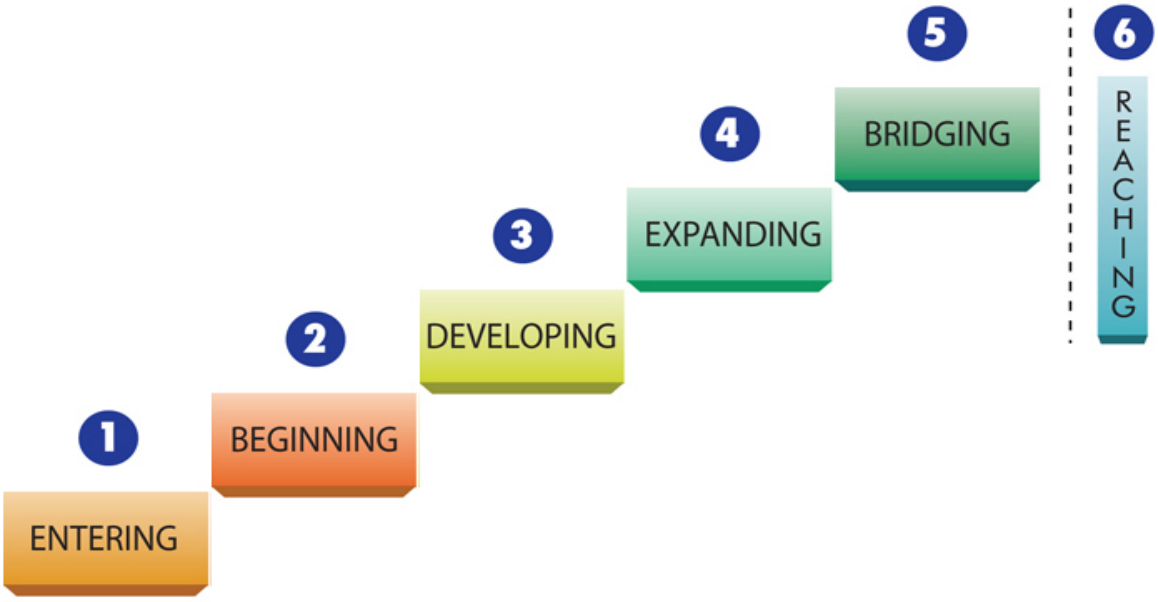
What will the W-APT or other language proficiency screener tell me about the student?

The results of the W-APT or other identification assessment will indicate the level of the student's proficiency in each domain (listening, speaking, reading and writing) and will guide the appropriate program placement and level of service needed.

What are the English Language Proficiency levels?

The WIDA standards and assessments include six proficiency levels. ELL status is restricted to levels 1-5. According to WIDA, a student reaching level 6 shows no language characteristics that would distinguish him or her as needing special English language services. Such a student would be capable enough in all language domains: speaking, listening, writing and reading, to be able to benefit fully from mainstream classroom instruction. (*See Appendix E for WIDA's Performance Definitions describing what students can do at each proficiency level.* They can also be found at http://www.WIDA.us/get.aspx?id=5).

Levels of English Language Proficiency:



(Developed and available for use from the WIDA Consortium)

PROGRAM AND PLACEMENT OPTIONS

Under federal law, school districts must provide a program of instruction to English Language Learners in their schools.

"Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."
From the Office of Civil Rights May 25, 1970 Memorandum
http://www2.ed.gov/about/offices/list/ocr/ellresources.html

School districts must provide an instructional program which will support the second language development necessary for language minority students to participate in learning (Equal Opportunity Act, 1974). Providing students who are not proficient in English the same instructional program as English-speaking students is not allowing them equal educational opportunity. Children should be placed in regular classrooms with students of their own age.

Although students may be able to communicate socially and therefore, may give the impression of fluency to teachers and administrators, the development of academic language proficiency is a process that takes anywhere from 5-7 years depending on the support provided and individual student characteristics.

Judging students' language proficiency solely on their oral and social language can be problematic when they are not able to meet the academic language and literacy demands of mainstream classrooms. Cummins (1979) defines Basic Interpersonal Communicative Skills (BICS) as the conversational ability that language learners develop in 1-3 years where contextual and non-verbal signals play important roles in comprehension. BICS can be thought of as "playground English." Cognitive Academic Language Proficiency (CALP), on the other hand, is "a complex network of language and cognitive skills and knowledge required across all content areas for eventual

successful academic performance at secondary and university levels of instruction" (Cummins, 1979). Academic language is often complex and nuanced and includes the technical vocabulary and language structures of the content areas such as "osmosis" in science or the language needed to compare and contrast in English Language Arts. English language proficiency includes: reading, writing, listening, and speaking. (*See Appendix F for further description of Language Proficiency and the Stages of Second Language Acquisition*)

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." Lau v. Nichols (1974)

While hiring a full-time ESL teacher or offering a dual language immersion program may not be feasible in many Montana districts, school districts are responsible for providing language development services to ELL students. In cases where there is one student or the numbers are small, the program of instruction may not be provided by a full-time ESL instructor, but rather designed and provided by the mainstream and support instructional staff. The Mid-Continent Regional Educational Laboratory published "*English Language Learner Resource Guide: A Guide for Rural Districts with a Low Incidence of ELLs" (http://www.ncela.gwu.edu/files/rcd/BE024219/Rural_Education.pdf)*in 2004, which suggests building leadership capacity, building instructional staff capacity, and building capacity for parent and family involvement. The Office of Public Instruction offers the following programmatic recommendations and considerations for rural districts with low incidence ELL populations as well:

- Design professional development to build the capacity of all teaching staff who will work with LEP students *(see the Resources section of this document for possible PD resources)*
- Provide support through additional staff and appropriate materials for the most language-rich content areas posing the most difficulties for Level 1-3 students (English Language Arts or Social Studies)
- Provide targeted and appropriate professional development for instructional staff, e.g. Title I teachers, reading specialists and other teachers to provide academic language instruction to LEP students

Whether your district decides to implement a professional development program for all teachers who work with English Language Learning students or if you adopt one of the more formalized programs (described later in this section, *it is essential to remember that the* basic program of instruction for ELL students is the responsibility of the district. Supplemental services can be provided by Title I and Title III federal programs.

