SECTION 3

PROGRAMMATIC ASSESSMENT: GENERATING THE ELLSEP FOLDER

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PROGRAMMATIC ASSESSMENT

ELLs who leave State and/or Country

ELLs who leave the state and/or country for 90 or more school days, and then return and re-enroll, should be re-assessed for English language proficiency due to an interruption of ESOL services. However, all measures must be taken to honor time in an ESOL program. The original ENTRY DATE must **not** be modified. Update the plan date and print an *A07* Panel to document interrupted schooling. All prior documentation shall be maintained in the *ELLSEP* and/or cumulative folder with an explanation of new data. If a student has been withdrawn but attended another Florida school district, no interruption of ESOL services should occur. *Parent Notification of Continued Placement* (Appendix H) must be sent home if the student will continue receiving services **or** *Parent Notification of Student Exiting* (Appendix N) if they qualify to exit the program.

ELL Programmatic Assessment and Academic Placement

To effectively place ELLs, school personnel should review and document student's prior schooling experiences using school records, transcripts, parent and student interviews and other evidence of educational experiences.

Gathering information about the student's educational background and prior academic placement achievements will provide a basis for developing appropriate placement and scheduling. ELLs must have equal access to all instructional programs. Special attention should be given to placement in honors, college preparatory and advanced placement as appropriate.

Programmatic assessment for new ELLs must be conducted at the school site by trained school staff at the time of initial registration and must be documented in the *ELLSEP folder*. A student's limited English proficiency should not be a factor in determining the student's level of knowledge/skills in the basic subject areas.

At the **elementary level**, especially in the early grades, placement decisions for all students are made based on age-appropriateness. However, as curriculum and student expectations are raised, these decisions become more complicated. Bilingual teachers and bilingual paraprofessionals should be available and used to assist in the programmatic assessment of these students.

At the **middle school level**, ELLs are also often placed in academic classes based on age/grade appropriateness. However, academic assessment must still be conducted and documented for students in sixth through eighth grade. The same guidelines and procedures described above for elementary students may also be applied to middle school students.

At the **high school** level, transcript evaluation and analysis for students who attended schools outside of the United States present unique challenges not encountered on a regular basis by guidance personnel. Appropriate assessment academic skills of ELLs is crucial at this level. Special care must be taken to ensure that (1) ELLs have full and equal access to the entire range of courses offered at the high school, and (2) that the placement of ELLs in courses is not based on English language proficiency level.

Schools should refer to *Foreign Educational Systems: A Guide for the Placement of Foreign Born Students* for guidelines regarding the grade placement of students who enter the district with foreign educational credentials this document is available from the District Guidance Department. The guide also serves as a tool in identifying the grading scale and academic year of each country as well as diplomas awarded upon completion of secondary education.

For Students With Educational Records

In order to evaluate, document, and grant equivalency status to students' prior educational experiences, the school should:

- Conduct a comprehensive interview with the parent/guardian and student.

- Check the academic year of the report card.

- Check the academic calendar of the student's prior school.

- Check that the name of the student corresponds with educational records.

- Verify whether the student was promoted or retained.

- Check subjects that the student passed or failed.

- Determine courses to be transferred and match them to those offered in the district to ensure that the student receives the credits earned.

- Review student records in scheduling courses. Ensure correct placement in the core academic areas such as English, mathematics, science, and social studies. Assist the student's teachers in developing an appropriate instructional program.

For Students Without Educational Records

- Interview the parent/guardian and student regarding the student's previous schooling.

- Generate a general profile of the student using target questions such as:

  ✓ What grade was the student in during the previous year?

  ✓ What courses did the student take?

  ✓ How did the student perform in the prior school setting?

  ✓ At what age did the student start school?

  ✓ What is the total number of years the student has been in school?

  ✓ Was the student ever retained?

  ✓ Were there excessive absences or special circumstances affecting achievement?

- Check the age of the student to determine approximate grade placement.

- Administer placement tests to assess student's academic skills.

Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic skills administered in English (e.g., Kaufman Test of Educational Achievement II – Brief Form) and/or the students' heritage/native language or other forms of formal or informal assessment should be used in determining the appropriate grade placement of ELLs. All decisions regarding ELLs programmatic assessment and academic placement must be documented in the appropriate section of the *ELLSEP Folder* (Form # 4300) (see Appendix G).

English Language Learner Student Education Plan (ELLSEP) Folder

An *ELLSEP folder* must be generated for each ELL enrolled in the ESOL Program. The *ELLSEP folder* (Form # 4300) (see Appendix G) contains the ELLs **individual educational plan** which must be updated as needed and reviewed annually. Individual student identification and school information should be documented on this folder. It is also used to record initial placement information, programmatic assessment and academic placement, language reclassifications, annual reviews, ELL Committee meetings, student's program exit information and the four monitoring periods. The descriptors used in TERMS database are *capitalized and bolded* for easy identification. The information entered on the *A23* panel (TERMS) must correlate with the information documented on the *ELLSEP folder*.

ELLSEP Folder Documentation Checklist

The following documents must be filed in the *ELLSEP folder*:

❏ Home Language Survey, which is part of student registration form

❏ *Initial Language Classification Assessment*, *(*Appendix F) (Form # 2590-E)

❏ Notification Letter (in the parents' native language) must be included if the Aural/Oral Language Assessment (IPT) is not completed within 20 days

❏ Aural/Oral Language Assessment (IPT I or IPT II)

❏ Reading and Writing Test (K-TEA II Brief Form) for Grades 3-12 only if applicable

❏ *Parent Notification of **Placement**/Continuation of Services in the ESOL Program*, *(*Appendix H) (Form # 4673) signed and dated and in parent's native language is to be sent home annually within 30 days prior to the anniversary date for continued placement in the ESOL Program.

❏ *Parent Notification of Placement/**Continuation** of Services in the ESOL Program*, *(*Appendix H**)** (Form # 4673) signed and dated and in parent's native language is to sent home annually within 30 days prior to the anniversary date for continued placement in the ESOL Program.

❏ AMOUNT OF INSTRUCTIONAL TIME OR SCHEDULE (The amount of instructional time (minutes) the ELL received must correlate with the WFTE claimed and must be documented in the *ELLSEP folder*. A copy of the students' schedule (*A10* Panel) must be filed in the *ELLSEP folder* at the beginning of the school year and whenever there is a schedule change.

❏ *ELL Committee Meeting Invitation* letters in parent's native language, (Appendix M).

❏ *Accommodations Checklist for Active ELLs (LYs)*, (Appendix O).

❏ CELLA Score reports and all other assessments and correspondence not mentioned above which are related to the ELL educational plan (ELLSEP) and programmatic assessment documentation.

❏ *Parent Notification of Student Exiting from the ESOL Program*, (Appendix N). (Form # 4703) in the parents' native language

Generating a Replacement Folder

- Label a new *ELLSEP folder* REPLACEMENT.

- Print the *A03*, *A07* and *A23* panels and place in the replacement folder.

- Complete as much information on the replacement folder as possible, based on the TERMS panels.

- ELL Committees cannot be recreated.

- All original signatures cannot be falsified.

Q & A <u>**Section 3: Programmatic Assessment**</u>

Q: **When should the Programmatic Assessment be completed?**
A: The Programmatic Assessment must be conducted at the school site by trained school personnel at the time of initial registration. The interview should be documented in the ELLSEP Folder.

Q: **Does a student's language classification/proficiency determine eligibility for gifted, advanced placement, dual enrollment, etc.?**
A: No.