

SECTION 3

PROCEDURES FOR GENERATING ELL PLANS AND THE ELL FOLDER

In this section, you will find information on the following:

- Programmatic Assessment
 - For Students With Educational Records
 - For Students Without Educational Records
- English Language Learner (ELL) Folder
- Generating a Replacement Folder
- Frequently Asked Questions

SECTION 3

PROGRAMMATIC ASSESSMENT

Programmatic Assessment

To effectively place English Language Learners (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 ELL Folder, upon qualifying for ESOL services. 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 ELL Folder.

English Language Learner (ELL) Folder

An ELL Folder must be generated for each ELL enrolled in the ESOL Program. The ELL Folder contains the ELLs' educational plan (ELL Plan), which must be updated as needed and reviewed annually. Individual student identification and school information must be documented on this folder.

The following documents must be filed in the ELL Folder:

- ☐ **Current ELL Plan** (updated annually based on or 30 days prior to the DEUSS date, at the beginning of the year indicating the students new schedule, anytime the students' schedule is changed, etc.)
- ☐ Home Language Survey, which is part of student [registration form](#)
- ☐ [Initial Oral Language Classification Assessment Form](#)
- ☐ IPT Protocol Booklet(s)
- ☐ Reading and Writing test (K-TEA II Brief Form) for Grades 3-12 only, if applicable
- ☐ [The Notification of English Language Program placement Letter](#)
 - (Initial Placement) To be sent home in parent's native language and in English when student first enters the ESOL Program. The letter must be signed and dated by ESOL Contact.
 - (Continued Placement) To be sent home in parent's native language and in English annually on or 30 days prior to the students' DEUSS date for continued placement in the ESOL Program. The letter must be signed and dated by the ESOL Contact.
- ☐ [ELL Committee Invitation Letter\(s\)](#) (Refer to Handbook Appendix) To be sent home in parent's native language and in English for students who are eligible for extension of services or whenever an ELL committee meeting is held.
- ☐ ELL Committee Meeting Students Form with signatures
- ☐ [Flexible Setting Accommodation Letter](#) (Refer to Handbook Appendix)
- ☐ State Assessment Score Report(s)
- ☐ [Parent Notification of Student Exiting from the ESOL Program](#) To be sent home in parent's native language and in English when student is exited from the ESOL Program. The letter must be signed and dated by ESOL Contact.

Generating a Replacement Folder

- Label a new ELL Folder as REPLACEMENT.
- Print the A03, A07 and A23 TERMS panels and place in the replacement folder.
- Generate and **print a dated** ELL Plan from ELlevation once data is updated in TERMS.
- 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.

Frequently Asked Questions

Section 3: Programmatic Assessment

Q: When should the Programmatic Assessment be completed?

A: Trained school personnel must conduct the Programmatic Assessment at the school site at the time of initial registration. The interview must be documented on the ELL Folder upon qualifying for the ESOL Program.

Q: Does a student's language classification/proficiency determine eligibility for gifted, advanced placement, dual enrollment, etc.?

A: No.