LANGUAGE ACQUISITION & BEST PRACTICES FOR TEACHING ELLS

Acquiring another language is a natural process that best occurs in an environment free of anxiety where the focus is on communication. Below are some best practices to assist ELLs with language acquisition *(See Appendix G and H for further Suggested Interventions, Accommodations and Teaching Strategies for ELLs)*:

- Expose students to rich and varied academic language
- As much as possible, include linguistically-diverse students in all classroom activities.
- Provide sensory (visuals, realia, etc.), graphic (timelines, graphic organizers), and interactive (pairs, groups, multimedia) supports in every lesson.
- At all language proficiency levels, develop content knowledge alongside language abilities.
- Modify and adapt assignments, paraphrase textbook passages, and include supplementary materials where needed to make

Art, music and physical education classes provide concrete, experiential instruction and interaction with English-speaking students that greatly benefit the language-minority student and are often good classes for initial inclusion.

content accessible.

- Model classroom and lesson expectations and provide clear instructions
- In all subject areas, teach hands-on, activity-oriented, and visual thematic units to facilitate learning, particularly through small group or cooperative learning.
- Pair language-minority students with English-speaking students as class companions, bus, playground and/or cafeteria helpers.
- In all classes, use pictures, realia, movement, and gestures. At the elementary level, songs, rhymes, children's literature, including wordless books and ones that have high correspondence to the pictures, are helpful.
- Particularly if a student is literate, provide for them every encouragement to continue to speak, read, and write in the native language.
- *In essence, differentiated instruction for ELLs, as for other students with particular learning needs, reflects best practice.*

As these students should have access to the curriculum, they also should have access to counseling, extracurricular activities, and supplemental programs such Title I and Title III, gifted education, etc. Advocacy for these students by the administration is critical in assuring this.

Teachers and tutors who work with LEP students can receive technical assistance from the Office of Public Instruction in ways of serving these students in the regular classroom and in support programs. The support of an interpreter during the first few days of school to assist with pertinent information, such as scheduling, lunch routine, etc. may be appropriate. It is not necessary and may not be desirable to have an interpreter at the student's side all day.

The process of learning a second language is enhanced by continued development of language skills in the first language.

Research shows that students who have a strong background in language and literacy in their first language acquire academic language proficiency in a second language more easily than students without academic language or literacy skills in their first language. For this reason, ELL students benefit from opportunities to learn academic content in their native language as well. As part of the school's overall effort to promote cultural pluralism and confidence in the student's ability to learn, the student's knowledge of another language and culture should be honored. In keeping with this premise, the school should not make recommendations to the student's parents, families, or guardians to use only English with her/him in the home setting, as the use of the native language at home does not debilitate the student's ability to learn English and efforts by parents or guardians who are not themselves proficient in English may diminish the quality of family communication and interactions.

A Brief Description of Language Proficiency (based on the work of Jim Cummins) (California State Department of Education Office of Bilingual Bicultural Education 1991, 251)

BICS (Basic Interpersonal Communication Skills)
Social language (BICS) takes approximately 1-3 years to develop. Students develop BICS by observing non-verbal behavior, reactions, and contextual clues which are present in conversation (gestures, facial expressions, pictures, etc.) They acquire language in a development process that generates increasingly more complex structure.

Students with BICS • Use English phrases and some colloquial language chunks (Hey, how's it going?) • Carry on intelligible conversations about using high frequency words and topics (e.g., TV, classroom activities, friends, family) • Struggle to perform well on standardized tests of academic skills such as the MontCAS CRT • Pass simple, "BICS-oriented" language proficiency tests
CALP (Cognitive Academic Language Proficiency) Classroom Language CALP takes between 5-7 years to develop Students develop CALP with explicit instruction of the academic language of schooling (technical vocabulary, language structures, and discourse patterns specific to academic content areas). The child with CALP • Are able to perform well on standardized tests of academic skills such as the MontCAS CRT • Are able to succeed in context-reduced, cognitively demanding classroom activities involving writing, reading, spelling, test-taking. • Communicate orally and in writing with English proficient peers.

COMMONLY-USED LANGUAGE INSTRUCTION PROGRAMS

The Office for Civil Rights does not mandate any particular program of instruction for LEP students, just that the program be based on sound educational theory[4]. In districts with few LEP students, at a minimum, school teachers and administrators should be informed of their obligations to provide necessary alternative language services to students in need of such services, and of their obligation to seek any assistance necessary to comply with this requirement. Schools with a relatively large number of LEP students would be expected to have in place a more formal program. The following are some language acquisition programs that may be considered:

Sheltered English, Specially Designed Academic Instruction in English (SDAIE), Content-based English as a Second Language (ESL), Sheltered Instruction Observational Protocol (SIOP)

The goal is proficiency in English while learning content in an all-English setting

- Students from various linguistic and cultural backgrounds can be in the same class as well as native English-speaking students
- Instruction is adapted to students' proficiency level and supplemented by scaffolding

Structured English Immersion (SEI)

- The goal is fluency in English, with only LEP students in the class
- English is the main content area with academic content playing a supporting, but not subordinate role
- Teachers use sheltered instructional techniques

[4] Detailed information on creating and evaluating programs for ELLs is available at on the OCR website here: http://www2.ed.gov/about/offices/list/ocr/ell/developing.html.

Language Development (ELD or ESL Pull-out)

- The goal is fluency in English
- Students leave their mainstream classroom to spend part of the day receiving ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content
- There is typically no support for students' native languages

ESL Push-in

- The goal is fluency in English
- Students are served in a mainstream classroom, receiving instruction in English with some native language support if needed
- The ESL teacher or an instructional aide provides clarification, translation if needed, and uses ESL strategies

Two-way Immersion or Two-way Bilingual

- The goal is to develop strong skills and proficiency in both the native language (L1) and English (L2)
- Can include English-speaking students and students from another language background
- Instruction is in both languages, typically starting with a smaller proportion of instruction in English, and gradually moving to half of the instruction in each language

Heritage Language or Indigenous Language Program

- The goal is proficiency in two languages
- Content taught in both languages, with teachers fluent in both languages
- Differences between the two programs: heritage language programs typically target students who are not fluent English speakers or who have weak first language literacy skills; indigenous language programs support native languages in which students may have weak receptive and limited productive skills

FREQUENTLY ASKED QUESTIONS ABOUT PROVIDING PROGRAM SERVICES

(Adapted from the Office for Civil Rights *Questions and Answers on the Rights of Limited English Proficient Students*)

What standards are available to guide instruction for LEP students?

