

SECTION 2

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)



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Aural/Oral Language Assessment

If a parent answers "no" to all three questions on the Home Language Survey, the student is not considered a potential ELL student. This student will NOT be assessed for English language proficiency.

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 [20-day Parent Notification Letter](#) (Appendix B).

The aural/oral language assessment instruments used in the Broward County Public Schools are:

- Pre-IDEA Oral Language Proficiency Test (Pre-IPT) 4th Edition – Pre-K (ages 3-5)
- IDEA Oral Language Proficiency Test I (IPT-I) Form G – Grades K - 6
- IDEA Oral Language Proficiency Test II (IPT-II) Form E – Grades 6 - 12

There should be **at least one** district-trained oral language assessor at each school site. Aural/oral assessments for Pre-IPT can be requested from the ESOL Department by emailing the [Request for Assessment Form](#) (Form 2590A, Appendix C) to esolrequests.com.

Once the student is assessed with the aural/oral language assessment instrument, use the charts correlating the [IDEA Oral Language Proficiency Test Score Levels with Broward County Language Level Classifications](#) (Appendix D). These charts are used to determine a Broward County language level classification for the student. Broward County's [Language Level Classifications and Descriptions](#) range from A1 to E (Appendix E). The student's Broward County language level classification should be written on the front of the IPT test booklet and noted on the [Initial Language Classification Assessment Form](#) (Form # 2590E, Appendix F).

Per the State, districts are required to report percentile scores for Listening and Speaking on the IPT I and II. The ESOL Department provides training for school personnel in the administration and scoring of the IPT I and II.

When students come from other Florida school districts, all English Language Proficiency assessments must be entered in TERMS for active ELLs (LYs) and

students classified as LFs. IMTs are to follow the procedures outlined in the Database Guidelines.

Readministration of the IPT

The District recommends that the time interval between administrations of the IPT should be at least 4 months. Re-administering the same form of the IPT sooner could impact test reliability.

Achievement test scores in reading and writing (language) must be administered as part of the ESOL Program eligibility requirements students that are not eligible for Broward County Language Level Classifications of D and E. Interview and background data will be helpful in determining D and E Broward County Language Level Classifications.

Reading and Writing Standardized Tests

- For students in grades 3-12, the Reading and Writing (Spelling) subtests of the Kaufman Test of Educational Achievement II-Brief Form (K-TEA II Brief Form) **will be administered by District ESOL Program Staff.**
- Email the completed *Request for Assessment Form* to esolrequests.com. **Testing must be completed within 20 days of the student's identification.**
- The K-TEA II Brief Form will be administered according to instructions in the test manual. Percentile ranks will be generated based on grade-referenced norms.
- Percentile ranks obtained from K-TEA II Brief Form will be **recorded on the student's [Initial Language Classification Assessment Form](#)** (Form # 2590E, Appendix F) and [ELLSEP Folder](#) (Form # 4300, Appendix G).
- The District ESOL Program Staff will inform the school's ESOL Contact or designee of the results in order for appropriate student placement to be completed. ESOL Contact will record the information in the ELLSEP folder and provide the information to the IMT to enter on TERMS.

The following criteria will be used to determine eligibility for students who score FES in grades 3-12:

