

## SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

### 5) English Language Proficiency (ELP) Assessment

Indicate the title(s) of the personnel responsible for the English language assessment of potential ELLs in your district.

Registrar     ESOL Coordinator/Administrator     Other (Specify) Guidance Counselor or District or School-based trained language assessor

### 6) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment(s) used in your school district to identify a student as an English Language Learner (ELL). Also, indicate the publisher's cut-score by score type that determines the student eligible and in need of ESOL services.

| Name of Listening and Speaking Instrument(s): | INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE |                          |                            |                                    |
|---|--|--------------------------|----------------------------|------------------------------------|
|   | Grade Level  | Raw Score <sup>(1)</sup> | Scale Score <sup>(2)</sup> | National percentile <sup>(3)</sup> |
| IDEA Language Proficiency Test I              | K Initial ID   |                          | C (LES)                    |                                    |
|   | K redesignation to 2   |                          | D (LES)                    |                                    |
|   | 3-6  |                          | E (LES)                    |                                    |
| IDEA Language Proficiency Test II             | 7-12   |                          | E (LES)                    |                                    |
|   |  |                          |                            |                                    |

(1) A raw score represents the number of points a student received for correctly answering questions on a test.

(2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.

(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

**6a)** Describe the English Language Proficient (ELP) assessment procedures that have been implemented for K-12 ELLs to determine their oral skills levels [i.e. Non-English Speaking (NES), Limited English-Speaking (LES), and Fluent English-Speaking (FES)]. Include personnel responsible for testing students, grading the assessments, and recording the ELL data.

K-2 students who score at NES and LES levels based on the IPT-I are assigned Broward County Language Classifications ranging from A1-C1 using the charts correlating the IPT test score levels with the Broward County Language Level Classifications. These NES and LES (A1-C1) students qualify for ESOL Program Placement.

K-2 students who score at FES levels based on the IPT-I are generally assigned a Broward County Language Classification of C2 using the aforementioned charts. These FES (C2) students do not qualify for ESOL Program Placement [Exception: FES K-2 students can be given a Broward County Language Classification of C1, qualifying them for ESOL Program placement, if recommended by an ELL Committee

because of a lack of English proficiency in readiness (K) or academic skills (Grades 1-2).]

Grade 3-12 students who score at NES or LES levels based on the IPT are assigned language classifications ranging from A1-B2 using the charts correlating the IPT test score levels with the Broward County Language Level Classifications. These NES and LES (A1-B2) students qualify for ESOL Program Placement.

For FES (C1-C2) students in grades 3-12, test scores in reading and writing are considered for ESOL Program entry and the following criteria are used to determine student eligibility for the ESOL Program:

- If both reading and writing test scores are at or above the 33rd percentile, the student is placed in the Basic Program and does not qualify for the ESOL Program.
- If both reading and writing test scores are at or below the 32nd percentile, the student is placed in the ESOL Program.
- If either the reading or writing test score is at or below the 32nd percentile, the student is referred to the ELL Committee for placement recommendation in either the ESOL or Basic program.

**6b)** What procedures and safeguards have been implemented to ensure that the Listening and Speaking test is administered within 20 school days of the completion of the HLS with affirmative responses?

If a parent answers “yes” to one or more of the three HLS questions, the student is assessed for English aural/oral language proficiency with the IPT.

The school ESOL contact/designee keeps a record of all students whose parents answer “yes” to one or more of the three HLS questions to ensure aural/oral testing is completed within 20 days of registration. District trained school-based language assessors are available to test at school sites. In addition, schools may request language assessors from the district Multicultural, ESOL and Program Services Department.

**6c)** Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses.

If a parent answers “yes” to ANY of the three questions on the Home Language Survey, then the student is assessed for aural/oral language proficiency in English within 20 days of registration. If the student is not assessed within these 20 days, this period is extended to an additional 20 days, as long as parents are notified in writing in their native language.

**6d)** Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test. K-2 students who score FES based on the IPT-I are generally assigned a Broward County Language Classification of C2 using the aforementioned charts. These FES (C2) students do not qualify for ESOL Program Placement and are placed in the Basic Program [Exception: FES K-2 students can be given a Broward County

Language Classification of C1, qualifying them for ESOL Program placement, if recommended by an ELL Committee because of a lack of English proficiency in readiness (K) or academic skills (Grades 1-2).]

**6e)** Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher's cut scores) on the Listening and Speaking test.

Grade 3-12 students who score at NES or LES levels based on the IPT are assigned language classifications ranging from A1-B2 using the charts correlating the IPT test score levels with the Broward County Language Level Classifications. These NES and LES (A1-B2) students qualify for ESOL Program Placement.

### **7) Reading and Writing**

Indicate the Reading and Writing assessment(s) used in your school district to identify a student as an English language learner. A norm-referenced test may report a student's score as a percentile. A score at or below the 32<sup>nd</sup> percentile on the reading or writing portion of a norm-reference test would qualify a student for entry into the ESOL program.

|   |
|---|
| <b>Name of Reading and Writing Instrument(s):</b>     |
| Kaufman Test of Educational Achievement-II Brief Form |
|   |

**7a)** What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening and Speaking test?

To ensure that the Reading/Writing test is administered within one year of the aural/oral test, the following procedures are implemented:

- Reading and Writing subtests of the Kaufman Test of Educational Achievement-II Brief Form (K-TEA-II) are administered by district ESOL Program staff to Grades 3-12 students identified as FES.
- This testing is completed within 20 days of the identification of the student as FES.
- The District ESOL Program staff informs the school ESOL Contact or designee of the results so appropriate student placement is made and TERMS database can be done by school staff.

**7b)** Describe the procedures that are followed when the Reading/Writing test is not administered to students in grades 3-12 within the required timelines.

Upon identifying students requiring the Reading/Writing test, schools must request an assessor from the Multicultural, ESOL and Program Services Department for those students who require the test via Request for Assessment Form available at [www.broward.k12.fl.us/esol/Eng/Forms.htm](http://www.broward.k12.fl.us/esol/Eng/Forms.htm). If the student is not assessed within the

20 days, the period is extended to an additional 20 days, as long as parents are notified in writing in their native language.

### **8) ELL Committee Intervention**

Describe the procedures that have been implemented by which the ELL Committee makes entry (placement) decisions. Include Web links (URLs) to form(s) used to document ELL Committee meetings or attach forms when sending the plan.

For students in grades K-12 with inconsistent test data to meet the entry criteria, an ELL Committee is convened to determine if the student should enter the ESOL Program. Parents are invited to attend this meeting.

For students in grades K-12, the ELL Committee may determine a student to be ELL or not to be ELL according to consideration of at least two of the following criteria in addition to the results of the assessment of English language listening/speaking proficiency (IDEA Oral Language Proficiency Test) and/or reading and writing:

- extent and nature of prior educational and social experiences; and/or student interview;
- written recommendations and observations by current and previous instructional and supportive services staff;
- level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;
- grades from the current or previous years;
- test results other than those from the district assessment of listening/speaking /reading/writing.

ELL Committee decisions are documented in the ELLSEP folder under ELL Committee recommendations. ELL Committee members sign the folder for documentation purposes. For a copy of the ELLSEP folder, go to [www.broward.k12.fl.us/esol/Eng/ESOL/index.html](http://www.broward.k12.fl.us/esol/Eng/ESOL/index.html).

### **9) Native Language Assessment**

Have procedures been developed and implemented to assess ELLs in their native language? (Rule 6A-6.0901, FAC., defines native language as the language used by an individual of limited English proficiency).

Yes    No

If yes, describe the procedures implemented and list the instrument(s) used. \_\_\_\_\_