Montana has adopted the WIDA English Language Development (ELD) Standards, whose purpose is to guide teachers in instruction that will assist LEP students in gaining proficiency in English. The WIDA ELD Standards are available at http://www.WIDA.us/standards/elp.aspx. Along with the WIDA ELD Standards, WIDA has developed a set of examples called the *CAN DO Descriptors* (http://www.WIDA.us/standards/CAN_DOs/) which describe what an ELL student can do at each level of proficiency and for each domain of speaking, reading, writing and listening. These Descriptors are commonly used to plan differentiated lessons or observe student progress. The Office of Public Instruction sent a complete set of the *CAN DO Descriptors* along with the *2007 Edition Resource Guide to the ELP Standards* to district test coordinators at school districts with enrolled LEP students in 2011-2012. Check with your system test coordinator, ESL teacher, or Title III Coordinator, to access this resource or contact Yvonne Field, Assessment Specialist, 406-444-0748, yfield@mt.gov or Joan Franke, Title III, 406-444-3694, jfranke@mt.gov.

How can I learn more about using ACCESS for ELLs and W-APT data from the results reports to guide program and instructional decisions for the ELLs in my school?
There are several professional development opportunities for Montana's educators and administrators to address utilizing the data from the WIDA assessments to make program and instructional choices. The WIDA download library on the WIDA website has webinars created for Montana's Educators in the Videos/Webinars section. ACCESS for ELLs Score Interpretation 2013, provides an introduction to the various score reports and their uses. Other recorded webinars include trainings on academic language, WIDA standards, performance definitions, CAN DO descriptors, ACCESS for ELLs, and W-APT. The OPI also provides face to face, live webinar trainings, and an online MontCAS presents course with presenters from the OPI and WIDA on data interpretation and utilization for administrators, content teachers, and bilingual/ESL instructors. For more information about professional development opportunities please call/email Yvonne Field, 406-444-0748/yfield@mt.gov.

What if parents do not want their child to have services to address their English needs?
Parents can opt to not have their children enrolled in an ELL program. When a parent declines participation, the district retains a responsibility to ensure that the student has an equal opportunity to have his or her English language and academic needs met. Districts can meet this obligation in a variety of ways (e.g. adequate training to classroom teachers on second language acquisition; monitoring the educational progress of the student, etc.).

ASSESSMENT

Under federal law, all districts are required to assess the English proficiency of English language learners annually.

In addition to an initial assessment for identification and program placement, all identified LEP students must be assessed annually for English language proficiency in the four domains of listening, speaking, reading, and writing. This includes all LEP students who receive special education services no matter what their disability or level of service. All students, including students with IEPs, identified at the time of statewide testing as Limited English Proficient (LEP) must be accounted for when the assessment results are reported to the Department of Education (ED).

The Montana statewide assessment for LEP students is the ACCESS for ELL s®. The Alternate ACCESS for ELLs® is available for LEP students who have the most significant cognitive disabilities. The testing window is six weeks long and runs from early December – late January. More information is available at the following links: http://www.opi.mt.gov/curriculum/MontCAS/#gpm1_6 or http://www.WIDA.us.

Required Training for Test Administrators: Test administrators are required to be certified annually to administer the ACCESS for ELLs and the W-APT. Training for district personnel is available online through the WIDA website at http://www.WIDA.us/login.aspx. OPI also provides webinar and in-person trainings. Memos from OPI and WIDA are sent yearly to all system test coordinators in late August regarding accessing the required training. The WIDA website trainings are password protected. Test administrators can contact their system test coordinator to obtain a personal password.

Ordering ACCESS for ELLs Materials: In order to receive tests, the LEP status of all identified students must be updated in AIM. Please keep in mind the importance of updating AIM data to reflect the current status of LEP students. LEP data must be entered into AIM by the October count date in order to receive barcode labels for students. Students who are identified on the October count date as LEP must be tested.

Scoring and Reporting: All districts with enrolled LEP students will return the completed ACCESS for ELLs tests and all testing materials to MetriTech for scoring and reporting. The speaking portion of the grades 1-12 ACCESS for ELLs and all kindergarten domains are scored by test administrators during the test administration. MetriTech scores all the other portions. Once all scoring has been completed, MetriTech will create Parent/Guardian, Teacher, Student Roster, School Frequency, and District Frequency reports. Data will be available in the early spring. It is recommended that a copy of the teacher report be kept in the student's cumulative file. The Parent/Guardian report should be sent home to parents/guardians and can be discussed with the student for goal-setting and progress checks. WIDA provides translations of the Parent Report and a sample parent cover letter in many languages here: http://WIDA.us/assessment/ACCESS/.

FREQUENTLY ASKED QUESTIONS ABOUT ASSESSMENT

(Adapted from the *Guidelines for LEP Student Identification, Assessment & Data Reporting,* Alaska Department of Education)

What other state assessments must an LEP student take?

All LEP students must be tested on the MontCAS CRT academic content assessments in grades 3-8 and 10 for reading and math and in grades 4, 8 and 10 for science. LEP students in their first year of attendance at a U.S. school may take the ACCESS for ELLs test in place of the reading assessment. The student must still take the math and science tests for their grade level, but may do so with accommodations.

What accommodations may be made for LEP students?

All students identified as Limited English Proficient must participate in statewide academic content assessments. LEP students must be provided reasonable LEP accommodations on state academic assessments, to the extent practical. Examples of frequently used accommodations for LEP students include: read aloud, scheduled extended time, and use of a word-to-word dictionary (no definitions). Students with IEPs are allowed their usual accommodations. State approved accommodations information for testing LEP students is available in the yearly CRT Accommodation Manual:
http://opi.mt.gov/Curriculum/MontCAS/index.html?gpm=1_5&tpm=6_5.

What if I think an LEP student may have a learning disability?