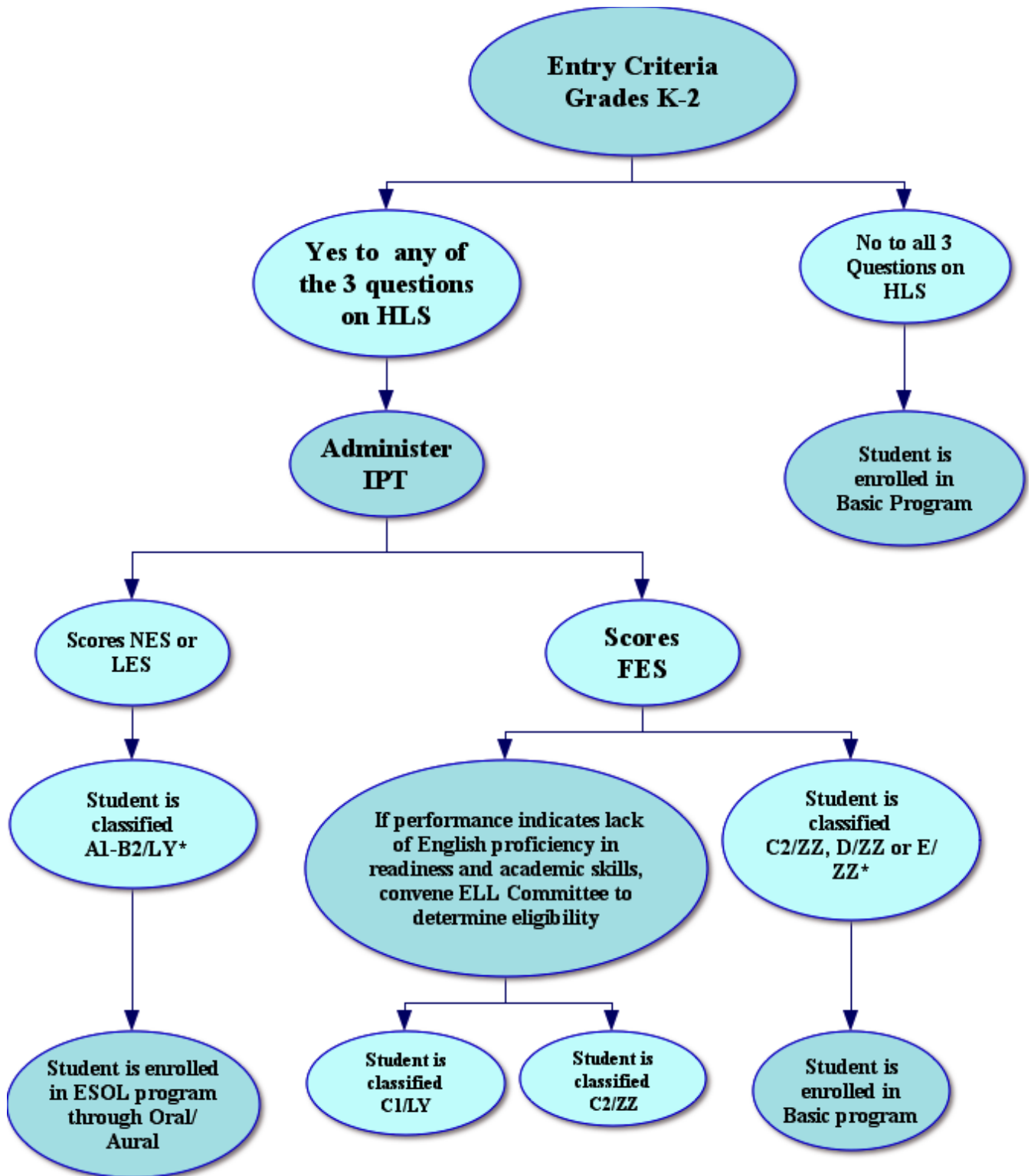
- If **both** reading and writing (language) standardized K-TEA achievement test scores are at or above the 33rd percentile, the student is placed in the Basic Program and does not qualify for the ESOL Program. These students are classified C2/ZZ and all testing information is filed in the CUM.
- If **both** reading and writing (language) standardized achievement test scores are at or below the 32nd percentile, the student is placed in the ESOL

Program. These students are classified C1/LY and an ELLSEP folder is initiated. See section 3 of this Handbook.

- If **either** the reading or writing (language) standardized achievement 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. The ELL Committee may determine if a student needs ESOL services or not according to consideration of at least two of the following criteria:
 - (a) extent and nature of prior educational and social experiences; and student interview;
 - (b) written recommendations and observations by current and previous instructional and supportive services staff;
 - (c) level of mastery of basic competencies or skills in English and/or home language according to appropriate state, and national criterion-referenced standards;
 - (d) grades from the current or previous years;
 - (e) test results from tests other than CELLA or FCAT