Caution should be used when identifying LEP students as learning disabled. LEP students are sometimes misidentified as students with disabilities because of their inability to speak and understand English. If national-origin minority students are not proficient in speaking, reading, writing, listening, testing them in English may not demonstrate their ability or achievement skills. Steps must be taken so that LEP students are not assigned to special education classes because of their lack of English language proficiency. The Anchorage School District has developed a very useful guide for this purpose titled "Screening, Interventions, and Pre-Referral Procedures for Limited English Proficient (LEP) Students: An interdepartmental collaboration project between: Bilingual Multicultural Education, Elementary Special Education, Middle School Special Education and Related Services" prepared by Beth Hartley. www.asdk12.org/depts/ell/SpEd/SpEd_ProcedureManual.pdf

What about LEP students with diagnosed disabilities?
LEP students with disabilities may use appropriate accommodations when taking the ACCESS for ELLs and other statewide assessments or may participate in the Alt-ACCESS for ELLs depending on their IEP. The IEP or 504 team should select appropriate accommodations based on the student's needs, and must provide documentation and the rationale for the accommodations on the IEP or 504 Plan. Because of the close link between assessment and instruction, the IEP or 504 Plan must describe how the accommodations for assessment are included in the student's classroom instruction and assessment. Always refer to the test administrator's manual prior to testing; some accommodations may render a test invalid.

PROFICIENCY CRITERIA AND EXIT PROCESS

In general, English Language Learners are no longer classified as LEP once they have attained the language skills necessary to learn in age and grade appropriate settings in all areas of language development without the use of adapted or modified English materials.

Montana's definition of proficiency is based on input from school and district staff members that serve LEP students across the state, a review of practices in other states, and input from psychometricians. Montana observes the following definition of proficiency. This definition was adopted in August, 2012.

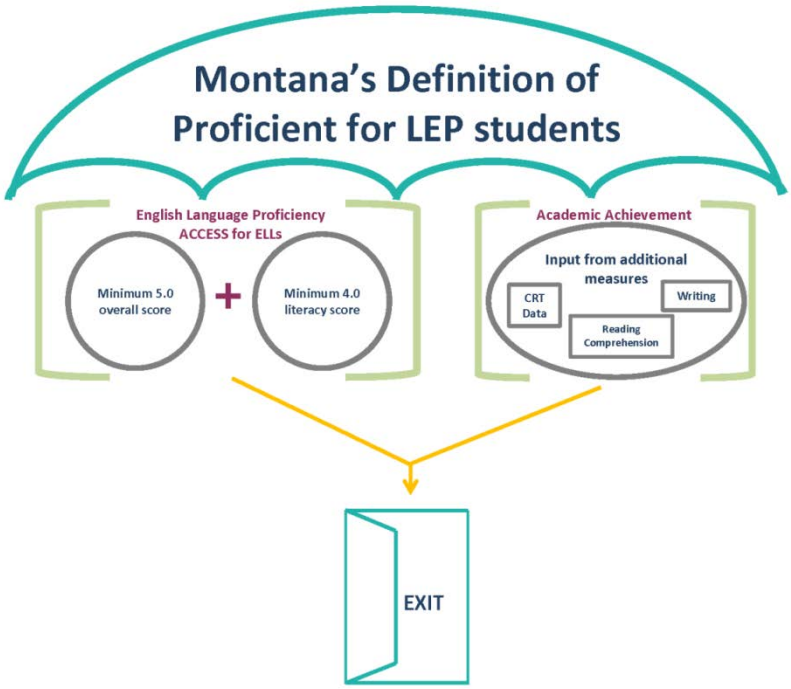
MONTANA'S DEFINITION OF PROFICIENCY

In order to determine when LEP students become proficient, districts will take into account multiple measures which include:

◊ At a minimum, an overall score of 5.0 along with a rating of 4.0 in literacy(reading and writing) on the ACCESS for ELLs English language proficiency assessment; and

◊ Input from additional measures of reading, writing, or language development available from school assessments.

EXIT PROCESS



STEP 1: Has the student achieved English language proficiency according to Montana's definition of Proficiency? Consider English language proficiency data from the ACCESS for ELLs assessment. Data from the ACCESS for ELLs English language proficiency assessment are found on the teacher or student roster score reports that are delivered to districts in early spring and are stored in students' cumulative folders.

STEP 2: Is the student meeting academic achievement expectations for their grade level? Consider additional measures of reading, writing, and language development. Acceptable sources of data can include:

- The reading CRT (Did the student score proficient or above?)
- Classroom or school assessments of reading comprehension and writing (Is the student meeting grade level expectations in the area of reading comprehension?)[5]
- Input from general education and content teachers

STEP 3: Exit. If the student meets the criteria for proficiency in both English language proficiency and academic achievement then they may be exited and re-designated as formerly LEP in AIM. Parents should be informed of the decision to exit the student from LEP status. The student will continue to be monitored for the following two years after re-designation.

FREQUENTLY ASKED QUESTIONS ABOUT PROFICIENCY CRITERIA AND EXIT PROCESS

What support should be provided to an LEP student after he/she is considered proficient?
A student continues to acquire English long after testing *proficient* on the ACCESS for ELLs. Targeted content area language support may be necessary to support the student's continued success in the mainstream classroom. Performance measures in all content areas should also be considered. In AIM, once a student's *Program Exit Date* is input, it will show the student as Formerly LEP for the two following years while s/he is in monitoring status.

When should exit decisions be made?
Exit decisions should be made within 60 days of receiving the results reports from the ACCESS for ELLs assessments. If it is determined that a student will be re-designated as former LEP, the re-designation in AIM must occur by June 30th each year.

Who should make exit decisions?
Ideally, exit decisions are made by a team that may consist of ESL/Bilingual teachers, administration, test coordinators, and the general or content area teachers of the student.

[5] A note of caution, data from the DIBELs reading fluency tool is not necessarily indicative of language proficiency. Many students who are ELLs can read fluently, but continue to struggle to comprehend because of language barriers.

REPORTING REQUIREMENTS

Districts are required to identify LEP students within the first 30 days of enrollment. Districts must enter and maintain accurate data for LEP students in the Montana student data base (AIM).

The AIM data elements are:

1. LEP identification (within 30 days)
2. Home language
3. Language of impact
4. Date identified as LEP
5. Date identified as proficient
6. Title III services for districts participating in Title III of NCLB

The results of the ACCESS for ELLs test should be reviewed within 60 days of receiving the results, along with additional pertinent performance assessments, to determine if an LEP student should continue to be identified as LEP or no longer LEP. This determination must be updated in AIM by June 30th.

For districts participating in Title III, an additional required AIM data element is Title III services. It is critical that districts carefully identify which LEP students receive Title III services. If Title III funds are transferred to School wide Title I, all LEP students should be marked in AIM as receiving Title III services. Title III accountability is based on the Annual Measurable Achievement Objectives (AMAOs) that are calculated from this AIM data element.

After the Title III AMAO determinations are made, districts must inform the parents of LEP children receiving Title III services of the performance of the district in meeting the AMAOs.

PARENTAL NOTIFICATION

Under federal law, all districts are required to notify parents of the instructional placements of all ELL students in their schools.

Parents must be notified within 30 days of the start of the school year that their student has been identified as LEP. If a student enrolls after the start of the school year, the notification must be within two weeks after placement in an LEP program (*See Appendix J for Sample Parent Letter*).

The notification must include:

- **a.** the reasons for identification
- **b.** the level of English proficiency, how it was assessed, and the status of the child's academic achievement
- **c.** the methods of instruction to be used in the English language acquisition program
- **d.** how the program will help their child learn English and meet academic achievement standards for grade promotion and graduation
- **e.** exit criteria
- **f.** information about their parental rights to withdraw their child from the program, to decline to have their child enrolled in the program or to choose another program or method if available, and information to assist parents in selecting among various programs if more than one is available. (Title I, Section 1112 (g)); Title III, Section 3302)

Additionally, the Office for Civil Rights states that "School districts have a responsibility to adequately notify national-origin minority parents of school activities that are called to the attention of other parents. Notification must be sufficient so that parents can make well-informed decisions about the participation of their children in a district's programs and services. Districts may be required to provide notification in the parents' home language." (http://www2.ed.gov/about/offices/list/ocr/eeolep/index.html) WIDA provides translations of the Parent Report and a sample parent cover letter in many languages here: http://WIDA.us/assessment/ACCESS/.

CONCLUSION

Guidance provided in this document is meant to assist school districts in appropriately identifying and serving English learners within the broad and varied scope of their enrollment in Montana schools. Each district meets the needs of its students in multiple ways, giving careful consideration to the linguistic and cultural resources and experiences they bring to the school community.

OPI CONTACTS

For more information please contact:

Lynn Hinch, Bilingual Specialist
lhinch@mt.gov
406-444-3482

Yvonne Field, Assessment Specialist
yfield@mt.gov
406-444-0748

APPENDICES

APPENDIX A: SAMPLE HOME LANGUAGE SURVEY

(Based on 1992 recommendations from the Council of Chief State School Officers)

Welcome to (Name of School). In order to best place your child into our system, we ask that you complete the following form. One form needs to be filled out for each of your children attending our school. Please remember that your child has a right to public education regardless of your immigration status and that the results of this form will not be reported to immigration officials. This information is only used to ensure that students who may be eligible for language-assistance programs are identified to maximize their academic potential.

Today's Date: _____

Child's Name: _____

Place of Birth: _____

Child's Date of Birth: _____

Child's First Language Acquired: _____

Child's Dominant (Preferred) Language now: _____

Language(s) Other than English Spoken in the Home/Community: _____

How long has your child lived in the United States? _____

Did your child attend pre-school? _____

___ Additional English language assessment is recommended

___ No additional English language assessment is recommended at this time

_____ _____

School Personnel Signature & Title Date

APPENDIX B: SAMPLE HOME LANGUAGE SURVEY

PARENT/GUARDIAN HOME LANGUAGE SURVEY	
Student's Name	Grade
Relationship of Person Completing Survey ☐Mother ☐Father ☐Guardian ☐Other *Specify*	

Directions: Check the correct response for each of the following questions and indicate other languages if appropriate

	English	Other Language(s)
1. What language did the child learn when she or he first began to talk?		
2. What language does the family speak at home most of the time?		
3. What language does the parent(s) speak to her/his child most of the time?		
4. What language does the child speak to her/his parent(s) most of the time?		
5. What language does the child hear and understand in the home?		
6. What language does the child speak to her/his brothers/sisters most of the time?		
7. What language does the child speak to her/his friends most of the time?		
	YES	NO
8. Can an adult family member or extended family member speak English?		
9. Can they read English?		
10. Do the parents/guardians request oral and/or written communication from the school to be in English?		
If no, in what language?		

_____ Date: _____

Signature of Person Completing Survey

FOR STAFF COMPLETION: TO BE COMPLETED FOR ALL NEW STUDENTS		
ELP screener needed? (EG: W-APT) ☐Yes ☐No	WIDA proficiency level:	Other assessment/achievement data:
Evaluator	Date:	Meets state criteria for identification as LEP? ☐Yes ☐No

Adapted from: Sample Survey, Institute for Cultural Pluralism, Lau General Assistance Center, San Diego State University, San Diego, CA 921882, 1976

APPENDIX C: PARENT LANGUAGE QUESTIONNAIRE SAMPLE

Identification of students who may have limited proficiency in the English language enables the school to provide appropriate learning programs for the student. Please complete this form and return it to the school office as soon as possible. If you have questions or need help with the form, please contact: _____

Student Name: _____State Student ID #:_____
Place of Birth: _____ Date of Birth (month/day/year): ___/___/___
School: _____Grade: _____ Gender: □ Female □ Male

Part I: Student Language Background

What is the first language learned by the student?	English	Other (specify)_____
What language(s) does the student currently use in the home?	English	Other (specify)_____
Is this student participating in a student exchange program?	Yes	No
When did the student first attend a school in the United States (if known)?	_____/_____ Month Year	

Part II: Family Language Background (Please complete all columns)

	Mother/Guardian	Father/Guardian	Other Significant Adult* Relationship:
Hometown and State			
First language learned			
Language(s) spoken to the student			
Language(s) spoken in the adult's home			

* Other significant adult could be a grandparent, aunt, uncle, daycare provider, etc. who has contributed to the student's language development.

Part III: Parent Verification of Language Use (Please check appropriate box)

	Only the other language, no English	Mostly the other language, some English	The other language & English equally	Mostly English, some of the other language	Only English
When the student speaks with family, he/she speaks:					
When the student speaks with friends, he/she speaks:					

Parent/Guardian Signature:	Phone Number:
Printed Name:	Date:

FOR STAFF COMPLETION:		
ELP screener needed? (EG: W-APT) ☐Yes ☐No	WIDA proficiency level:	Other assessment/achievement data:
Evaluator	Date:	Meets state criteria for identification as LEP? ☐Yes ☐No

Adapted from Form #05-08-035a, March 2008, Alaska Department of Education & Early Development

APPENDIX D: LANGUAGE OBSERVATION CHECKLIST SAMPLE

This form should be completed by the teacher(s) in collaboration with program staff familiar with the student.