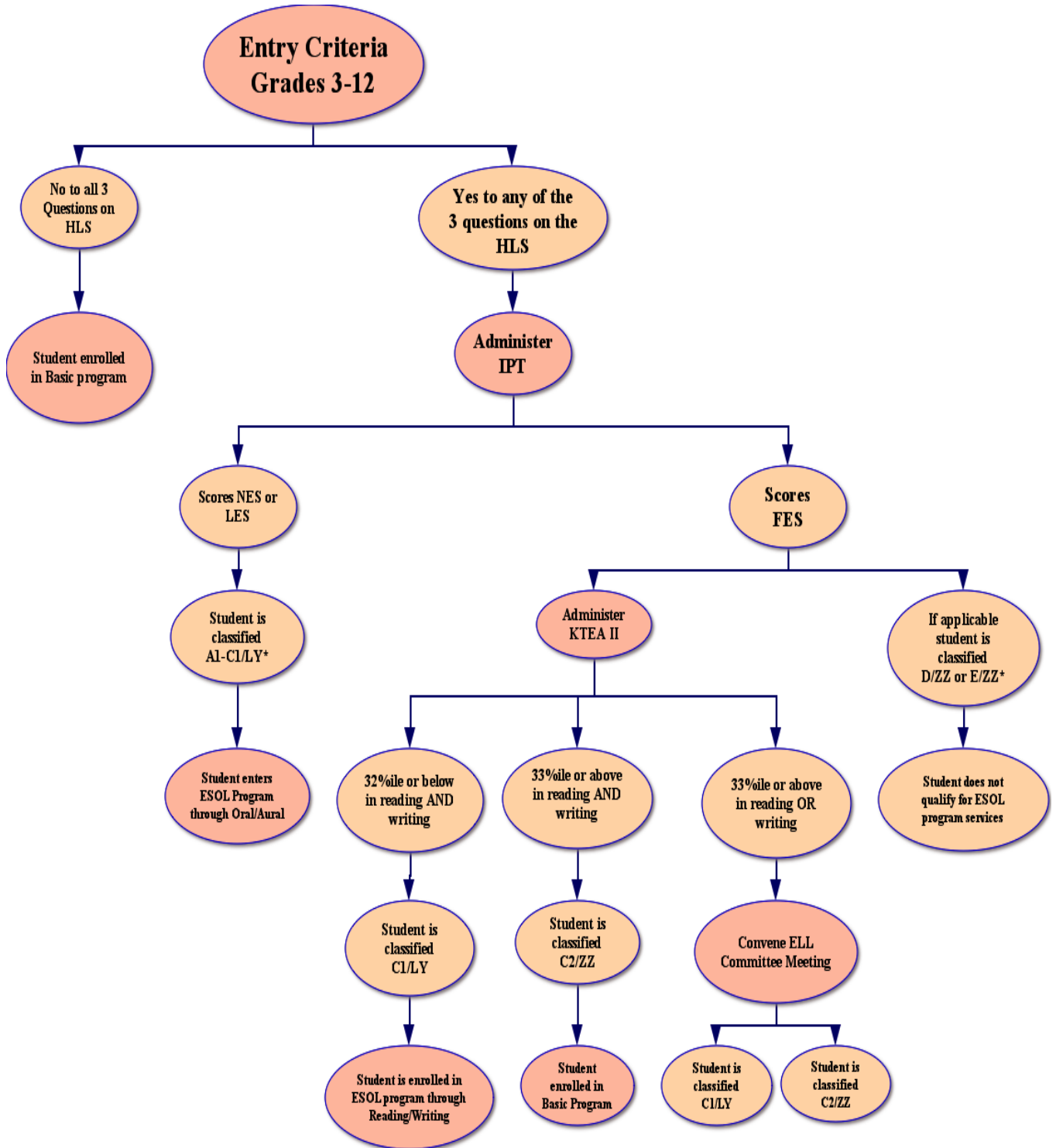
Parents of all students **must be notified by the school** if the student qualifies for the ESOL Program and that he/she will be receiving ESOL services. The [Parent Notification of Placement/Continuation of Services in the ESOL Program](#) (Form # 4673, Appendix H) is used for this purpose. This form is available in English and the three major languages in Broward County: Haitian-Creole, Portuguese, and Spanish. **Beginning with the 2009-2010 school year, this form must also be provided annually on the anniversary date to inform parents or guardians of the continuation of services in the ESOL Program.**

English Language Proficiency Assessment (Placement)



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Q & A Section 2: English Language Proficiency Assessment (Placement)

Q: What happens if a student is not assessed within 20 days of registration?

A: This period can be extended to an additional 20 days, as long as the parents are notified in writing in their native language. (See [Appendix B](#) for a sample of the letter. A copy of the letter must be kept in the [ELLSEP](#) folder.)

Q: Once a student in grades 3-12 scores FES (Fluent English Speaker) on either IPT I or II, what procedures must be followed?

A: Refer to the flow chart in Section 2, for classification procedures.

Q: What is the appropriate time interval allowed between administrations of the IPT?

A: In order to avoid impacting test reliability, the time interval between administrations of the IPT should be at least 4 months.

Q: How are D and E language classifications determined?

A: Interview and background data in addition to questions on the [Initial Language Classification Assessment Form](#) will be helpful in making this determination. Refer to Appendix F.