Student Name: _____State Student ID # _____
(Last Name, First Name)

School: _____Grade: _____ Language: _____
(Home language other than English)

Compared to *Standard English-speaking* students of the same age, does the student consistently exhibit any of the following characteristics when listening, speaking, reading or writing?

CHARACTERISTICS	Oral		Written	
	Yes	No	Yes	No
a. Uses pronouns, genders correctly.	☐	☐	☐	☐
b. Uses tenses correctly.	☐	☐	☐	☐
c. Uses singular & plural forms correctly.	☐	☐	☐	☐
d. Uses prepositions correctly.	☐	☐	☐	☐
e. Understands teacher directions.	☐	☐	☐	☐
f. Uses appropriate sentence structure.	☐	☐	☐	☐
g. Uses developmentally appropriate vocabulary.	☐	☐	☐	☐

READING – PLEASE CHECK ONE:	COMMENTS:
☐ Non-reader (not reading) ☐ Developing reader (reading below grade level) ☐ Fluent (at or above grade level)	_____ _____ _____
WRITING – PLEASE CHECK ONE:	**COMMENTS:**
☐ Non-writer (not writing) ☐ Developing writer (writing below grade level) ☐ Fluent (at or above grade level)	_____ _____ _____
ORAL – PLEASE CHECK ONE:	**COMMENTS:**
☐ Non-speaker (non-English speaker) ☐ Developing speaker (speaks below grade level) ☐ Fluent (at or above grade level)	_____ _____ _____

_____ _____
Date (Month/Day/Year) Printed Name Signature Position

_____
Printed Name Signature Position

Adapted from Form #05-08-035b, March 2008, Alaska Department of Education & Early Development

APPENDIX E: WIDA PERFORMANCE DEFINITIONS

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5- Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic, or interactive support
2- Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1-Entering	• pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

APPENDIX F: STAGES OF SECOND LANGUAGE ACQUISITION

(Courtesy of the Anchorage School District World Languages Program as published in *Screening, Interventions and Pre-Referral Procedures for Limited English Proficient (LEP) Students*, prepared by Beth Hartley, www.asdk12.org/depts/ell/SpEd/SpEd_ProcedureManual.pdf)

Stage 1 – Pre-production (approx. 0-6 months of language learning)

Student:

- Associates sound with meaning
- Develops listening strategies and comprehension
- Does not communicate verbally & indicates understanding non-verbally
- Relies on contextual clues and gradually acquires ability to understand key words

Teacher:

- Uses *Total Physical Response*
- Tells / reads lots of stories with props
- Uses real objects when possible and pictures and other visuals to represent key vocabulary
- Uses real situations to model authentic natural language

Stage 2 – Early Production (approx. 6mo. – 1 year of language learning)

Student:

- Gives one word response such as "dog," "come," "Yes" or short phrases
- Omits articles (a, an, the), prepositions (to, on, over), and other words with abstract meanings
- Says words that have been heard and understood many times
- Continues to add new words

Teacher:

- Asks yes/no questions
- Asks choice and completion questions
- Uses real objects when possible and pictures and other visuals to represent key vocabulary

Stage 3 – Speech Emergence (approx. 1 – 2 years of language learning)

Student:

- Speaks in short sentences
- Begins naturally to recognize grammatical elements in sentences
- Requires extensive vocabulary development to improve second language skills

Teacher:

- Asks questions of student which elicit longer responses
- Uses comparisons, descriptions, and sequencing of events
- Reads short narratives while the child follows along
- Asks completion questions

Stage 4 – Intermediate Fluency (approx. 2-3 years of language learning)

Student:

- Asks questions
- Speaks in sentences on a variety of familiar topics
- Reads and writes in full sentences and makes fewer errors in speech

Teacher:

- Continues to provide comprehensible input when introducing new vocabulary and gradually increases level of difficulty

Advanced Fluency (approx. 3-7 years)

APPENDIX G: SUGGESTED INTERVENTIONS FOR ELL STUDENTS

(Adapted from *Screening, Interventions and Pre-Referral Procedures for Limited English Proficient (LEP) Students*, prepared by Beth Hartley, www.asdk12.org/depts/ell/SpEd/SpEd_ProcedureManual.pdf)

ACCOMMODATIONS FOR ELLS	STRATEGIES FOR ELLS
Instructional: • Alternative text • Books on tape • Checks for understanding • Demonstrate learning through multiple modalities • Highlighted texts • Modified texts • More frequent checks for understanding • Oral directions • Paraphrasing • Quiet work area • Reading aloud • Reduced assignment quantity • Restating directions • Scribing / dictation • Simplified directions • Small groups • Partnering • Use of calculator • Use of dictionary • Use of highlighter • Use of manipulatives • Word to word dictionaries • Word/picture book • Picture dictionaries Physical: • Extended time • Special seating • Frequent breaks	For Students: • Visuals (pictures, charts, graphs, drawings) • Computer based language programs • Audio Presentation of print materials • Journal writing • Graphic organizers • Order of operations and sequence charts • CALLA strategies (see page 30) • Specific skills focus: e.g. highlighting, note-taking, scanning • PQ3R For Teachers: • Visuals • Modeling • SIOP features (see below) • Small group instruction • Guided reading • Repeated reading • Echo reading • Choral repetition • Activating prior and background knowledge • Games • Cooperative learning structures • Simplifying instruction • Checking for understanding • Identifying learning styles • Direct explicit instruction • TPR (Total Physical Response) • Brain Breaks • Non-verbal response • Webbing, mapping • Mnemonics • Reader's theater

APPENDIX H: SIOP AND CALLA STRATEGIES FOR ELLS

SHELTERED INSTRUCTION (SIOP) STRATEGIES	**CALLA STRATEGIES (COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH)**
Lesson Preparation • Content objectives and Language Objectives • Supplementary materials (sensory, graphic and interactive supports) • Adaptation of content & Meaningful activities Building Background • Concepts linked with background experiences • Links explicitly made b/n past and new learning • Key vocabulary emphasized Comprehensible Input • Speech appropriate • Clear explanation of academic tasks • Use of a variety of techniques Strategies • Ample opportunities to use strategies • Consistent use of scaffolding • Varied question types / integration of higher-order thinking skills Interaction • Frequent opportunities for interaction • Grouping configurations support objectives • Sufficient wait time, opportunities to clarify in L1 Practice Applications • Hands-on materials • Activities that apply lang. and content knowledge • Integrate language skills (listening, speaking, reading, writing & culture) Lesson Delivery • Content and Language objectives supported • Students actively engaged 90-100% of the time • Pacing appropriate to students' levels Review Assessment • Comprehensive review of key vocabulary • Comprehensive review of key content concepts • Regularly provide feedback to students • Regular assessment of student comprehension	Metacognitive Strategies Planning • Advance organizers – Preview / Skim / Gist • Organization planning – plan what to do • Selective attention – listen or read selectively / scan / find specific information • Self-management – plan when, where, and how to study. Monitoring • Monitoring comprehension – think while listening / think while reading • Monitoring production – think while speaking / think while writing Evaluation • Self-assessment – check back / keep a learning log / reflect on what you learned Cognitive Strategies • Summarizing – say or write the main idea • Deduction / induction – use a rule / make a rule • Imagery – visualize / make a picture • Auditory recognition – use your mental tape recorder / hear it again • Making inferences – use context clues / guess from context / predict Social / Affective Strategies • Questioning for clarification – ask questions • Cooperation – cooperate / work with classmates / peer-coaching • Self-talk – think positive

APPENDIX I: SAMPLE PARENT NOTIFICATION LETTER

Dear _____,

In accordance with the No Child Left Behind Act, we would like to provide the following information regarding your child's instructional program. Your child _____ has been identified as limited English proficient through our district's process which includes _____ _____.

This process has determined that your child's level of English proficiency and academic proficiency is _____.

Based on this information, the district has designed an instructional program for your child which will meet his/her needs and the state standards in the following way/by:

_____

_____

_____

_____

Your child's English language proficiency will be evaluated annually with a statewide assessment that includes listening, speaking, reading and writing. The testing window for this assessment is _____.

As a parent, you will be provided assistance in considering the instructional program of your child. Under Title III you have the right to refuse enrollment of your child in the particular program provided through Title III or to remove your child from the program upon request.

If you have any questions please contact: _____

APPENDIX J: CRITERIA FOR IDENTIFICIATION OF LIMITED ENGLISH PROFICIENCY

Montana **Office of Public Instruction** Denise Juneau, State Superintendent opi.mt.gov	**CRITERIA FOR IDENTIFICATION OF LIMITED ENGLISH PROFICIENCY-8/9/12**

These guidelines are the result of discussions with representatives of school districts in Montana with significant populations of English Language Learners (ELLs)/Limited English Proficient (LEP) students. School districts need to have a process for identifying the LEP students in their schools that all instructional and counseling staff understand. With the passage of "No Child Left Behind," funding for serving LEP students changed from a competitive program to a formula program administered by the Office of Public Instruction (OPI); districts receive funding based on the numbers of LEP students identified in their districts. Additionally, an annual assessment of LEP students in the four domains of listening, speaking, reading and writing is required in ESEA Title I. As of spring 2001, statewide assessment results have been disaggregated on the basis of limited English proficiency and other categories. Both for this purpose and in order to provide appropriate accommodations, it's important to be clear on criteria for identifying students as LEP.

Montana observes the following federal definition of limited English proficiency: Limited

English Proficient means an individual:

(A) who is aged 3 through 21
(B) who is enrolled or preparing to enroll in an elementary or secondary school;

- AND -

(C)
- (i) who was not born in the United States or whose native language is a language other than English; or
- (ii)
  - (I) who is an American Indian or Alaska Native, or a native of the outlying areas; and
  - (II) 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
- (iii) 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 -

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
- (i) the ability to meet the State's proficient level of achievement on state assessments described in section 111(b) (3);
- (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in our society.

It is important to note that the definition addresses both language and academic achievement. While language impact affects entire communities, academic achievement varies from student to student. LEP students are those students who are not achieving academically due to the level of their English language proficiency.

The guidelines represent a summary of acceptable practices that districts may use in establishing their processes. The process may vary within districts depending on the level of English proficiency of the students, e.g. a newly arrived immigrant student or a fourth grade American Indian student. Given that reading comprehension depends on the language knowledge that a reader bring to the process of reading, which involves much more than decoding – in fact, LEP students are often very good at decoding, while not comprehending well – it is useful to look at assessment of reading comprehension. Particularly for more proficient students, in order to avoid the pitfalls of a one-time assessment, an on-going check of English proficiency that involves multiple measures, such as comprehension, writing, and reading is appropriate.

Keeping in mind that both language impact (language other than English) and achievement must be considered, a district process could include:

* Home language survey
* English language proficiency test, which should include oral comprehension, speaking, and reading
* Writing assessment
* Observation scale
* Running record
* Developmental reading assessment(s)
* Checklist of reading proficiency carried out in conjunction with a district reading program;
* Reading score on state assessment
* Cloze test

The LEP identification process should include appropriate measures at varying grade levels, i.e., the process for identifying kindergarten students will be different for those in upper grades. Districts can utilize classroom procedures in place to develop a balanced process that encompasses elements listed above.

Montana's Definition of *Proficient* for LEP Students

In order to determine when LEP students become proficient, districts will take into account multiple measures which include:

◊ At a minimum, an overall score of 5.0 along with a rating of 4.0 in literacy (reading and writing) on the ACCESS English Language Proficiency Assessment

- ◊ Input from additional measures of reading, writing, or language development available from school assessments

This guidance is based on input from school district staff members that serve LEP students across the state, a review of practices in other states, and input from psychometricians. It is important for districts to review the results of the ACCESS assessment and take them into consideration to update AIM to reflect accurate student LEP status.

TOOLKIT FOR MONTANA DISTRICTS

Resources and materials cited here are provided for reference purposes only and are not specifically endorsed or approved by the Office of Public Instruction.

PROFESSIONAL DEVELOPMENT RESOURCES

- *Best Practices for ELLs That Work in All Classrooms for All Students.* Northwest Regional Educational Service District, Hillsborough, OR. Helpful video library and website for teachers using content-based instructional strategies in the classroom: http://ell.nwresd.org/node/100
- Colorín Colorado's *Watch & Learn in the ELL Classroom.* An online professional development series for middle and high school ELL educators, presenting four video modules featuring strategies from secondary ELL classrooms and interview with experts on ELL best practices: http://www.colorincolorado.org/multimedia/learn/
- The Career Technical Special Populations Training & Resource Education Center, funded by the Texas Education Agency in cooperation with the Texas AgriLife Extension Service, has developed an extensive page of links to webcasts, websites and journal articles geared toward working with ELLs and their parents. There are many activities and teaching strategy suggestions explained in a multimedia format. http://ctsp.tamu.edu/videos/videos10/toolbox.php
- The Evaluating the Validity of English Language Proficiency Assessments (EVEA) project site contains White Papers that address topics in the field of English Learner Services and English language proficiency assessments. Other resources include information on creating surveys on training for ELP assessment test administration, teachers of ELLs, and district-level identification placement procedures. http://www.eveaproject.com/resources.aspx
- WIDA Training Webinars. There are many webinar trainings available for the WIDA consortium states in their WIDA Download Library. From this link http://www.WIDA.us/downloadLibrary.aspx scroll down to the Video/Webinar section on the right side of the page. Using your teacher login to the WIDA site (assigned by the district test coordinator), you can view the different states' webinars related to the ELD standards, the W-APT, ACCESS for ELLs score interpretation and more.

ARTICLES:

- *Myths and Misconceptions about Second Language Learning: What Every Teacher Needs to Unlearn.* B. McLauglin. December 1992. (http://www.cal.org/resources/digest/myths.html)
- *Teaching English Language Learners: What the Research Does – and Does Not – Say.* C. Goldenberg. American Educator. Summer 2008. (http://www.aft.org/pdfs/americaneducator/summer2008/goldenberg.pdf)
- *Sheltered English Instruction*. Teaching Diverse Learners website. Brown University. 2006. http://www.alliance.brown.edu/tdl/tl-strategies/mc-principles.shtml
- *The Use and Validity of Home Language Surveys in State English Language Proficiency Assessment Systems*, Alison L. Bailey and Kimberly R. Kelly, UCLA, July 2010 (http://www.eveaproject.com/doc/HLS%20White%20Paper%202010.pdf)

PROFESSIONAL ORGANIZATIONS SERVING EDUCATORS OF ENGLISH LANGUAGE LEARNERS

- World-Class Instructional Design Consortium: http://WIDA.us/
- Center for Applied Linguistics: http://www.cal.org/
- National Clearinghouse for English Language Acquisition: http://www.ncela.gwu.edu/
- Teaching English to Speakers of Other Languages: http://tesol.org/
- Colorín Colorado: http://www.colorincolorado.org/
- Understanding Language: http://ell.stanford.edu/

RESOURCES USED IN THE DEVELOPMENT OF THIS DOCUMENT:

- *Serving Students Learning English as a Second Language: A Guide for Vermont Educators.* James McCobb. Vermont Department of Education. 1994. http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED379930

- *English Language Learner Resource Guide: A Guide for Rural Districts with a Low Incidence of ELLs*, 2004. Mid-Continent Regional Educational Laboratory (http://www.mcrel.org/PDF/Diversity/5051TG_ELLguide.pdf)

- **The Provision of an Equal Education Opportunity to Limited-English Proficient Students**. (1998. Revised August 2000. 10 pages). This pamphlet identifies procedures that school districts should use to ensure that their programs serve limited-English proficient students effectively. Also available in Spanish. (http://www2.ed.gov/about/offices/list/ocr/publications.html)

- *Guidance for LEP Student Identification, Assessment & Data Reporting.* Alaska Department of Education and Early Development. 2011 (http://www.eed.alaska.gov/tls/Assessment/elp/LEP_Guidance.pdf)

- *Screening, Interventions and Pre-Referral Procedures for Limited English Proficient (LEP) Students*, prepared by Beth Hartley, 2007. (www.asdk12.org/depts/ell/SpEd/SpEd_ProcedureManual.pdf)

- Programs for English Language Learners, Resource Materials for Planning and Self-Assessments. (1999). These materials were developed as a reference tool by the Office for Civil Rights to assist school districts through the process of developing a comprehensive English language learners (ELL) program. These materials discuss helpful steps to follow in designing or revising a program for ELL students. (http://www2.ed.gov/about/offices/list/ocr/ell/index.html)

- Policy Memoranda on Schools' Obligations Toward National Origin Minority Students who are Limited-English Proficient (LEP students) (2000). Office for Civil Rights policies regarding LEP children are reflected in these three OCR policy documents. (http://www2.ed.gov/about/offices/list/ocr/docs/laumemos.html)

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Alaska Department of Education & Early Development. *Guidance for Limited English Proficient (LEP) Student Identification, Assessment, and Data Reporting.* August 2011. http://www.eed.alaska.gov/tls/Assessment/elp/LEP_Guidance.pdf

California State Department of Education Office of Bilingual Bicultural Education. *Schooling and Language Minority Students: A theroretical Framework*. Los Angeles: Evaluation, Dissemination and Assessment Center. 1991.

Cummins, J.. "Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters." *Working Papers on Bilingualism* (No. 19), 121-129. 1979.

Donnelly Hill, J., and K. Flynn. *English Language Learner Resource Guide: A Guide for Rural Districts with a Low Incidence of ELLs.* MCREL - Mid-Continent Regional Educational Laboratory. 2004.

Forte, Ellen, and M. Faulkner-Bond. *The Administrators Guide to Federal Programs for English Learners*. Washington, D.C.: EdCount. 2010.

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Malone, S. *English Language Learners in Your District.* (n.d.). South Dakota Department of Education: http://doe.sd.gov/oess/documents/YDstsELLs.pdf

McCobb, J. *Serving Students Learning English as a Second Language: A Guide for Vermont Educators.* Montpelier: Vermont Department of Education. 1994.

U.S. Department of Education Office for Civil Rights. *The Provision of an Equal Education Opportunity to Limited English Proficient Students*. August 2000. U.S. Department of Education Office for Civil Rights: http://www2.ed.gov/about/offices/list/ocr/publications.html

U.S. Department of Education Office for Civil Rights. *Questions and Answers on the Rights of Limited English Proficient Students*. March 8, 2005. U.S. Department of Education Office for Civil Rights: http://www2.ed.gov/about/offices/list/ocr/qa-ell.html

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